

The Impact of Modern Technology on Reading and Writing

by

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DECLARATION

I declare that *The impact of modern technology on reading and writing* is my own work and has never been submitted to any institution of higher education. All the sources that I have used or quoted have been indicated and acknowledged by complete references.

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Thabo Alpheus Buda

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DEDICATION

This work is dedicated to my mother, Maria Shabangu.

ABSTRACT

The current technology revolution has caused major changes globally. Children today have unprecedented access to screen media, including content viewed on television, computers, gaming consoles, smartphones and tablets.

The purpose of this study is to analyse what effect the use of technology has had on reading and writing and its impact on young children in their early stages of education. The researcher used qualitative research methods as a form of data collection, analysis and presentation.

The research is needed to better understand the impact of modern technology on children and to support the development of effective and evidence-based guidelines.

Key words

technology, language, reading, writing, the internet, television, traditional education, mother tongue, social networking, and literacy.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In the past children used to play in their neighbourhood with other children, engaging in various group activities and games such as singing, playing and teaching each other, instead of sitting in front of a computer screen for hours with no face-to-face interaction with others. Today, technology is fast becoming a serious addiction where learners are unable to spend a few minutes without accessing some form of technology.

This research intends to establish how the general quality of technology aimed at young children can foster the love of reading children's books in the indigenous South African languages, particularly books written in isiZulu. The researcher believes that reading creates a literate society, shapes the personalities of children, builds moral character, and enables children to express themselves.

Previously, an intimate relationship between parents and children was a rarity; it was something experienced only when a problem arose. However, today it is practically a must that parents support and observe their children on a daily basis and be involved in their children's learning; that they read aloud to young children and encourage them to read on their own.

The traditional form of education was to present knowledge and skills to children. The benefit of traditional education was one-on-one teaching and demonstrated high levels of learner's' engagement with teachers. Further, a traditional classroom teaching environment increases interaction among learners and provides a safe environment to learn from fellow students and also encourages higher levels of competitiveness among students. This form of education was replaced by outcomes-based education that focuses on modern technology.

Outcomes-based education was adopted in South Africa in the early 1990s but is being phased out. The policy gained support from the labour movement that borrowed ideas about competency-based and vocational education.

Outcomes-based education was introduced in 1997; It was a process that involved the restructuring of the curriculum, assessment and reporting practices in education to reflect the achievement of high order learning. It intended for all learners to learn and succeed, but not on the same day in the same way. However, in 2005 it was replaced by the national curriculum statement which aimed at providing children with knowledge and skills that are significant and relevant to their lives. It was later amended to become the curriculum and assessment policy statement (CAPS) in 2012 which is a more focused curriculum aimed to improve learners' literacy and numeracy skills.

The curriculum and assessment policy statement document stipulates what should be taught and it gives the time frame to be spent in teaching particular content and skills. The curriculum assessment policy statement teaching of language and literacy in a home language at the foundation phase is associated with the acquisition of listening and speaking, reading and writing skills. The school curriculum document clearly highlights the benefits of the explicit teaching of language skills to the early graders.

Prior to 1994 the children were able to read and write in their classroom and prepare all homework on languages, particularly in isiZulu. They were improving despite the modern technology not yet being in an advanced stage. In addition, there was a movement of closing the teachers' training colleges. The government deemed that there was a surplus of teachers and they thus felt justified in closing the colleges. The government believed that the quality of the teachers in training colleges was considered to be very low. Of more than 100 colleges that existed about two thirds were closed and by 2001 the remaining 27 colleges were incorporated into universities.

In 2001, people realised that the intended effect was not achieved and by 2006 a proposal to change the system was accepted by the government. In 2008 the South African government announced the Foundation for learning campaign which intended to improve reading, writing and numeracy in the Foundation and Intermediate phases.

Learning materials such as the Department of Basic Education workbooks were distributed to schools to support the teachers and learners in literacy teaching and learning. Through this intervention, teachers were guided on how to allocate time evenly throughout the day to support the teaching and learning of literacy and numeracy. The campaign emphasised that learners in primary schools should read for at least thirty minutes daily.

The Department of Basic Education then introduced the annual national assessment (ANA) in 2011. The trial runs of the annual national assessment were conducted in 2008 with the aim of introducing improved ways of assessment to teachers. The first official ANA took place in 2011, followed by others until 2014.

The annual national assessment was intended to improve learning and teaching by focusing on literacy and numeracy. It also aimed to enable districts, principals and teachers to identify schools that needed support. Despite this intervention in literacy teaching in the foundation phase, the annual national assessment and systemic evaluation results indicate that many South African learners as from Grade 3 have poor reading comprehension in their own home languages. This presents a challenge as Grade 3 learners still have low proficiency levels in their home languages after three years of schooling.

1.2 Problem statement

African societies are faced with many challenges that affect their children's ability to read and write. This is due to many children not receiving adequate support from home. The reading and writing of learners in schools are often undermined because of the

contribution of social media. There is also a concern that parents fail to monitor and control their children. Parents wake up early in the morning preparing for work and return late in the evening and they feel tired, they just go to bed without monitoring and reading for their children.

There is also a problem of reading and writing in our schools, particularly in township schools. Children's reading habits are unsatisfactory. The learners do not pay attention to what is being taught in the classroom, resulting in their inadequate skills to derive information from the textbooks.

Most publishing houses were forced to close down because the Department of Education was not investing in buying literature books for the love of reading, moreover widespread illiteracy discouraged the publishing of books. The potential death of the narration of stories that are used to teach, protect and educate children about daily living and to develop an interest in stories can be ascribed to children being more interested in electronic material than in published books. In addition, due to severe budget cuts, many school libraries have had to close, while public libraries are no longer able to buy sufficient books to provide for the broader population. The introduction of modern technology has also contributed to the low rate of reading of published children's literature.

Cultural factors, for example immigration, constitute additional challenges involved in learning a new language and learners are faced with the problem of reading and writing in isiZulu as they acquire the new culture.

1.3 Research questions

The following research questions guided the investigation:

- Why are African children reluctant to read books in African languages, particularly in isiZulu literature?
- What causes lack of children's literature in African languages?
- How does the lack of children's literature affect children?

- What can be done to bring back the interest of children in reading and writing children's stories?

1.4 Aim and objectives

1.4.1 Aim

The aim of the research is to investigate the impact of modern technology on reading and writing with specific reference to isiZulu.

1.4.2 Objectives

The objectives of the research are to:

- identify why some children, experience challenges in reading and writing, particularly in African languages.
- assess the contribution of social media to the reading habit among the learners.
- analyse the manner in which children use different languages during home language lessons.

1.5 Justification

The researcher found it important to conduct research on this topic because previous research and solutions suggested by other scholars have not reached the relevant people, especially African parents. The information has not been given serious attention, as it does not address the problem of most children not reading books.

The research will focus on the impact of modern technology on isiZulu children's literature. Very little on this topic has been researched in isiZulu as large publishing companies only accept books that are guaranteed to sell in order to make a profit.

As all parents do not ensure that their children's use of social networking and the internet is harmless, the research guides parents and teachers on how to monitor young children's use of technology and to know which tools to use effectively. The results of the study will also likely influence further scholarly research and initiate appropriate mitigation.

1.6 Significance of study

The study will help to build a bond between parents and children. Reading daily to their preschool children is the single most important thing parents can do to develop literacy and a favourable attitude towards books as enrichment to their children's lives. Both adults and children benefit from experiencing the pleasure of escaping into a fantasy world or an exciting adventure.

Addressing the reluctance of many children to read books will enhance effective learning and teaching, and having access to the internet will simplify learning and enhance the love of reading.

1.7 Definition of key words

1.7.1 Technology

Technology is an integration of the physical object or artefacts, the process of making the objects and the meaning associated with the physical objects and these elements are not distinctive and separable factors but form a “seamless web” that constitutes technology.

Lan and Young (1996:280) define technology as:

The branch of knowledge that deals with the creation and use of technical means and their interaction with life and society. It provides the basic devices and techniques to be modified and is a rich set of intellectual resources available for imaginative use in new settings. It is always connected with obtaining certain results, resolving certain problems,

completing certain tasks using particular skills, employing knowledge and exploiting assets.

The researcher deems that technology holds great potential for students to develop deeper knowledge and execute reflective thoughts concerning specific tasks. Technology also provides the capability to complement student learning styles and multiple intelligences. The advancement of technology creates new opportunities for learning, teaching and assessment.

1.7.2 Language

Language use occurs when teachers are sufficiently aware of their goal at a given moment in a lesson to match their teaching. The language is used to facilitate learning in the classroom. Language is a fluid innate ability unique to humans. Language gives humans the freedom to function as independent people on earth. (Landsberg et al. 2005:119). Everyone who speaks a language has mastered the formal aspects of the language being spoken.

Landsberg et al. (2005) explain that there are three dimensions of language involved when learning how to read, write and speak, namely function, form and content. However, when children speak they are not aware of these processes when they are reading and writing. In most cases, this happens in the first grade classroom where learners are still learning how to read and write.

According to Salawu (2004:3) language is a system involving both elements and structure. The language includes a set of symbols to form words (vocabulary) and meaningful methods of combining those units into sentences (syntax).

Similarly, Herskovits (1948:44) defines language as a system of vocal signs that are arbitrary, for example people have a set of words and these words can be selected to form sentences. He also mentions that every time a person uses vocal signs or words a person is free to use the same words to speak other intelligible sentences. He goes on to

say members of a social group use these collectives of words to interact and cooperate with each other.

Language can also be seen as a cultural tool. In cultural societies, language is viewed as an instrument that shapes the behaviour of the members who form part of that society. Therefore, the language in education policy was put in place to ensure that all practices associated with language protect the linguistic and educational right of each South African citizen. The document states that it aims to build a non-racial multilingual South Africa. Each and every learner now has the right to choose his/her language medium based on the availability of languages the school offers.

1.7.3 Reading

Reading means understanding or making sense of the message in a text. Though reading has traditionally been regarded as a reception skill of absorbing printed information in a text. It is an active and productive skill where the interaction of the reader and text is central to the understanding of the text. The purpose of reading is to gain information or verify existing knowledge.

Reading can be defined as a process that enables readers to get a message, delivered by the author through the medium of words or written language. It means an activity or process the reader engages in to get information from the reading material.

Dadzie (2008) defines reading as the technique of understanding words contained in a text, the use of knowledge for personal growth and development. Children read for different reasons and purposes. It needs identification and comprehension. Comprehension assists the learners to understand the meaning of words in isolation and in context. Reading is an essential tool for knowledge transfer. The culture of reading as an academic activity increases skills in reading strategies.

1.7.4 Writing

Writing is a special ability that helps writers to put their thoughts into words in a meaningful form to convey a message. Writing is an integral part of a larger activity where the focus is on something else, such as language training, acting or speaking. Writing is often the result of thinking, drafting and revising procedures that require special skills.

Writing is a productive skill. It is seen to be the most difficult of the skills, even for mother tongue speakers of a language. It involves the development and presentation of thoughts in a structured way. The skill involved in writing is highly complex. Children have to pay special attention to spelling, pronunciation and word choice.

Alsaawi (2015) defines writing as a method that transfers spoken language from being heard to being seen and consequently read. In order to represent spoken language in a written script, a system must be invented and for that reason precisely implemented.

1.7.5 Mother tongue

"Mother tongue" is the language that a person has grown up speaking from early childhood. It is usually the language that children speak at home with their family. The researcher considers that the use of the "mother tongue" in education creates equal opportunities for all, namely an equal level of reading, teaching and playing because children learn better and faster in their mother tongue and tend to show increased self-esteem regardless of economic status, ethnic background or geographic location.

Commins (2001) mentions that children who have learned their mother tongue skills and knowledge in the home are better prepared to make a smooth transition to the language of learning and teaching at school. The home language and the language of learning and teaching become dependent on each other, because when children are able to develop their thinking skills and concepts in the home language, they will be able to do so in the language of learning and teaching.

Dlamini (2016:1) states that a mother tongue is intimately intertwined with the identity of a society, hence the need of safe-guarding it (language of the society) against any form of endangerment. The mother tongue represents the culture of a people and it must be passed on to the next generation so that the future generations may know their true heritage.

The use of a mother tongue is more than a matter of pride in a society. It is the culture of a people, and speaking a mother tongue is a right that no one should take for granted and it is important just like the children's right to education.

1.7.6 Social networking

Social networking is an online platform that is used by people to build social relationships with other people. It is further described as a collection of internet based applications that build an ideological and technological network through which individuals share, create, discuss and modify user-generated content.

Boyd and Ellison (2007:11) define social network sites as Web-based services that allow individuals to construct a public or semi-public profile within a bound system, articulate a list of users with whom they share a connection and view and traverse their list of connections and those made by others within the system.

1.7.7 Traditional education

Traditional education refers to long established customs that society traditionally used in school. It is a more holistic approach that focuses on individual student needs and self-control. It includes the use of corporal punishment to maintain classroom discipline or to punish errors in terms of the curriculum.

The traditional education combines physical training with moulding and manual activities with intellectual training. At the end of each stage, the child is given a practical test relevant to his/her level of development.

1.7.8 Literacy

Literacy can be defined as a skill to access knowledge through technology and the ability to access complex contexts used in a language to understand the dominant symbol system of culture.

According to Blake and Hanley (1995:89) literacy is the ability to read and write. The attribute of literacy is generally recognised as one of the key educational objectives of compulsory schooling. It is concerned with the writing, study or content of literature. The use of literacy for the exchange of knowledge is constantly evolving with the advance in technology, that is, the ever-widening availability of communication, such as internet text messaging, which makes for greater social and political participation.

In addition, Bualit (2018:3) defines literacy as the ability to use a combination of letters and sounds (known as phonemes to create words, or meaning or sentences. Literacy is about how learners achieve comprehension; understand how words are decoded and the connection aspects of text to their prior knowledge. Learners' ability to read allows them to make sense of a whole text.

1.8 Research design and methodology

1.8.1 Research design

Robson (1993:38) defines research design as part of research and that of human actions. Research design can be understood in the context of the place within different layers of social reality. The general principle in the research design is that the research strategy

and the method or techniques employed, must be appropriate in order for the research questions to be answered.

1.8.2 Research method

A research method is a conceptual structure within which research will be conducted. It is a technique which one uses or employs to examine the research topic which provides the collection of relevant information about the topic. Hofstede (2006:108) defines research methods as the general techniques that are employed to examine the thesis statement. He believes that the role of a research method is to allow the researchers to accurately explain what they will investigate.

1.8.3 Theoretical framework

Theoretical framework is the foundation of a qualitative study. It guides the researchers to analyse data and helps them interpret results. The theoretical framework is a leading idea in a qualitative method and it helps shape the research plan. It also guides researchers to make inferences about the results or answer a research question.

Neuman (1994:35) defines theoretical framework as a:

System of interconnected abstractions or ideas that condenses and organizes knowledge about the social world. Theoretical framework support a theory of a research study and It gives ideas, provides rudimentary assumptions, directs researchers to the important questions and suggests ways for making sense of data.

1.9 Ethical consideration

The main aim of an ethical measure is to promote the aim of the research, that is, to obtain knowledge, facts and information. McMillan & Schumacher (2001:196) considered ethical considerations as to deal with belief about what is right or wrong, good or bad. It is the responsibility of the research to ensure that ethical standards are adhered to. The

participants were asked to sign an informed consent form, which is the foundation of ethical research. The participants understood that they were taking part in research and understood what the research required of them.

The researcher had a moral obligation to strictly consider the right of the participants who were expected to provide this knowledge. The researcher considered it very important to establish trust between the participants and himself and to respect them as autonomous beings. The ethical measures in this study include consent, confidentiality, anonymity and privacy.

- Confidentiality means that no information that the participants divulge is made public or available to others.
- Confidentiality and anonymity are guaranteed by ensuring that data obtained are used in such a way that no one other than the researcher knows the source.
- Anonymity is assured because the results do not mention the participant's names.
- The participants have the right to withdraw from the study.
- Privacy refers to agreements between people' that limit the access of others to private information.

In this study the researcher ensured that when participants described their experiences about the impact of modern technology on reading and writing, the confidentiality of the information would be safeguarded. However, privacy also refers to the freedom an individual has to determine the time, extent and general circumstances under which private information will be shared within a group or as an individual.

The researcher explained to the participants how the data would be used; that the participants would remain anonymous; that they would provide information voluntarily, especially information of a private or sensitive nature; that they had the right to withdraw from the research process at any time without being pressured in any way to stay in the research, and that no one would be harmed or suffer as a result of the research project.

1.10 Chapter layout

This study is divided into the following five chapters:

Chapter 1.

Introduction

The chapter introduces the study by outlining the background information, problem statement, aim and objectives, justification, significance of the study, key terms, research design and methodology, ethical measures, and conclusion.

Chapter 2. Literature review

The purpose of this literature review is to identify and review research that supports the research topic. The focus is on how modern technology impacted reading and writing and how social media has changed instructions in schools.

Chapter 3. Research design and methodology

This chapter investigates and gives more information on the research design and methodology used to collect data.

Chapter 4. Data analysis and presentation

This chapter analyses the effect of modern technology on reading and writing in isiZulu children's literature in particular.

Chapter 5. General conclusion

The purpose of this chapter is to provide concluding remarks on the study by way of summary, findings of the research and the recommendations.

1.11 Conclusion

This chapter introduces the study by outlining the background information, the problem statement followed by the research question that is guided by the research topic.

An explanation of what is involved in the study included a brief discussion of the main aim and objectives of the research, investigate the impact of modern technology and identify the problems and challenges experiences by children in reading and writing. An important section of the chapter described research design and methods of data collections analysis and provided key term related to the topic,

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this literature review is to identify and review research that supports the research topic. The focus is on how modern technology has impacted reading and writing, and how technology has changed instruction in schools. The reviewed material was drawn from journals, books and the works of scholars on the subject.

2.2 Literature review

A literature review is the foundation of any research project that sets the broad context of the study. It situates an existing literature in a broader scholarly and historical context, does not only report the claims made in the existing literature but also critically examines the research methods used to better understand whether the claims are warranted. Such an examination of the literature enables the author to distinguish the area of study and what still needs to be learned and accomplished (Boote & Beile, 2005:4).

A literature review is based on the assumption that knowledge accumulates and that we learn from and build on what others have done. Literature reviews can take various forms, namely, contextual, historical, theoretical, integrative, and methodological and meta-analytic; each type of review has a specific goal (Neuman, 1997:89).

A literature review allows the researcher to find out what has been done in terms of the problem being investigated, to ensure that duplication does not occur. Bless and Higson Smith (2000:20) argue that the purpose of a literature review is to:

- study the definition used in previous works as well as the characteristics of the populations investigated with the aim of adopting them for the new research;

- discover connections, contradictions or other relations between different research results by comparing various investigations;
- study the advantages and disadvantages of the research methods used by others, in order to adopt or improve on them in one's own research.

This literature review deals with the impact of modern technology on reading and writing. Recently modern technology are used by young people as one of the fastest growing areas of educational online learning where everything is computerised, and adds that children do not only use technology, they also live it. Everything around children is computerised. The current generation expects and wants to participate actively in and through the media that change the way people live.

Today, children grow up having contact with different kinds of social media. They acquire digital literacy easily, live in a digital world, are independent, and are emotionally and intellectually open. However, technology can affect children negatively, for example it can widen the gap between them and their parents; discourage them from reading and learning from textbooks and expose them to unsuitable material such as pornography.

Khasawneh et al. (2014) add that social media empowers students to be independent rather than relying completely on their teachers to show them the right way to do things. They believe that social media has the capacity to improve student's' creativity and performance because the content it conveys is driven by academic activities that can assist students in achieving better academic outcomes.

Ngema (2006:11) investigates how reading should be assessed in the outcomes-based education approach in isiZulu as a home language in grade three. She highlights the importance of assessment as an important factor that promotes reading instruction. She also recommends that the learner's home language should be used for learning and teaching in the foundation phase. She further stresses that isiZulu should be used as the medium of instruction in the foundation phase.

Hlalethwa (2013) explains reading difficulty as a learner's failure to acquire word identification skills. In his study, Hlalethwa states that reading difficulty is characterised

by unexpected obstacles in reading for learners who are supposedly intelligent. The researcher believes that most learners who have serious reading difficulties do not read. These learners are easily identified in the classroom. Being unable to read affects learners' performance in a subject as well as their writing. When copying notes from the board, the learners with reading difficulties will take a photo using their smart phone and won't even bother to personally write in their books.

According to Zimmerman (2017:36) South African learners have a reading problem, no matter in which language, they read. Zimmerman notes that, since learners lack strong reading literacy development, they will battle to be successful throughout their schooling.

Children's literature is slowly losing the African cultural touch, the art of life, and now it involves and integrates new words and, pictures and overlaps into other modes. There are no progressive attempts contesting the meaning and use of technology in a complex society

Maseko (2008:4) argues that school libraries should support, facilitate and promote reading skills and independent reading. Since libraries contain reading materials and references, Maseko proposed an intervention programme to improve literacy teaching and learning. The effort was made to improve reading, writing and numeracy skills from grade R-12 in both rural and urban areas.

The researcher argues that this does not help the learners. Learners are lazy to pick up a book and read, because they resort to using a mobile phone as a tool for gaining knowledge, development of new skills and sharing academic ideas. In addition to that the learners simply do not have the patience to sit with a textbook for too long or to listen to a teacher for an extended time, instead they spend a lot of time on social media.

Chambers et al. (1998:39) state that after school, television is seen as something that helps children to unwind. It keeps them entertained without having to make much of an

effort. Children who spend more time on these media reduce the quality of other sources and value of face-to-face teaching.

Deavers (2000:267) states that children who miss the opportunity to "get in touch" with books during the early stages of life because of technology, find it hard to acquire good reading habits in their later years. The researcher agrees with the statement and believes that reading aids the identification of symbols and association of their appropriate meaning. As reading requires identification and comprehension, comprehension skills help children to understand the meaning of words in isolation and in context.

Palani (2012:91) states that before the advent of television, children found enough time to read English and vernacular literature. The researcher found that reading has lost its importance, as most children are preoccupied with technology. This also limits the opportunities for conversation and dialogue that is critical in early development.

The lives of children have changed and will continue to change as they become increasingly comfortable and confident with the use of technology to communicate with each other and the outside world, for example, any information can be accessed quickly and cheaply, and children can work independently on language skills. However, the use of technology has a disadvantage in that children can become addicted to technology such as the internet, and be exposed to inappropriate material, cheating, bullying, sexual predators and harmful strangers.

Close (2004:4) maintains that children between the ages of two and five benefit from good quality, age-appropriate educational television. The benefits include good attention, comprehension, receptive vocabulary, some expressive language, and knowledge of narrative and storytelling. However, the researcher found that the presence of modern technology curbed the language development and social skills of learners; that they had difficulty communicating and reading, especially when beginning to construct sentences and stories; and that the children were attention deficient.

Klapwijk (2015:8) observes the problem of poor literacy level in South Africa and is of the opinion that the prevalence of incompetent readers is one of the most salient aspects that should be addressed, since reading development is crucial for citizens to participate in the economy and in society. It was evident that speaking aloud received much attention as it was favoured over reading.

Vygotsky's (1978:86) theory forms the basis for social constructivism and collaboration learning that will help and support the learners on how to read, write and solve problems at school. Learning occurs in what Vygotsky calls the Zone of Proximal Development. He defines the Zone of Proximal Development as the difference between the actual development level determined by independent problem solving on the one hand and the level of potential development as determined through problem solving under the guidance or in collaboration with more capable peers on the other.

In social constructivism, there is the emergence of a new approach to teaching and learning which is a shift from the traditional, passive learning to a more interactive, learner centred pedagogy and meaningful learning occurs when individuals engage in social activities.

The researcher has discovered some of the courses of poor reading culture including lack of functional libraries in school. This poor reading culture has a negative effects on society and individual. At the individual level poor reading culture impedes personal development and it has destroyed a lot of people because they have failed to read and understand instructions and some learners are not performing well academically in school.

Papert. (1991) sees learning as a construction rather than as a transmission of knowledge. He suggests that learning is about teaching children to do something instead of teaching them about something. He emphasises the importance of children drawing their own conclusions through active experiments. He sees the teacher's role in learning

as to create conditions for invention rather than providing ready-made knowledge. He advocates that the computer be used as a tool for the mind and as an idea processor.

He developed logo language as a tool to improve the way children think and solve problems. He suggests that this tool provides opportunities for learners to experience collaboration, visualisation, simulation and programming. He also suggests that schools are well behind the rapidly changing society which is deeply shaped by changes in technology, by not keeping up with new technologies. Students see school and the curriculum without the use of technology as irrelevant to their future, and this may affect their attitude towards learning and schools as institutions.

2.3 How has technology changed schools?

Since 2005, statistics indicate a steady decrease in the proportion of parents who have rules for their children when using technology such as television, the internet and computers. Consequently, the number of children using technology unsupervised has increased and, as the current curriculum requires technology to be incorporated increasingly at school, the competency of learners will inevitably overtake that of many of their parents resulting in a digital generational gap.

Technology has changed the classroom in several ways. The internet's increased access to the social media is profoundly changing the way children learn and acquire knowledge and information. As a result of growing technology, the classroom has had to adapt and address the changes in knowledge acquisition. The internet affords learners access to informational sources that are thought to enhance the learning experience. However, there is also a challenge when it comes to African languages and it is important to remember that some things cannot be learned through the internet.

Vosloo (2009:2) revealed that in South Africa many teachers complain about the problem of texting creep. Learners do not use appropriate language when writing assignments.

Texting is something written in the form of phonetic abbreviations and to be able to use abbreviations, a learner should be at a certain level of phonological awareness.

As technology is constantly adapted and upgraded, learners have increasingly been able to access educational materials and resources both online and offline. As a result of properly implemented education technology, learners are able to learn at their own pace and in a more customised manner. In education, this increased connectivity has facilitated new knowledge for both teachers and learners which enables them to collaborate and learn from one another.

One of the most notable changes brought about by modern technology is the increased use of collaborative learning. Collaborative learning is a teaching and learning strategy that encourages the learners to work together to achieve a common goal. The learners are now able to share their ideas with their classmates. In addition, the traditional learning where learners are given information by a teacher and then tested on that information is no longer as effective as it used to be. Today the learners need more engaging and interactive lesson for exploration.

The teacher can create types of lessons using the annual teaching plan and as a result, the learners have a chance to learn in way that better suits their individual needs. The researcher found that it might become very difficult to find published research that remains timely. It is helpful to first explore how the use of technology may be changing the way in which children communicate.

2.4 The investigation into how children are unable to read and write

Maphumulo (2010:29) contends that teachers play an important role in teaching learners how to read in the foundation phase. The researcher point out that the outcomes-based education and national curriculum statement were replaced by the curriculum and assessment policy statement (CAPS). The curriculum and assessment policy statement document emphasises different strategies that need to be implemented in order to avoid rote learning.

Reading strategies in this study refer to ways of solving problems that learners may have when reading. There will be situations where learners may not know the meaning of a word, fail to pronounce the word or find it difficult to understand the text they are expected to read. The reading strategies will be able to teach the learners what to do in order to work around the problem.

Ogbodo, (2010) believes that parents send their children to school to learn. In the school children are exposed to various experiences which influence their behaviour. Therefore, learning is a change in behaviour. The change may be easy or difficult depending on home and the school environment. Ogbodo further identifies three types of reading habit that will be able to help the children. Namely: Hobby, relaxation and concentration.

- Hobby

Hobby is an activity one does because one derives some joy and satisfaction from doing it. The practice of reading as a hobby helps one to be versatile in knowledge in many areas and the learner can discuss issues knowledgeably with others.

- Relaxation

Relaxation is very common among the educated elite. When coming back home after spending the whole day at school, learners normally desire reading books, newspapers and other written materials which are different and of interest to them. The learners learn to relax.

- Concentration

Concentration reading is the most important type of reading with the desired outcome. It is the bedrock of oriented reading which makes for achievement.

Levy (2009:88) argues that young children's accumulated knowledge from reading printed books in school may be impeded by their reading of multimodal computer texts. She found that children were confident reading on computers before entering school. However, after learning in school that reading was the decoding of print in school-based books, their confidence in reading on computers decreased over time.

De Jong (2004) is concerned about the effect of technology-assisted learning on children after conducting a study to compare children's learning outcomes after they listened to readings from storybooks and read e-books on their own. De Jong found that children did not recall as much of the language and story structure in electronic stories as in stories read to them by adults. She also reveals that children selected the screens presenting the story in a random order, seemingly selecting screens with appealing animations and other interactive effects.

Kyle et al. (2013). investigated the retention effect of a computer-assisted reading intervention and found that children maintained gains on reading skills four months after the intervention, and that the more time those children spent on technology-supported intervention, the better their performance. However, some children show negative performance slopes regarding the ability to track multiple objects after a computer-assisted intervention session.

A number of research studies are underway to test the impact of these products on children's learning. For instance, Wright et al. (2001) studied the impact of educational television on school readiness. Children who watched the programme often achieved the biggest educational gains, whereas rare exposure had no effect on improving readiness.

According to Hill (2005), technology, such as television is good for children when it is engaging, action packed, funny, and entertaining. The reasons why children watch

television are complex and, like adults, relate to their needs to find information, to pass time, to find comfort and to deal with the holistic social environment.

Anderson and Pempek (2005) established that infants and toddlers could gain high levels of sustained attention from videos and TV programmes that are directed at them, it is also important to realise that little is known about how much infants actually comprehend of the videos that they watch. However, if comprehension is minimal, attention to television by young children may be purely reactive due to frequent elicitation.

Bryant (1993) investigated how children learn to use language when starting to read. There were disagreements within the group about the effect of children's pre-reading experience on their learning to read, as some follow a discontinuity view and some a continuity view. The discontinuity supporters believe that the phonological benefits when learning to read have no connection with their early phonological and reading experience, for example reading depends on the artificial skills that children can only acquire by being taught to read.

The continuity supporters are of the view that early experience has a big impact on how children learn to read and that reading skills develop from skills acquired earlier. Bryant (1993) calls this the continuity/discontinuity dispute. He discusses several research projects that support the continuity view, but also gives good evidence for the discontinuity argument.

The discontinuity argument promotes a manner of teaching that does not rely in any way on natural development. It focuses only on the process of teaching children to read regardless of their pre-school phonological skills, which are considered irrelevant to reading. The adherents to this argument review children's early phonological skills and conclude that their ability to detect rhyming words and alliteration will later help them to learn to read and spell.

The researcher believes that some learners have a low ability to read and write. Some learners can't remember what they were taught, others are unable to do anything pertaining to learning taking place in the classroom, as they fear reading badly, are laughed at and discouraged. Some learners pretended to write until the teacher found them out.

Young children will need a front-end application that fulfils their needs to make these resources accessible to them. Once children have learn to write, they can use emails to communicate with friends and family with the assistance of a knowledgeable person. With regard to creativity, young children can learn to create a basic webpage with pictures and symbols to keep grandparents up to date with their activities.

The current curriculum requires that learners use technology at school as the government acknowledges the need to prepare learners for the inevitable presence and increasing sophistication of technology in their lives.

While most researchers agree that even the ordinary application of technology, such as word processors, improve learners' cognition, writing skills, remedial writing, verbal and nonverbal creativity, mathematics, phonological awareness, learning time, positive attitude to learning, auditory skills, language skills, storytelling, mega-cognition, reasoning skills and independent thinking, some emphasise that the gains in proficiency depend on the quality of the learning material.

The research concluded by saying that teaching learners how to read and write is the teacher's greatest obligation. Firstly, in reading, the teacher is responsible to read to the whole class whether using textbooks or a computer screen that is at the listening comprehension level of the learners. This will help learners to develop a love for good literature. Secondly learners should be given more activities such as classwork and homework to write.

2.4.1 Language problem

The basics of reading and writing are not attended to from the foundation phase, where there are plenty of opportunities to practise reading and writing. Many learners in higher grades don't read and write simply because they have never really read and written well enough in primary school, particularly in their home language isiZulu. The primary school did not make reading a real priority, and very little time was spent on reading and writing activities.

Another factor that might account for learner' inability to read, is that reading and writing is different from what is spoken at home and used in the daily interactions especially in urban areas in Gauteng rather than in KwaZulu Natal where a pure form of isiZulu is spoken. By the time the learner's reach grade 8 there is a large backlog of learners who did not master the basics of reading in the primary school. Catching up at this late stage is extremely challenging.

Mkhombo (2012:75) discovered that the cause of the poor performance by isiZulu learners at schools is that these learners live in multilingual and multicultural townships. In most cases, instead of using pure isiZulu, these learners would switch to Tsotsitaal, English, Afrikaans and other African languages which have a major impact on their written and oral work.

Language experiences lead to reading and writing difficulties both at home and at school. Children are exposed to language in their families before entering school. In South Africa the majority of children speak and learn their home language at home. When they are at school they learn more subjects through the medium of English. As a result, these children fail to understand the language.

The children who do not acquire these language skills by the end of grade 3 are more likely to struggle in their future academic endeavours.

2.4.2 Lack of reading books

Lack of reading books and other materials in their home is the cause of learners not being able to read and write. For this reason, such children are left behind during the early childhood development. Furthermore, they find it difficult when they start school.

Learners can't practise reading at home. In addition some learners have to share textbooks and do not get the opportunity to take textbooks home with them and study from them. However, the researcher discovered that some learners are unable to read because of the environmental factors that are associated with the background. Learners grow up with different environmental factors such as home stress, violence, poverty and lack of parental care.

The above circumstances often make children to fail and demoralise and frustrate them in school. This also contributes to loss of interest and motivation.

2.5 Conclusion

The purpose of this literature review is to identify and review research that supports the research topic. The focus is on how modern technology impacted reading and writing and how social media has changed instructions in schools.

This chapter provide a discussion to learn about the contribution of other scholars and get a better understanding. It is also important that the research don't repeat what have been said by the scholars.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the research design and methodology of the study. Research is a process of collecting data and interpreting information provided by the data in order to increase our understanding of a phenomenon which we are interested in or concerned about. Further, the research originates with a question or problem, it requires clear articulation of a goal and a specific plan for proceeding and usually divides the principal problem into more manageable sub-problems. The research is guided by a specific research problem.

3.2 Research methodology

Research methodology refers to the way in which the researcher collects and analyses data. The research methodology is developed for acquiring knowledge by means of reliable and valid procedures. The data collection may be done with measurement techniques, interviews, recordings and observations.

Leedy and Omrod (2010:12) define research methodology as a

general approach the research takes in carrying out the research project. This to some extent, also refers to the way different tools can be used to collect and analyse data. In other words, research methodology is an approach or a plan that is utilised by the researcher for getting information on what is researched.

There are two major groups of research methods namely, qualitative and quantitative methods. The researchers may use one or both of these approaches in their studies to collect and analyse data. According to Leedy and Omrod, (2010:94), in addition to the qualitative and quantitative research methods, contemporary researchers identified a third approach and termed it mixed methods.

3.2.1 Qualitative method

Qualitative research can be defined as an umbrella that covers a variety of research styles. Bryman (2008:366) views qualitative research as a strategy that usually emphasises words rather than quantification in the collection and analysis of data.

Qualitative research is largely led with discussion around certain concepts or ideas with open questions that encourage interviewees to explain or describe their reasons for giving certain responses that can reveal underlying motivations, associations and behaviour triggers. The most common form of qualitative research consists of focus groups relevant to the target market or one-on-one interviews, conducted face-to-face or over the telephone.

Qualitative research is the study that relies on data collected via open-ended questions and observation. It is based on detailed description of events, participants, records and other documents. Qualitative research is important as it provides in-depth information about a particular topic. Furthermore, qualitative researches help to understand the underlying reasons for people's behaviours and opinion, which can be used to develop better products.

Additionally, qualitative research can help to build a more complete picture of a problem which can be useful when making decisions. It also provides the opportunity to collaborate with participants and include them as an active part of the research process.

3.2.2 Quantitative method

Creswell 1994:1-2 defined quantitative research as “an inquiry into a social or human problem, based on the testing a theory composed of variables measured with numbers, and analysed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true”

The purpose of quantitative research is to attain greater knowledge and understanding of the social world. Researchers use quantitative methods to observe situation or events

that affect people. The quantitative researchers aim to create a general understanding of behavior and other phenomena across different settings and population.

3.2.3 Mixed methods

Mixed methods is a research approach that originated from the intergration of the qualitative and quantitative approach, which then draws interpretations based on the combined strengths of both sets of data to understand a research problem.

Denzin and Lincoln (2011:4) refer to the mixed method approach as:

an approach to enquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone.

The mixed method design is more appropriate when one of the approaches, qualitative or quantitative, is insufficient to deal with a research problem and then the two are combined to deal with the problem. This means that the two approaches, are joined, or mixed together in a research study. The researcher agrees that the mixed methods research depends on a combination of qualitative and quantitative, viewpoints and collection of data.

3.3 Research design

Research design can be defined as the arrangement of conditions for collection and analysis of data in the manner that aims to combine relevance to the research purpose with economy and procedure. A research design provides guidelines on the choice of population, methods of data collection, choice of sampling methods and eventually the analysis of data. Jahona et al. (1965:50).

According to McMillan and Schumacher (2006:22) a research design describes how the study should be conducted. They further indicate that it summarises the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. In other words, the research design indicates the general plan:

- How is the research set up?
- What happens to the subjects?
- What methods of data collection are used?
- How will the data generated be analysed and interpreted?

The researcher agrees with McMillan and Schumacher on the above definition, The research design describes a case study as a framework between the research questions and the implementation of research. It explains how the research will be conducted in order to ensure that research questions are answered. Below we shall give a brief discussion of the different types of research designs.

3.3.1 Population

Polit and Hungler (1999:37) define Population as the totality of all subject that conform to a set of specification, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalised.

Jegade (1994:114) declares that population is the “universe” about which the investigator wishes to make generalisations and the totality with which all observations and investigations are concerned. The population refer to the total number of participants or elements that fit the set specification of the study.

3.3.2 Sampling

“Sampling” is a smaller number of the population that enables one to form conclusions regarding the whole population and estimate unknown characteristics of the population.

Gay (1996:213) defines sampling as the systematic process of selecting a number of individuals for a study to represent the larger group from which they were selected. We can say that sampling is the procedure a researcher uses to select people, places or things to study.

According to Durrheim (1999:44) sampling involves decisions about which people, setting, events, behaviours and social processes to observe. The sampling employed in this study was purposeful, for example it selected to interview 20 male and female educators from two different schools from Ekurhuleni North in Gauteng.

3.4 Data collection

Data collection is the process of bringing order, structure and meaning to a mass of collected data (De Vos et al., 2002:339). The aim of conducting this research is to produce findings from different participants as well as stakeholders. The data will be collected by means of questionnaires, interviews and observation.

According to Nieuwenhuis (2007:87) an interview is a

two-way conversation in which the interviewer asks the participants questions to collect data and to learn about the ideas, beliefs, view, opinion and behavior of the participants.

He further indicates that the role of interviews is to get rich descriptive data that will help to understand the topic under study.

3.4.1 Interviews

The interview is a data collecting method which involves personal visits to the respondents at home or at work. MacNamana (1999) regards an interview as a useful means of getting the story behind participants' experiences and pursuing information on the topic in depth. However, the interview must be well prepared before the questioning process begins.

According to Welman and Kruger, (2001:158),

the interview is a data collecting method that usually involves personal visits to the respondents at home or at work. During the interview, the interviewer asks questions from a questionnaire and records the respondent's answers. The interview is also useful in providing a general overview of people's thoughts.

The main types of qualitative data collection methods include non-participant observation, participant observation, interviews and questionnaires. An interview is a method in which questions are structured, for example closed-ended questions or unstructured.

The researcher preferred individual interviews. The semi structured one-on-one interview was decided on in order to gain detailed information of a participant's belief about his/her perception of a particular topic, namely the impact of modern technology on reading and writing. The researcher prepared a set of interview questions which were carefully formulated, sequenced and based on the research questions, aim and objectives. The interview was conducted at the two schools after school.

3.4.2 Questionnaires

A questionnaire is a document designed to seek specific information from the respondent. It is used as one of the methods during a survey to collect primary data.

James (1997:4-6) defines a questionnaire as

any written instruction that presents respondents with a series of questions to which they are to react either by writing out their answers or selecting from the existing answers.

Questionnaires are particularly efficient for gathering information on a large scale. An interview with a few of the participants in a language program might be helpful in designing a questionnaire, but most questionnaires are self-administered. A self-administered questionnaire is usually mailed and completed by the participants in their home or office and then returned by email. Self-administered questionnaires have three potential problems, namely:

- They often have a very low return rate.

- They must be completely self-explanatory because further clarification is not possible.
 - They are administered under conditions that are unknown to the survey designers.
- According to Delport (2005:166) the basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from the people who are informed on a particular issue. The researcher may not influence these replies by revealing his/her opinion, as may be the case in an interview.

The researcher believes that the advantage of participants completing a survey questionnaire form is that it can reach a large number of respondents in a limited time. Delport (2005) also mentions that it has the disadvantage of being fraught with bias unless it is well designed.

The current survey consisted of 10 questions; the answers to the questions provided some background knowledge about the impact of modern technology on reading and writing in South Africa. The questionnaires were distributed to a sample of 50 parents (30 females and 20 males) between 25 and 49 years of age who were asked to complete and return the questionnaires within a certain time. The questionnaire was completed in the homes of the respondents and the respondent's' answers provided the results.

3.4.3 Observation

"Observation" is a way of collecting data through observing. The observation data collection method is classified as a participatory study because the researcher has to immerse him/herself in the respondents' setting while taking notes. Observation as a data collection method can be structured or unstructured. Structured data collection is conducted using specific variables according to a pre-defined schedule. Unstructured observation is conducted in an open and free manner in a sense that there would be no pre-determined variables or objectives.

3.5 Quality assurance criteria of data

In qualitative study the findings need to adhere to the following quality assurance criteria.

3.5.1 Trustworthiness

According to Naiken (2016:91) trustworthiness in a qualitative approach is

a way in which the researcher is able to give assurance to the audience that findings in the study are reliable and the research is of high quality.

The researcher explained the purpose of the research to the participants, gave a detailed account of the process of data collection analysis, and assured the participants of complete anonymity and confidentiality. All participants signed a consent form indicating their agreement to participate in the research.

The researcher also made sure that his understanding of the participant's views was accurate, solicited the assistance of colleagues to validate the findings, and discussed his interpretations and emerging themes with professional people familiar with the qualitative research process.

3.5.2 Validity

Validity has been described as the property of a research instrument that measures its relevance, precision and accuracy. It tells the researcher whether an instrument measures what it was supposed to measure and whether the measurement was accurate and precise.

According to Messick (1986:6) validity always refers to the degree to which empirical evidences and theoretical rationales support the adequacy and appropriateness of interpretation and actions based on test scores. In qualitative research, the aim of achieving validity has been recognised as the strength of the research, as it frees data from interference, fault or manipulation.

3.5.3 Reliability

In simple terms, research reliability is the degree to which a research method produces stable and consistent results (Dudovsky, 2018). The purpose of reliability testing is to ensure that the instruments in question were robust and not sensitive to changes by the researcher, the respondents or the research condition.

The qualitative method was tested to measure the objectivity and consistency of the information.

3.6 Theoretical framework

Theoretical framework is the foundation of a qualitative study. It guides the researchers to analyse data and helps them interpret results. The theoretical framework is a leading idea in a qualitative method and it helps shape the research plan. It also guides researchers to make inferences about the results or answer a research question.

Swanson (2013:122) defines theoretical framework as the

structure that can hold or support a theory of a research study. It is a synthesis of the thoughts of giants in the field of research. The theoretical framework comprises what leaders in your field of research say about your research question, about the problem you plan to investigate and might even include suggestions of how to solve that problem.

The researcher believes that a theoretical framework is a theory that links the data and the subject of study. The researcher will employ the social constructivism theory of Vygotsky (1978) of social and development in this study.

3.6.1 Social constructivism

Social constructivism is a sociological theory of knowledge which states that human development is socially situated and knowledge is gained as individuals interact with each

other. Social constructivists also favour cooperative learning where individuals share ideas in a group.

Duffy (2006:11) defines social constructivism as a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences. It maintains that individuals create or construct their own new understanding or knowledge through the interaction and establish how learners and teachers teach.

3.6.2 Social constructivism according to Vygotsky

Social constructivism is a learning theory propounded by Lev Vygotsky in 1968. The theory states that the language and culture are the frameworks through which humans experience, communicate and understand reality. According to Vygotsky language and culture play essential roles both in human and intellectual development and in how humans perceive the world. This is to say that learning concepts are transmitted by means of language, interpreted and understood by experience and interaction within the cultural setting. In his theory Vygotsky believes that each and every function in a child's development appears in two ways namely:

- Intra-psychological development
- Inter-psychological development

Intra-psychological development is made inside the child's mind, which encourages the child to work independently and discover the world on his or her own.

Inter-psychological development occurs when a child learns with the help of parents or the guidance of a teacher to combine phonemes to construct a world.

Vygotsky's theory shares ideas with Piaget's (1977) assumption on how the learners learn and emphasises that learning takes place in a social context. Both scholars also emphasise that culture and social context give learners the cognitive tool for constructing and broadening knowledge. Piaget sees children as active and adaptable to the environment, while Vygotsky, on the other hand, proposes child-centeredness in teaching

and learning. He also posits that language is an important tool for interaction similar to Piaget.

Vygotsky sees a child as an active citizen who interacts through speaking, reading and expressing him/herself. Vygotsky also focuses on the language use or word meaning. He explains that a word does not relate to a single object but to an entire group or class of objects. Every word is a concealed generalisation from a psychological perspective. It is not difficult to see that generalisation as a verbal act of thought is a reflection of reality radically different from that of immediate sensation or perception.

There are also fundamental differences between Piaget and Vygotsky. Piaget believed the individual is primary in the learning process while Vygotsky believed that social life is primary in the learning process. Piaget grounded his developmental learning theory in the individual learner and positioned children as active, intelligent, creative constructors of their own knowledge structures. In contrast, Vygotsky's main construct of the zone of proximal development depends upon outside social forces as much as inner resources. Vygotsky believed that if students are not improving academically, their instruction is inappropriate. This belief contradicts Piaget's reasoning that students may have no change in a specific development stage.

In this conceptualisation of language and its role in mental development Vygotsky acknowledges immediate sensations and perceptions. His investigation of speech units with meanings reflects an awareness of the living holistic feature of human beings as social beings. Vygotsky stated that the child's mind is inherently social in nature and so speech moves from social communication to inner speech resources (egocentric). Therefore, since the development of thought follows the development of speech, Vygotsky claims that thought develops from society to the individual.

The researcher believes that both intra- and inter-psychological development in this study wish to create motivating conditions for learners who are unable to read and write which can be rectified by the contribution of social networks through faster acquisition of prior knowledge in the process of learning. However social constructivism theory seems to be the right approach in that it encourages learner centeredness in the classroom.

3.7 Conclusion

The explanation and detailed discussion of the research design and, research methodology were the focus of this chapter. A qualitative method was found to be the most suitable approach to investigate the research problem. Qualitative methods allow the researcher to explore and better understand the complexity of a phenomenon. The study described the qualitative research design and summarised the technique used to conduct studies for research approaches. Purposive sampling was employed to select educators, and parents to participate by completing' survey questionnaires. Individual interviews were conducted using interview schedules. The methods of data collection were addressed.

In this study social constructivism assisted the researcher to determine how the learners learn in the classroom. Vygotsky sees learning as a continual movement from the current intellectual level to a higher level which more closely approximates the learner's potential. Furthermore, Vygotsky sees a child as an active citizen needing mediation from parents and teachers.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The previous chapter dealt with the research design and research methodology used in this study. This chapter focuses on the presentations and analysis of data collected -with the aim of finding answers to the research questions.

Based on the above, the researcher broke down the data into small units, in the form of summaries and categorised them into themes that were identified from the topic.

4.2 Analysis of interviews

The researcher gathered data through open-ended interviews. The open-ended interview type was employed with the intention of eliciting participants' views, ideas, beliefs and perceptions about the impact of modern technology on reading and writing, which are the cause of learners being unable to read and write. Three questions were asked during the interview with twenty educators. The questions were varied and suited the context.

4.2.1 Interviews and responses from educators

"Respondents" refers to the group of people from whom the researcher plans to draw inferences. In the study, the population to be interviewed is referred to as "respondent". Twenty educators were selected from Ekurhuleni North to be part of the study. Their direct responses to the five interview questions are given unamended as recorded during the interviews.

Educator A

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: I think social constructivism can help because it focus on interactive learning on what the children have knowledge, so the teacher can create a context for learning in which the learners can engage in the interesting activities. With the technology involved it is the advantages because the learner will be able to communicate with the classmate using the cell phone such as WhatsAapp connection. The modern technology is a mature part of the curriculum. The children will also learn on how to use various programs for a particular task such as homework and the research project.

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: Yes, children are more interested in visual and audio literature than having someone narrating or reading a story. They are more visual because they listen and see at the same time. For example, a television programme like "Takalani Sesame" on SABC depicts a story. I ask them questions to check their listening and comprehension skills and children become excited when they are able to give the correct answers.

In situations where children don't have access to television, they can still use the radio and audio as a means to listen to children's literature. For instance, we also have *Nalibali* on SABC and the radio which provides opportunities to the disadvantaged children to hear and understand stories.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: Yes, cell phones should be implemented because the world is becoming more computerised. The computer can store the information that is aligned with the

curriculum and distribute it to the learners. Technology should engage learner's interest by making the content more interesting. I believe the most frequently discussed benefit of technology ability is to produce strong visual image.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: Yes, it affects children today as they get more information on the internet than before. The information is loaded onto the computer and the children can access the information by clicking the computer on the screen and but we must remember that the computer is not the anticipated roads in assisting the learner's learning. The focus on both teaching and learning will be affected. So, let me say, the use of new technology in the classroom will affects our language and culture of reading. As a result the performance of the child will be lower.

Q5 Why parents are reluctant in helping the children with their school work?

Response: As a teacher I grow up knowing that the parent's involvements in education of a child begin at home. It is where the parents providing a safe environment, appropriate learning support and a positive attitudes about the school. The parents will help the child with the classwork activities.

This activity provides the parents with the information on what children are doing in the classroom and how to help them with informal activities such as a classwork and homework and this will help the learners to prepare for formal task such as the test and the examination.

Educator B

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: *Ngokubona kwami umfundi angeke abe nenkinga uma ezifundela yedwa noma alekelelwa kungaba uthisha noma umzali kuzoya ngokuthi umfundi yena ngokwakhe uzimisele yini. Okunye futhi okuhle ukuthi ithekhnologi izomsiza kakhulu uma efunda yedwa. Ngisho ngoba noma kusekhaya uzokwazi ukuthi axhumane nothisha ngomakhalekhukhwini ukuze akwazi ukubuza lapho ehluleka khona noma lapho ethola khona ubunzima. Lokhu kuzokwenza athole impendulo noma usizo ngokushesha, asisekho isikhathi sokuthi uzolindela usuku olulandelayo ukuze abuze uthisha. Kwesinye isikhathi angasizwa ngumzali ngempelasonto ngoba esikhathini esiningi phakathi kweviki bayasebenza abanaso isikhathi sokusiza izingane zabo.*

(According to the teacher, the learner will not have a problem if he/she learns independently, even if he/she is getting assistance from either the teacher or parents, as long as the learner is prepared to learn. Another good thing is that technology will help the learners at home to be able to communicate with the teacher to ask questions where they don't understand, or find it difficult to understand. Technology such as cell phones can use WhatsApp to communicate and receive the feedback immediately. There is no need to wait until the following day to ask the teacher. Sometimes during the weekend the parents can assist the learners if they are not working.)

Q2 Do you think that the impact of modern technology on reading and writing can bring changes to our children at school?

Response: *Angivumelani nokuthi ithekhnoloji sengathi ingenza kangcono ukuthi izingane zikwazi ukufunda mina ngibona ngathi abafundi bethu angeke basakwazi ukufunda izincwadi ezifana nezinkondlo, izindaba ezimfushane kanye namanoveli. Ukukhula kwethekhnoloji kubangela izingane zivilaphe ukufunda izincwadi ikakhulukazi*

lezi ezibhalwe ngolimi lasekhaya. Okunye futhi ukuthi izincwadi eziningi zekharikhulamu zibhalwe ngesilungu kuzofanele ukuba kuqalwe emabangeni aphansi kuze kufike emabangeni aphezulu.

Ukufundisa ithekhnologi eklasini kuba nzima okwamanje ayifundiseki kahle ngoba abanye othisha akuvezi umqondo omuhle uma befundisa. Othisha kufanele baqeqeshwe ngendle ezobakhuthaza. Ithekhnologi akuyona ekhuphula imiphumela yabafundi kodwa kufanele ihambisane nemfundo.

(No, I don't see technology will be able to teach our learners. I believe that learners will be unable to read the poetry, short stories and novels. The increase of technology has discouraged reading, especially the reading of children's stories written in African languages. Another thing is that most of the textbooks in the curriculum are written in English. They should introduce African language textbooks starting from the foundation phase and integrate them incrementally in the curriculum.

The new technology in class would be difficult and they are not satisfied with their current way of teaching. The teachers stressed that implementation of the latest technologies into the curriculum for now is not manageable. Teachers must be properly trained and motivated as it is not technology that increases the performance of learners, but their engagement with technology.)

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: *Ngicabanga ukuthi ikhompyutha ayifundisi kodwa iyaxazulula amagama uma abhalwa noma apelwa ukuze afundeke kahle. Umakhalekhukhwini angeke alunge egumbini lokufunda. Umakhalekhukhwini umsebenzi wawo ukubika izigameko noma izindaba eziphuthumayo ezivela ekhaya, emsebenzini nasesikoleni.*

Kubalulekile sibheke ukuthi ithekhnologi siyibheke uma sifunda noma sibhala. Ithekhnologi nekhomyutha kufanele zisebenze njengensiza eklasini, futhi isiza abafundi emakhaya babhekisise uma beyisebenzisa. Izinga eliphezulu lokusebenzisa ikhomyutha kanye nomakhalekhukhwini esikoleni kubalulekile ngoba abafundi bakwazi ukuthola amakhono kanye nokuphumelela.

(I think that computers cannot teach grammar to learners, so they should not be used for teaching. However, cell phones can be used for announcements and to report issues at home, work and school.)

It is important to look at how modern technology affects access to reading and writing. The internet and computers should be used as resources in the classroom and at home to help learners use the technology. The increasing emphasis on the use of computers and cell phones in schools highlights the importance of having technological skills for children's academic success.)

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: *Umakhalekhukhwini angeke alungele ukusetshenziselwa ukufunda. Imfundo yethekhnoloji iyabiza. Izingane ezingakwazi ukuthenga omakhalekhukhwini zizovaleleka ngaphandle ngoba zingenayo imali yokuthenga okunye futhi angeke zikwazi ukungenela noma ukubheka ku-inthanethi.*

(Cell phones with internet cannot be used due to the expenses involved in mobile learning. Learners who cannot access the internet because they can't afford cell phones are at a disadvantage.)

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: *Ziningi izinkinga ezibangela abazali ukuba bahluleke ukusiza nokunakelela izingane zabo emakhaya, eyokuqala nje ukungasebenzi komzali. Uhluleka ngisho ukuthola umsebenzi lapho angasebenza izinsuku ezimbili noma ezintathu. Ukungasebenzi kuletha inhlupheko. Umfundi uphuma ekuseni eya esikoleni umzali uhluleka nokuthi uhambe kahle noma angabuzi ngisho nokuthi uphethe zonke izincwadi zokufunda. Uzothi noma ebuya esikolweni umzali angabuzi nokuthi ufunde kanjani. Uvele nje anike ingane umsebenzi wasendlini noma amthume esitolo. Uma ingane icela imali yokuthenga umakhalekhukhwini umzali akanikezi ingane ithuba uvele athi akanayo imali. Lokho akuhlali kahle enganeni kubonaka sengathi umzali akayithandi ingane yakhe.*

(There are a lot of problems that affect the parents. The first one is that the parents are not working. They also fail to get a job. This contributes to poverty and some parents don't say goodbye to their children when they go to school in the morning. They also ask their children if they have all the resources such as books to learn. Later, when, the child comes back. The parents can't ask the child how was your day at school. The parent can give the child domestic work to do or send the child to the shop to buy something. If the child asks some money to buy a cell phone, the parent will react immediately and say no, I don't have money. The child will feel that his/her parents don't love him/her.)

Educator C

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: I believe social constructivism is a traditional methods used in the classroom, and are usually dominated by direct instruction. However in the classroom there is a knowledge that the learners must come to know. The learners are expected to accept the knowledge that they are given without questioning the teacher. The teacher seeks to transfer thoughts and meaning to the passive.

In addition learners can view television watching short stories and at the end the learner will be able to identify the main character as well as their problem and how to get out in the problem. This will help the learner to learn independently without the assistance of the teacher.

Q2 Do you think that the impact of modern technology on reading and writing can bring changes to our children at school?

Response: No, I am worried about this generation. The children are faced with language breaking; with the new technology our children are unable to learn their home language and unable to understand their culture. It is discouraging because some children may become decision makers in their families rather than just translators. The technology is causing a deeper shift in how children learn.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: I think cell phones have a negative perception. Mobile phone is an anything or a tool that can be use to communicate to each others. Young children use a lot of time browsing to find social information on their smart phones. In the classroom, when, the phone rings learners lose their attention on the teacher and concentrate on the cell phone. Again, the learner will continue to cause disruption while the lesson is in progress.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: Yes, to me a book is anything that reminds children about learning, because it allows children to think for themselves and to draw their own images. Today learners are still using textbook to learn. Culture of reading was everyday reading activities whether at school or at home. I think the culture of reading is affected at home where parents are facing with challenges such as unemployment and poverty. Most parents are

staying at informal settlement where there is crime and there is no safe environment to study.

So, I don't feel children will have the ability to learn online. African teenagers showed some signs of addiction to internet and smart phones, when it comes to reading. Technologies are still no match for the book and new modern technology has not yet made any impact on learners' reading habits. To me the book will continue to dominate and maintain power over technology when it comes to reading.

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: Recently most of the parents are working. In the morning they prepared to go to work and later in the evening they come back. They feel tired and don't have time to sit down with their children teach them. They also don't have to monitor their children books. Some parents they just attend the school for registration and they don't bother to visit their class teacher about the performance of the child even if the school call them they keep on making excuses.

Educator D

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response:Ngibona ukuthi ukufunda wedwana kungcono ngoba uyakwazi ukuhlela umsebenzi wakho, uyakwazi ukusebenza ngokuzikhandla, futhi uphinde uzinikeze isikhathi esilingene sokufunda, njengothisha ngibona kuyingozi ukufunda ngamaqembu ngoba kukhona abanye abafundi bazokwenza sengathi abazi lutho bese wena ubanikeza lonke ulwazi onalo. Kuzothi ekupheleni konyaka baphumelele ngamalengiso. Mina njengothisha ngingathanda ukukhuthaza umfundi azifundele ngokwakhe, kuthi lapho

ehluleka khona athintane noma axhumane nothisha ukuze amsize ukuxazulula inkinga abhekene nayo.

(As a teacher I see learning as individual plays a more important role than learning with a group. The reason is that as individual you can plan on how to study and become a hard worker and again you give yourself enough time. It is really dangerous to study with a group. Because some learners they can hide important information.

At the same time you give them more information. So they will grab it and at the end of the year you will find that they pass with flying colours. As a teacher I would like to encourage the learners to study as individuals. If the learners come across a problem or anything that they don't understand they can get in touch with their teacher for assistance.)

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: *Yebo ithekhnoloji ize ngesikhathi esihle noma esilungile, futhi ngicabanga ukuthi uma ithekhnoloji ingahlanganiswa kahle nohlelo lwezemfundo esikoleni kuzoba nomphumela omuhle. Kunezincwadi (study guide) ezanele zokufunda, lokhu kungenzeka noma kungaqalwa ezinganeni ezisencane; ngingasho nje phecelezi emabangeni aphansi bese bekhuphuka nayo kancane kancane. Abantwana bengakwazi ukufunda, uma singakwenzi lokho kusho khona ukuthi siyahluleka singothisha. Kuzokwenza amathuba ezingane esikoleni nangaphandle kwesikole ashabalale.*

(Yes, technology has arrived at the right time and I believe that the only way is to link these digital devices with the school subjects so we have enough resources. This can be applied at the early age. If our children cannot read at an early age, it means we are failing as educators and our children's opportunities in school or outside of school will be limited.)

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: *Ithekhnologi yenza abafundi bathande ukufunda. Umbono wami uthi ngicabanga ukuthi ithekhnologi ayibe khona. Othisha kufanele bakwazi ukuyisebenzisa futhi babe nolwazi. Umakhalekhukhwini egumbini lokufundela kuyindle enhle engasetshenziswa noma sazi kabanzi ukuthi umakhalekhukhwini uyathikameza uma kufundiswa. Inkinga enginayo njengothisha ukuthi kukhona abafundi abaphuma emakhaya noma ebahlala emikhukhwini bazovalekela ngaphandle. Abazali abanayo imali yokuthengela izingane zabo omakhalekhukhwini. Okunye futhi ukuthi abanayo imali yokubathengela amadata.*

Uma kuthiwa kuzofundwa online angeke bakwazi ukungena ku I-nthanethi enye inkinga lapho behlala khona kugwcele ubugebengu amakhompyutha lab bayawaqeqeza. Izigebengu ziphinde zibatshontshele omakhalekhukhwini. Abanye abafundi bakhala ngokumosheka komakhalekhukhwini, lokhu kwenza abafundi basalele emuva ngomsebenzi wesikole.

(Modern technology can make reading more interesting and there are apps which make it easy for learners to learn to read. Let me say that before the new technology can be implemented, the educators must have a good understanding of computer technology and I believe that it has the power to influence learning. The cell phone used in the classroom is a good idea but we know that sometimes it is a distraction in the classroom.

My worry as an educator is that some learners who are coming from informal settlements are disadvantaged. What happens if their parents don't have money to buy their children a cell phone and data.

What will happen if they have to study online. The only way to access the internet will be at school where there are enough resources. Another recent problem at the location is the high crime rate. The criminal will steal and destroy their computer lab, the learners

will be behind with their work. The learners can also misplace their cell phones and sometimes break them.)

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: *Yebo ngiyavuma esikhathini samanje abafundi bathanda ukufunda kakhulu kuma-inthanethi abasathandi ukufunda ezincwadini, bacabanga ukuthi inthanethi iyona indlela enhle nelula yokufunda, bagcina sebethi inthanethi iyabahluzisa ngokwengqondo kanye nokucabanga baphinde bathola nemibono ehlukahlukene singabala ama-vidiyo nemiculo. Okunye bathi kubalulo ukuthola ulwazi olujulile.*

(Yes, children prefer reading on the internet more than reading a textbook. They believe that the internet is comfortable and convenient. On the internet, the children find different information from other devices such as videos and music. Also, it provides easier facilitation of and access to information. Children will be able to have the ability to grasp and retain information.)

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: *Abazali abanaso isikhathi sokuhlala phansi bafundise izingane zabo. Ngoba bayasebenza esikhathini esendlule, abazali babenesikhathi sokusiza nokufundisa izingane zabo ngemihla namalanga. Isibonelo abazali babefundisa izingane zabo izigaba ezimbili noma ngaphezulu zemisho. Uma umzali eqhubekela phambili ezobuyela emuva afundele ingane abuye abheke umsebenzi onikwe umfundi obhalwa ekhaya. Kuzothi lapho aqedile ukufunda anikeze ingane ithuba lokuthi ifunde yodwa.*

Umzali uzobe asiza lapho ingane ihluleka khona. Ngendlela itheknoloji ingene ngakhona emfundweni lokho iguqule yonke umfundo. Uma umfundi enza umsebenzi

wasekhaya adinga usizo kumzali. Umzali uzompendula athi akabheke impendulo ku inthanethi. Umfundi uzokwenza njalo ayithole impendulo engazi nokuthi ize kanjani.

(The parents don't have enough time to help their children, because they are working. Previously parents did have enough time to help and teach their children on a daily basis. For example the parents may work with one or two passages over several days and may return to previously read passages throughout the duration of an assignment. The parents will read the text and draw children's attention to the text, while reading by pointing to the appropriate lines and words. After that the child will read the text alone with the parents providing backup reading support.

Due to the impact of technology this is no longer happening. The child can do assignments and ask an explanation from his/her parents. The parents only tell them to google the information from the internet, so that they will be able to get the answer. The children will do so, they will get an answer without understanding what it means.)

Educator E

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: I think so, social constructivism is the best way to be used on how to help the children able to read and write for example when the teacher posed the questions to the learners in the classroom the learners will be able to work together to discuss the problem. They can discuss and reach with the agreement on their answer, which is shared by the entire class. The learners will also be able to develop their own understanding of the subject matters. The group learning also play an important part they can use WhatsApp to receive the information when she/he will be absent from the school.

Q2 Do you think that the impact of modern technology on reading and writing can bring changes to our children at school?

Response: I think modern technology such as internet; computers, smart board and other devices play an important role in the Western millennium because they prepare our children for the future. Recently, children learn from material shared on websites and it helps them to read and write using word-processing programs and become familiar with PowerPoint.

Technology can enable us (teachers) and learners to access materials well beyond a textbook in multiple formats and in ways that can bridge time and space. Technology can support new ways of teaching that focuses on learners as active participants and be co-operative. The teachers can use their time in class to practise group work and individual feedback while asking learners to watch or listen to the content.

Whether we agree or disagree the most important thing is that technology is here to stay. The parents should be remind about how important to read for their children at home using technology such as cell phone and computer screen.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: Yes, children will be able to download books from the computer and use software to crop and alter their pictures. They will also able to create and access other material, for examples smart phones can range from taking photos, videos and share in class as well as creating revision and this will allow learners to choose what approach will suit them.

New technology have change the learning and literacy for example the focus on language education is no longer on memorisation and learning from notes but rather on using language and cultural knowledge as a means to communicate and connect to others. The learners today need electronic literacy.

The introduction of web and other resources of social networking have changed how children read and process information. Currently, children used textbooks via social networking.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: Let me start by saying, technology in literature can be used to read novel and short story, they are the field of literature both belong to technology. Technology can be used to read novels leading to less use of pen and papers. In short, the reading passion is fulfilled with the help of technology. So, yes, technological revolution has brought a tremendous change in the way we acquire knowledge and skills.

The learners were no longer interested in searching the information in the textbooks. The learners are only interested to google the answer as a result this show that some learners are not interested to read they believe that reading a textbook is a boring and waste of time.

The new technology has affected the culture of reading. Children's stories have been linked with the technology and provide visual highlighting of phrases to guide the child when learning to read with expression.

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: I think economic factors such as unemployment and hunger is the reason why the parents can't help and their children to do their work. Some learners end up drop out at school because they don't receive support from their parents. Some parents are fighting in front of their children. There is no one who is willing to help the child because they are stress. On the other side the child will not concentrate at school during the lesson. Some time their parents wake up early in the morning going out and come back drunk. So there is also no discipline in the house. Everyone do whatever, he/she like

Educator F

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: *Njengothisa bonke abafundi banelungelo lokuthola imfundo. Ukuya ngami izinhlobo ezahlukahlukene (izinsiza) zokufunda ngiyazamukela uma zizosiza abantwana. Umsebenzi kathisha ukusiza abantwana ukuba bathole ulwazi. Ithekhnologi ingaphumelelisa abafundi ukuze bathole umsebenzi. Ngamafuphi nje ithekhnologi kanye nesocial Constructivism isiza abafundi ibanikeze nethuba lukucaculula izinkinga ababhekene nazo. Okunye futhi ukuthi ithekhnologi iyakwazi ukuthi abafundi bakhulumisane bodwana futhi bakwazi ukuxhumana noma ukukhuluma nothisha wabo obafundisayo.*

(As a teacher all children have the right to education, so any type of learning to me is acceptable as long as it can help the children. The role of the teacher is to guide the learners and the child needs to learn and get knowledge. The technology prepares learners for employment. In short, technology and social constructivism both give the learners an opportunity to solve the problem. In addition, technology learners could also receive more communication between learners to learners and learners with teachers.)

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: *Yebo, ngiyavumelana nombuzo. Ngicabanga ukuthi ithekhnologi yenza umsebenzi omkhulu ekuphumeliseni imfundo. Ithekhnologi idlala indima enkulu ekufundiseni ikharikhulami. Iphinde inike abafundi inqubekelo phambili ibanikeza ithuba lokusebenzisa kanzima ezifundweni zabo.*

Ukufunda ngethekhnologi kunikeza abafundi ithuba lokuthola ulwazi olungaphezulu. Umfundi ukwazi ukusizana nabanye abafundi kanye nothisha. Umfundi uyakwazi ukuguqula lokho ayikho azimisele ngomsebenzi wakhe. Abafundi bafunda ngamaqembu

bayakwazi ukuxazulula inkinga ababhekene nayo. Abafundi banethuba lokusebenzisa ithekhnologi bangahlanganisa imibono noma amacebo abe phezulu ekufundeni izindaba nangempilo. Okunye ithekhnologi yehlisa ukulova noma ukungabi khona esikolweni nokuyeka isikole lokhu kukhuthaza abafundi ukuba baqhubekele phambili nokufunda.

(Yes, I believe that technology is a great way to promote learning. Modern technology is becoming increasingly important in education. The curriculum integrates modern technology into the teaching and, learning process and provides children with opportunities to use technology to enhance their learning in all subjects.

Learning technology can also inspire learners and afford learners a chance to explore and receive more information. The learners interact more with their peers and teachers. Learners change the manner in which they organise and accomplish their work, choosing to work in collaboration to solve problems.

Collaboration becomes a learning tool; learners who have the opportunity to use technology to acquire and organise information show a higher level of comprehension and a great likelihood of using what they have learnt later in life. In addition, technology can decrease absenteeism, lower dropout rates and motivate more learners to continue learning.)

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: *Yebo, ithekhnologi isifikile umhlaba wonke. Abantwana bakhula bazi kabanzi ngethekhnologi ukwendlula abazali babo. Esikoleni ikharikhulamu isihlanganiswe nethekhnologi, okusalele emuva nje ukuthi ulimi lwasekhaya kusafanele luthuthuke uma kusetshenziswa ithekhnologi.*

Ngicabanga ukuthi sizofika isikhathi lapho yonke into ibhalelwa kwekhompyutha nokufunda kufundwe kwikhompyutha. Noma nje ezinye izifundo sezifundela ziphinde zibhalele kwikhompyutha. Okwamanje ukuthi izincwadi zokufunda seziyashabalala.

Ulimi lwasekhaya lusacikelwa phansi. Abafundi abaningi bayayijabulela ithekhnologi emaklasini bathi yenza umsebenzi wabo ube lula kanti nothisha nabo iyabasiza. Isibonelo esikhathini esiningi abafundi baxhumana nge WhatsApp ukuxazulula izinkinga zesikole. Abazali uma bebizwa esikoleni sekusebenza yona ithekhnologi babathinta basebenzise umakhalekhukhwini. Akusafani nakudala lapho uthisha uzobhala incwadi eyisicelo sokuthi umzali uyadingeka esikoleni.

(Yes, technology is now all over the world. Children grow up knowing very well about technology better than their parents. At school technology has been linked with the curriculum. Only African languages still lag behind, they still need knowledge on how technology should be implemented. I think the time will arrive where everything will be written in front of the screen (computer) and learning on the screen. Some subjects already use computer screens to read and write.

Books now are no longer necessary. Another thing is that African languages are not taken seriously. Most of the learners feel excited about technology in the classroom. Technology makes their work simple and easy. The teacher also feels the same. For example nowadays the learners communicate with their teacher using WhatsApp to solve their problem. If the school calls the parents to attend a meeting they use the cell phone to get in touch with them. It is not like previously where the teacher will write a letter to invite the parent to come to school.)

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: *Yebo, esikhathini samanje izincwadi ezibhaliwe ziyatholakala uma sisebenzisa ithekhnologi eklasini. Abafundi bathola ulwazi ngemfundo nezinye ezingenza zifundeke kangcono noma bakwazi ukusebenzisa izinhlobo ezahlukahlukene zokufunda. Ithekhnologi ingakwazi ukusiza abafundi ngokuzimisela nangokufunda ngosiko olutholwa ezincwadini.*

(Yes, nowadays learning books are available when using technology in the classroom. The learners get knowledge through reading other books to make them to learn better. The different types of learning are also important to the learners. Technology will be able to assist and support learners on how to read about culture that is found in other resources.)

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: *Abazali abaningi babhekene nenkinga yokungasebenzi. Abakwazi ukusiza izingane zabo ngomsebenzi wesikole. Ngisho ngoba abanye abazali abanayo imali yokuthenga ukudla kanye nedata. Idata isiza abafundi ukuba bakwazi ukugugula ukuze bathole ulwazi.*

Enye inkinga uzothola ukuthi umzali akaphilile kahle empilweni sekufanele ingane imthathe imhambise emtholampilo ukuze athole usizo. Lokhu kubangela ingane ingalibhadi esikoleni ngoba akekho omunye ngaphandle kwakhe uzonakelela umzali ekhaya. Ingane igcina yenza wonke umsebenzi wasekhaya ukuhlanzeka kwendlu nokuphekela izingane zakubo. Lokhu kubangela ingane iyeke isikole ihambe iyofuna umsebenzi ukuze izokwazi ukondla umndeni.

(Most of the parents are facing unemployment. They can't help their children with their school work. Some of the parents don't have money to buy food and data for their children to google the information.

Another problem is that when the parent is sick, the children should take the parent to the clinic. This makes the child to be absent from the school because there is no one who will take the responsibility to look after their parents. The child should also clean the house and cook for them including taking care of their siblings. This leads to the child dropping out of school and to look for a job so that he/she will be able to take care of his/her parent and the siblings.)

Educator G

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: Yes, with the help of social interaction such as assistance from the teachers and parents the learner can understand what have they learn. The engaging of parents and teacher can change the attitudes and behaviour of the learners. Both they can enable the learners to clarify their line of thinking and make their learning more effective.

The environments allow learners to work together on group projects to solve problems on group discussion and participate in other activities in a cooperative way. These will help children work together in groups and use computer tools and resources to search for information to publish and create products. Collaboration can also have powerful effects on children's learning, particularly for low achieving learners.

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: Oh yes. I think technology has brought us good news; literature can be viewed on television and other digital devices. However, the children already know how to use e-books in ways appropriate to their level of literacy.

Technology in the classroom will provide learners of all ages with engaging activities. As a teacher believe that modern technology gives teachers ready and effective reading and writing skills and concrete examples to share with learners. Learners can use the skills for their own writing as apprentices with authentic text to guide them. This benefits learners and teachers, as learners become more motivated to read and write.

The introducing of E-books will afford the children greater opportunities for dialogue about the text. Again, when children read an e-book with their parents, it takes up less time compared to reading from textbooks. They will be able to engage in more talk about the story.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: I believe that using technology is best; computers can collect, store and display information such as classwork and homework. It can also provide useful feedback to the learners and the teacher on how well the learners understand the concept being covered and they can apply them for the poem and novel in context.

The cell phone such as Whatsapp enables learners to share alternate views and create new ideas in response to comments from other learner. They may reflect on material to appraise their suitability to the topic of concern and appraise comments from others to other devices.

Learners on a WhatsApp group expect others' views and contribute to group discussions, thereby sharing their ideas and experience with others to create learning. WhatsApp enables one to contact many others at once. It fulfills both the learners' and the teacher's tasks.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: No, because recent children's stories are online which provide interactive vocabulary with features that will be able to encourage children to read and learning in peer discussion can encouraged in learners, application such as WhatsApp and Facebook can be used by learners to collaborate on project. The project and team group chats could be set up so that learners can discuss their project in more informal and relaxed way. Our children are no longer read the whole textbook and parent are no longer able to help their children with their school work.

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: Today the life have change, the parent are facing with problem of not working. Even if they are working they can't assist their children with the school work. Those who are not working are frustrated because there is no food in the house. Those who are working for a living when they come back from work they don't want to do nothing they look very tired.

Their children took their responsibility to and cleaning. Another challenge is that most single parent rented their children a room to stay because they only come back home either after week or two weeks this simply that they can't attend the child school meeting even if they call to discuss the performance of the child they can't make themselves available. This contributes the lack of interest.

Educator H

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: *Social constructivism ingakhuthaza abafundi ukuba basebenze ngamaqemb. Abafundi babuye bathathe izeluleko kuthisha, kanti nayo ithekhnologi yenza abantwana babe nolwazi olunzulo nokuzicabangela, ekugcineni ithekhnologi ingasetshenziswa baveza imibono yabo, futhi bayakhululeka babe nethemba uma basebenza bodwana ukusiza abafundi bakwazi ukufunda.*

(Social constructivism encourages the learners to work in groups so that the learners will be able to come with their opinion. The learners feel comfortable and confident when they work independently. The learners take only advice from the teacher. Furthermore, modern technology can serve and build children's creativity and high order of thinking skills. As a result technology can be used to support structures of learners' learning.)

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: *Ngendlela engibona ngayo ngicabanga ukuthi ukufunda kungumsebenzi wezingane; ngisho ngoba abantwana abaningi bathanda ukukopisana emagumbini wokufundela. Ikakhulukazi uma kuyisikhathi sokufunda noma ukulalela iziqephu kanye nokukhuluma ngomlomo. Abantwana uma singabavumela basebenzise i-thekhnoloji kakhulu bazogcina behluleka ukufunda kanye nokulalela.*

(My concern is that reading is like a chore to many children. Children compete with each other in the classroom, especially when it is time for reading stories and oral. If we allow children to use these modern devices, some children will struggle to read and listen.)

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: *Ngicabanga ukuthi i inthanethi ingakha amathuba abasha ezikoleni zaseNingizumu Africa. I-inthanethi emfundweni ingaba sezingeni eliphezulu ithandwe uma kufundwa nokufundisa. Ukusebenzisa i inthanethi kungaphakamisa imfundo ibe sezingeni eliphezulu ibuye ikhuthaze nezifundo zabafundi. Othisha bayakujabulela baphinde babike uma abafundi benze kahle ngomsebenzi wabo.*

Ngicabanga ikhompyutha ingasebenza ukurikhoda nokuhlanganisa ulwazi. Ingarikhoda imisebenze yabafundi bonke ngesikhathi esifushane eklasini. I-inthanethi ingabuye ilungise amaphutha enziwa uthisha kanye nabafundi eklilasini.

(I believe the Internet has created new opportunities for all schools in South Africa. The internet in education may lead to a higher and more effective level in learning and teaching. The use of the internet in education increases the motivation of learner's to study. Teachers reported motivational effects rising when learners were able to make changes and improve the quality of their work regarding text composition, presence and presentation.

I think so. A computer is capable of recording and organising information and reporting that information in multiple formats. Computers can also record the responses of all learners in a class to a set of letter sound matching problems and then immediately report to the teacher the errors made by each child and the most common errors made by the entire class.)

Q4. Does the new technology affect the culture of reading children's stories at school?

Response: *Angivumi, ngicabanga ukuthi izincwadi zokufunda zisaphuma phambili umfundweni. Ithekhnologi isiza umntwana akwazi ukubamba. Ama textbooks wona*

ahloliwe futhi angeke aguqule lokho okubhaliwe phansi encwadini. I inthanethi iphethe ulwazi ongakwazi ukuguqula futhi ungaphinde ucime okubhaliwe kungasatholakali lapho kubhalwe khona. Kodwa okubalulekile ukuthi konke okubhaliwe ku inthanethi kubhalwe phansi kuma textbooks.

Usiko lokufunda kufanele luqale emabangeni aphantsi. Kukhona othisha abangakwazi ukubona abafundi abenenkinga yokufunda ekilasini. Ukuhluleka ukufunda kwabafundi kwenza babe nezinkinga ezingaphezu kwabo. Isibonelo umfundi akakwazi ukufunda ulwimi lwasekhaya.

Abazali nabo abasakwazi ukukhuthaza abantwana ukuba bafunde nokuthi babe nomdlandla wokufunda nokubhala. Abazali basalibambi iqhaza lokusiza izingane zabo ekhaya. Usiko lokufunda selathathelwa phansi.

(No, I think the book is still number one when it comes to learning. It helps a child to capture facts and ideas. Textbooks are audited and cannot be changed. However, internet loaded information can be changed and deleted. All the information from the internet comes from books. The culture of reading is ignored from the foundation phase. Some teachers are not able to identify children who have barriers of learning and development.

Barriers are anything that prevents or makes it difficult for the learners to learn effectively or to participate fully in the curriculum. The barriers can be caused by other factors in the family for example inappropriate language. I think to me a reading book is still the best. The parents are reluctant to encourage the children to learn and develop a positive attitude toward reading and writing. There is inadequate parental involvement in assisting children to learn how to read at home.)

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: *Abanye abazali bayazama ukukhuthaza izingane zabo ukuba zifunde. Ngesikhathi santambama umzali ubiza ingane yakhe ahlale nayo phansi bese benza umsebenzi wesikole aphinde anikeze ingane ithuba lokufunda. Ingane ifunde iphinde ibhale umsebenzi wesikole. Umzali uyasebenza noma akasebenzi kodwa uzama ngaso sonke isikhathi ukuthi ingane yakhe izimisele esikoleni ithole nemfundo engcono. Okuphatha kabi abazali ukuthi noma ezama ukufundisa ingane yakhe ekhaya, uthola ukuthi ngokwayo ingane iyahluleka bese umzali akaphatheki kahle agcine esethi othisha abafundisi izingane zabo esikolweni.*

(Some parents are trying to help their children to learn. In the evening the parents sit down with their child in a conducive place to do classwork and homework. The parents will also give the child an opportunity to read and write. The parents, whether they are working or not, always support their children so that their children understand better. The only challenge that makes the parents unhappy is when the child performs badly at school. Some parents blame the teacher that they are not teaching their children.)

Educator I

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: In the classroom the social constructivism could be applied using instructional methods such as case studies and problem based learning brainstorming and group work to support and guide among others. The learners become active and carrying out the knowledge and reaching their own conclusions. The teacher will assist the learner in developing new insight and connecting them with previous knowledge. However, we can not avoid using technology in the classroom.

As a senior teacher I don't like it but the Department of Education already is trying to implement the technology in the classes such as smartboard. Very few teachers are struggling to teach the learners with the resources that the government are giving.

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: Technology in the classroom provides the learners of all ages with powerful resources and engaging activities, children literature also give teachers ready models of effective reading and writing as well as concrete.

The learner can use these models for reading and writing as apprentices with authentic text to guide them. By pairing good literature with technology, the learners and the teacher's alike benefit as learners become more motivated to read and write.

The new technology has a profound effect. Children's literature should be used as a tool in the curriculum to help young children engage in the learning process. My only worry is that most books are written in English and it will take time to translate in isiZulu. Orals and reading in the classroom is no longer given enough time to read. Well, more books need to be written in African languages so that the learners will be able to master the technology used in the classroom both English and home languages.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: No it is very tempting to use cell phone in the classroom, social media or instant messaging if someone is messaging them during a lesson. This can make them distracted and less motivated to pay attention when the teacher is speaking. Children use cell phones for wrong things such as WhatsApp and Facebook.

They grow up believing that reading and listening skills come from these kinds of apps that are not literature. Technology can be used as an additional resource. Furthermore new teachers they don't want to major in African languages at universities. So they let down the home languages and feel that they are not important at school. They only want to speak the language at home.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: Yes, it does. In the library today you only find old books while new books have been linked to the new curriculum. Children read everything on the computer screen. We know that every learner has their own learning style which affects their motivation when learning new information depending on how they are being taught or studying, for example E-learning can takes learners' learning style into account by being designed with optional activities that learners can choose.

These activities help to engage and motivate learners which encourage success. Previously children used to read stories before they go to bed. But recently children prefer to watch television at night.

Q5 Why parents are reluctant in helping the children learning with their school work?

I believe most of the parents are working. It is not like in the past where the place of a woman is in the kitchen doing all the duties of the house wife. Before they go to bed time the parents usually sit with their children on learning environment narrated the story and teach them on how to read and write.

In addition discipline was there for example television was only allows for the child to watch educational program. Any other channel was for adults. Even the children know very well the time to watch the television and the time to study.

Educator J

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: *Lexi nga kahle hi sotali khositirhatizimi I ku hi nkarhi wo dyondza na ka dyondzisa hi mintlawa, mudyondzi un'wana na un'wana u na vutihlamuleri kuva a antswisa kumbe kuyisa emahlweni kumbe ku tumbuluxa vutivi byi ntshwa na ku twisisa. Mudyondzi un'wana na un'wana ka ntlawa wa yena u fanele ku nghenelela kumbe ku hoxa xandla kumbe ku ntirha. Mudyondzi loyi a chavaka ku vutisa swivutiso etlilasini uta kuma nkarhi wo vutisa swivutiso eka online hiku tirhisa tifoni. Leswi swita endla leswaku vadyondzi vava xiphemu xo ntirha hiku tshembeka na kuti nyiketela ku ava kumbe ku Cincana mi ehleketo na mavonelo ya vona na van'wana.*

(What is good about social constructivism is that during the learning and teaching in group discussion each and every learner has the responsibility for advancing and furthering their new knowledge and their understanding. Every learner in the group must participate and contribute. The learner who is afraid to ask a question in the classroom will get an opportunity to ask questions online using the cell phone. This will make the learners to be actively involved and have confidence in their ability to share their ideas and opinion with others.)

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: *Ndzi ehlekela leswaku kutirhisiwa ka swa Thekinologi swi khumba Ririmi ra ntumbuluko kumbe Ririmi ra ndhavuko na ku khumba maendlelo ya vadyondzi eku dyondzeni naswona swi cinca ntiyiso na leswi va nga xiswona. Vukona bya Tifoni a byi pfuni vana hi Kharikhulamu kambe byi va pfuna ku hangalasa mahungu kumbe ku bula na vanghana va vona, Maxaka ya vona na Vatswari va vona.*

Xin'wana Soxali Netiweke yo fana na foni yi kavanyeta tidyondzo etitlilasini. Ndzi ehleketa kurhi kuva na vutshamiseki kumbe ku lulama etitlilasini hi mayelana na Thekinologi kumbe xiave xa Thekinologi, kufanele ku tumbuluxiwa kumbe ku simekiwa tipholisi ta Thekinologi leti nga ta landzeleriwa, leswaku vadyondzi vata tiva Tindlela na maendlelo ya xikolo. Leswi swita pfuna matirhiselo ya tifoni etitlilasini naku landzelela milawu.

(I think the use of technology has affected the language, culture and concept that what children learn shapes their perception of reality. The availability of cell phones is not helping the children with the curriculum but helps them to chat and text messages to their friends, relatives and parents. Again social network instruments such as the cell phone interrupt the lesson in the classroom.

I think to bring about order in the classroom due to the contribution of technology, policies must be implemented and followed so that the learner will be able to know the protocol of the school. This will be helpful on how to handle a cell phone in the classroom and exercise discipline.)

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: *Vukona bya tifoni na inthanete esikolweni kumbe etitlilasini byi na switandzhaku swa kahle na swobiha. Eka swakahle hileswaku vadyondzi vata kota ku lavisisa mahunga kumbe ku endla vulavisisi bya tiphorojeki ku lulamisa swiphiso, kambe eka vubihhi bya kona swa phinganyeta swinene loko swita kaku tiyimisela ka vadyondzi etitlilasini. Leswi swi endla leswaku vahundziwa kumbe ku hupa nkoka wa dyondzo kumbe nkoka wa switirisiwa na ku twisisa swiphiso swin'wana swo yelana na swona.*

Kuya hi mbuyelo, hakunene Thekinologi yi nga endla leswaka vutomi bya Vadyondzisi na vadyondzi byi olova eswikolweni. Yi nyika vadyondzi vuyelo mayelana na ndlela leyi va

enhleketisaka xiswona naswona yi nga va na ku pfluxeta ntirho wa vona kumbe ntirho wa xikolo.

(The presence of smart phones and the internet in the classroom, have both positive and negative effects. On the positive effect learners will be able to access the information and conduct a research project to solve the problem. However the negative effect is that it often disrupts the concentration of other learners in the classroom. This makes them miss the fundamental contents of material which are necessary to understand relevant issues. Yes; technology can make life easier for both teachers and learners at school. It gives learners feedback about their thinking and helps the learners to revise their work.)

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: *Ina. Hikuva masiku lawa vana va hlaya switori hi xingezi va rivala ndavuko wa vona swin'wani na swin'wani leswi va swi endlaka va tirhisa tiqhingo ta vona thekinologi yi endla leswaku vana va hlaya swilo hinkwaswo hixi ngezi leswi swi endla leswaku vanga twisisi ndavuko wa vona hikuva va hanya xilungu.*

(Yes, the culture of reading was a highway to learning and teaching both at home and at school. Today, our oral traditions are no longer passed on to the children both at home and school.)

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: *Tanihi Mudyondzisi ndzi vonile vatswari vo tala va ringeta hi matimba ku seketela vadyondzo eka swipfuno swa dyondzo. Eka vadyondzi hambu leswi va nga na swiphiso swa mapela loko swita eka swa timali. Kambe i vutihlamuleri bya vona ku fikela kumbe ku seketela vana eka swa dyondzo na switirhisiwa swa dyondzo.*

(As a teacher I have seen that very few parents tried as much as they could to provide learning support resources to their children, although they had a real problem in getting the money. They really considered it as their responsibility to provide their children with learning resources.)

Educator K

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: *Ndzi ringeta ku kombisa swiphiquho swa Thekinologi eTlilasini. Riqingho i nchumu lowu nga hi pfunaka swinene ngopfu ngopfu eka ku hangalasa mahungu, swovonina na swin'wana na swin'wana hi "WhatsApp", yahi pfuna na ku dyondza kumbe ku dyondzisa nwana / mudyondzi loyi anga hundziwa hi dyondzo yo karhi exikolweni.*

Mavonakule (Thelevhixini) i xipfuno lexi nga voniwaka hi vana na vatswari ekhaya, van'wana vatswari va nga xitirhisa ku pfuna vadyondzi eka tidyondzo to hambana hambana. Eka swohangalasa mahungu, kuna tindlela to tala swinene ta ku pfuna vadyondzi/ vana leswaku vakota kufikelela leswi va swi lavaka evuton'wini kumbe eTlilasini. Swiya hi mudyondzisi kuri hi yihi ndlela leyi ayi tsakelaka kumbe ayi fikelelaka kuyi landzelela.

Vadyondzisi votala vatsakela yo burisana etlilasini. Vatshemba kuri hi yona leyi edlaka leswaku vadyondzi vakota ku twisisa hiku olova swinene eku dyondzeni. Tanihi mudyondzisi ndzi twa onge ku tirha hi mintlawa swa antiswa swinene kutlula ku tirha ari yexe.

(Let me try to address the issue of technology in the classroom. Cell phone is one of the tools that can be used in the classroom for example WhatsApp can be used to record the lesson and help the learner who missed the lesson in class. The lesson can be presented in the form of a video or recording.

The learner will be able to listen to or watch the lesson during spare time and take some notes. Television is also helpful especially watching the stories. However, social constructivism has different types of methods that can be used on how to help the child to achieve what they have learnt in the classroom. So it depends on the teacher on which method is suitable for the lesson. Most teachers in the classroom prefer to use collaboration methods. They believe that it is the best way to help and support the child.)

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: *Ina. Hikuva vana va xikolo va twisisa ngopfu ku dyondzisiwa hi swilo swo hambana hambana swa manguva lawa ya thekinologi kufana na tithebuleti leswi swi endla leswaku vava naku twisisa hixi hatla ku tlula loko mudyondzisi ayimile emahlweni ka vona a dyondzisa hi nomo.*

(I think the children feel comfortable using the new technology. Children use computers to strengthen their understanding of the subject matter. They also deliver their lessons based on the curriculum and display simplified conceptual understanding.)

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: *A swi fanelanga va tirhisa tiphoni ta vona hikuva swi va endla leswaku va languta ngopfu eka ti (social media) va endla swilo swo homoloka kambe vanga endli ntiro wa xikolo hiti phoni ta vona, aswi olovi leswaku va tirhisa ti (google) ku lava vuxokoxoko hikuva ku nghena timesegi ta va (facebook, twitter, whatsapp, instagram) leswi hiswona leswi endlaka vanga tekeli tidyondzo ta vona enhlokweni, kambe khompuyutha yona ya answa naswona loko va yi tirhisela entindawini to fana na (computer lab) hayi etlilasini hikuva matichara va huma etitlilasini vava tshama eswi tafu rhumu. Uta kuma vadyondzi va langutele switiri kambe vangaha endli ntirho wa xikolo.*

(They must not use their cell phone because cell phones lead to them to focus more on social media and they are doing wrong things or not doing school work. It's not easy for them to use google for more information because when they google there are a lot of messages from various platforms like facebook, twitter, WhatsApp and instagram. This is the main reason why they don't take their education seriously. But a computer is much better, especially when they are using it in places like a computer Lab and not in the class because educators are not always in class, sometimes they spend time in their staffrooms. However, most of the learners won't do school work.)

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: *Ee. Nihleketa leswaku akuna ku hambana exikarhi ka thekinoloji na switori leswi hlayiwaka hi vana. thekinoloji yona yi hlamusela leswinga tsariwa eka switori swa xingezi, leswi swiva dyondzisa ku tiva marito ya Xitsonga hi xingezi kuva pfuna ku thirasilenta naku twisisa leswi va swihlayaka eka tibuku leto hlaya vari online swa hlanlisa hikuva vana va xikolo va famba fambisa matihlo va hlaya hixi hantla ku tlula loko va tirhisa buku.*

(I think there is no big difference between the new technology and the old way of reading children's stories. The electronic books simply transfer the story from paper to the screen and this allows children to listen as the story is read. Some e-books may also highlight each word as the child progresses through the book.)

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: *Vutomi byo va Mutswari byi hambene loko byi fananisiwa na bya khale kumbe bya karhi lowu nga hundza, Vatswari avari lava nghenelelaka swinene ekukuriseni kumbe eku tshinyeni ka vana va vona swinene. Xikombiso loko swita eka ku vona*

Thelevhixisi (mavona-kule) nale ka timhaka ta tibuku kumbe hiku angarhela eka swa vutomi. Migigiriko hikwayo leyi katsaka ndhawu leyi a kulelaka eka yona hiku angarhela.namuntlha vutomi byo hanya bya hlupha naswona vanhu vo tala ava tirhi. Ngopfu ngopfu vatswari lava nga voxa eku kuriseni ka vana naswona vatshamaka eka Tindhawu leti siwanekeke kumbe emakaya kumbe emikhukwini, va hava ndhawu yo ringhana kahle yo tshama na vana va vona, naswona vana lava ava na ndhawu ya kahle yo hlaya, leswi switlhela switikisela vana hikuva vatswari lava va hava vuswikoti byo pfuna vana va vona hi mintirho ya xikolo. Vana va kuma nkarhi wo hlaya tsena exikolweni laha va pfuniwaka hi vadyondzisi xikan'we hixi vona. Ngopfu ngopfu endzaka ka loko xikolo xihumile.

The life of being are parents is difference than in the past, the parents were much more involved in the rearing of their children for example television and books contributed to the overall societal development of the child.

Today the cost of living is too high and more people are not working. Most single parent who live in the informal settlement don't have enough space to give their children time to study and they don't have experience on how to assist their children with the school work. Their children only get the opportunity to study at school during the intervention, which start after school.

Educator L

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: I don't see social constructivism as a problem on teaching and learning in the classroom especially when using collaboration learning. It is another way of how to handle the child to be supportive and discipline in the classroom. Previously teachers use to teach the learners information in the textbook. All learners will pay attention to the teacher.

Today each and every child have its own textbook in front of them. The teacher is there to guide the learners and give support if they need.

Sometimes the teacher can group them maybe three to four for group discussion. As the results the group discussion will improves learner's involvement and engagement. It is also help us as a teacher to achieve the instructional objectives. The other good thing is the technology that contributes in the classroom. For example the teacher can play a video lesson, so that the learners will be able to watch the video takes some notes when it is necessary and ask the question at the end of the lesson.

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: I think children have not reached that stage in the curriculum where the modern technology can be introduced. I personally felt that modern technology role in today's life education as much more difficult, but since it is supported by visual learning, and internet, the internet can enrich our children lives by providing us with more information than we could ever need, this making us more independent and effective learners.

In the past learners had to rely on a teacher or physical books for their education, but now we can pick and choose what we want to learn for example, teaching and learning is now available on you tube and online, that every learner can watch and learn, the smart phone also gives the learners opportunities surrounded by the internet.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: The cell phone will never be used as a supportive teaching and learning tool in the classroom. It is a distraction because of unexpected phone calls and messages and is perceived as a lack of preparation and embarrassment in the classroom.

The social network has affected societal and cultural practices and communication in both intended and unforeseen ways. The web was once dominated by static that served as repositories of information. The future of digital culture depends on how well we learn to use social networks that have infiltrated, amplified, distracted, enriched and complicated our lives.

The parents spend a lot of money buying their children cell phone, in which the children used for different things. Today children will pretend like they are doing school work only to find that they are chatting with their friend. I think a computer is far better than cell phone.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: Yes, children's stories rarely take place in the classroom. It is unlike traditional education where learners were encouraged to memorise their notes. Teachers can place learners in groups to read and do research on a certain topic. The learners can sit around the computer screen and put together a presentation to show what they've learned.

The only problem is that there is limited time of reading orally. Our classes are overcrowded, it is difficult to do orally exercise with more than 45 learners. One period cannot accommodate all learners. Some learners are afraid to do orally because of their incorrect or odd pronunciation.

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: The fighting and the divorce are the causes of parents can't teach and support their children learning with school work. Some of the children are raised with single parent; it can be either the father or their mother. The single parent finds it difficult to support their

children. Sometime they live in the place where there is no electricity and the learner can't access the internet so that they will be able to do their homework at home.

Another challenge the attitude of the learners. Some learners they force their parent to buy expensive smart phone because of their friends have the smart phone and that put the parent under pressure and they also scare their children if they don't buy that phone.

Educator M

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: I think collaboration and cooperation learning in the classroom can help the child to achieve their performance at school. The group study can provide numerous beneficial resources to obtain more information, because of the number of peers around themselves. This will also help the learners and arised the new ideas. The learners will be able to plan and come with the solution on how to deal to solve the problem.

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: Before we go there, we must remember that in the past, television and radio was the only technology children were allowed to view television and listen to the radio because parents believe that it was a way on how to educates their children. But today our children have become addicted to this electronic media and it could have negative effects such as poor performance at school.

The string of "soapies" on South African television tempts many children to watch television instead of reading. For example, from Monday to Friday, 18H30 to 19H00 people view *Skeem Saam*, 19H00 to 19H30 they watch the news, from 19H30 to 20H00 they switch the channel to watch *Scandal*. By 20H00 to 20H30, it is time for *Generations*,

between 20H30 to 21H00 they watch *Uzalo*. The last soapy of the day is *Muvhango*, which starts at 21H00 and ends at 21H30. After that, they feel tired and go straight to bed without touching their books or doing their homework.

But if the learning tool is aligned with the new curriculum and both parents and teachers monitor their children's viewing, there will be a change. The only way that the modern technology on reading and writing can bring back changes, is that the problem of the child need to be identified in the foundation phase. So that if the learners have some barrier the SBST will intervene to assist the child, also intervention strategy to be implemented.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: Yes, both cell phones and computers with internet provide a variety of learning resources that show a positive attitude towards their usage. The use of technology has changed the methods from teacher-centered to learner-centered ones. Teachers recently can facilitators and guide their learners learning and this change is very useful for learners to increase their learning.

The internet can be used as a resource for the evaluation and integration of a variety of information. As a teacher I already use the internet to check the literature curriculum and some learners use the internet to complete their research tasks and activities.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: Introducing of new technology will cause some problems. For examples being able to get a better understanding of the content from multimedia available, some learners will find it difficult to adapt to new study habits when they are used to learning in more traditional ways.

The answer is "No"; the reading of stories and picture books has been replaced by stories, news and movies on television. Information that we previously received from books has been transferred onto television and the internet.

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: Today live have been changes. This is because of the technology. So I think parents have different reason on unable and to help their children with school work. Firstly some parents lost on how to discipline their children at home.

Second some parents are involved in crime and drugs. They come home only if they have money to support their children. Other are in jail for the crime they committed and this affects the performance of the learners at school. Finally some parents they are illiteracy they don't have social skill themselves to teach their children on how to read and write. This will also enable the parent's reluctant to attend the meeting at school.

Educator N

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: Applying the social constructivism in the classroom create a unique learning environment for the learners. As a teacher I like group discussion because it promotes learners to achieve shared learning objects. It improves child performance and gain a better understanding of them.

On the technology side I don't see technology as the contributed on teaching our learners in the classroom. I feel technology can be use as the tool to support in the classroom.

Some parents do not bother to assist their children with reading at home. Some parents not able to discuss about their children performance.

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: Yes, I do think the impact of modern technology on reading and writing can bring changes to children at school in a way that technology such as the internet can provide children with information which can help them in their literature class to construct a poem or essay, for example technology can increased access to images of and information about diversity in classroom at the learner's level.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: No, technology is not aligned with teaching and learning in the classroom. The Department of Education must first implement it or there should put a foundation phase in place for all schools to provide consistent access to the internet. So the high level of engagement in social networking will causes the learners to lose focus on academic tasks or performance and this will have a negatively affects their academic results.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: Since technology is here to stay, I think a reading culture should be fostered through online reading so that we can promote lifelong learning. I think we should also encourage children to use the new literacy. Example technology can help young learners absorb language effortlessly; they can watch cartoons, films and videos in order to improve all their skills. At the same time I am worried about the parent who bought their children expensive cell phone to access anything that they want.

The other problem is that most parent are working they don't have time to teach their children how to read and write at home because they wake up early in the morning preparing to go to work and they come later.

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: I think the parents are facing with problem of stress and depression. Some parents are working far from home. They only come either once a week or at the end of the month. Some parents feel that their children they don't have safe environment to study. Since they don't spend enough time with their children. The children are responsible for everything.

Educator O

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: *Go ruta go bohlokwa kudu dikolong, baithuti ba kwesisa bokaone ge ba rutwa ke morutise wa goba le maitemogelo. Ge fela morutise a ka latela tsela ya maleba ya go ruta le moithuti o tswelletsa bokgone bja gage gabotse. Ka social constuctivism moithuti o hwetswa tshedimoso ka botlalo. Go ithuta ka sehlopha go o-ketsa mabokgone bja kgokagano. Di-kanegelo kopana ke tse dingwe tsa ditsela tseo di ka thusago barutwana go kwesisa seo ba ithutago sona. Ka morago ga go bala kanegelo moithuti o hwetsa sebaka sa go tsopola semelo, maanomabe le lefelo, ke moka a tle ka tharollo.*

(Teaching is very important in the school, learners understand better if they are taught by an experienced teacher. I think as long as the teacher follows the syllabus the learner will perform well. In social constructivism the learner creates and gets more information. Study as a group will increase the learner's communication skills. Novels and short stories are

other comprehension strategies that will help the child to comprehend what they are learning. After reading a story the learners have an opportunity to identify the characters, plot, setting problem and come up with the solution.)

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: *Ke kgopola gore tshedimoso le kgokagano ya technology di ka tlesa phapano dikolong ge ile gore barutisi ba tlwaeditswe gabotse, gape technology eka kaonafatsa kgokagano magareng ga batswadi le sekolo.*

Batswadi ba hwetsa dimpshafatso ka potlako mabape le dithuto tsa bana ba bona, go tsenela le ka maitswaro a bona ka phaphusing. Le ge motswadi a hloka go bolela le morutisi, ba ka kgona go dira bjalo le ka email goba WhatsApp. Ge batswadi ba palelwa ke go thusa bana ka mesomo ya bona ya gae, technology ye mpsha e ka ba tharollo.

(I think the information and communication technology can bring a good change to children at school only if the teachers are well trained and informed well, again modern technology can improve communication between parents and the school.

The parents have access to real-time updates on their children's grade, attendance and even classroom behaviour reports. And if parents need to reach out to a teacher, they can do so with quick email or WhatsApp. If the parents struggle to help their children with homework and assignments, the new technology can be a solution or great aid. When the learners get stuck, it offers hints and explanation to clarify where they went wrong.)

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: *Di-lla-thekeng ga-dia swanela go somisiwa dikolong eupsa di-computera tsa goba e intanete di ka somisiwa. Mohlala, e-book e na le meholo e mmalwa go hlohloletsa baithuti ka polelo ye e napagetsego.*

(Cell phones should not be used as children use them for personal things but computers with internet should be used. For example, an e-book provides multiple supports for fluency instruction including the ability to provide automated help in decoding children's words. A computer with internet can teach word learning strategies such as the use of a dictionary and use of context clues to figure out the meaning of words.)

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: *Ee, ka bokopana, computera ke tharollo ka gore e kgona go ka tswelletsa dikarabo. Ebile di kgona le go hlohloletsa moithuti gore a bitse mantsu a gagwe ka bothakga.*

(Yes, in short, a computer with internet is a good solution as it can be programmed and adjusted to provide not only the task presented but also feedback on the current and previous performances. Recently, computers can assess children's oral reading and provide feedback such as the correct pronunciation of words.)

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: *Ke mabaka a etsego a go dira gore batswadi ba seke ba thusa bana ka mosomo wa sekolo. Bana ba bangwe bahloka motho yo a ka ba thusago ebile a ka ba laetsa tsela ya maleba. Bangwe ba hlekefetswa ke batswadi ba bona gomme ba palelwa ke go bolela ka gore ba tla rakewa ka magaeng a bona. Gae ga ba hwetse nako e ntshe ya go hlokomela dipuku gomme ba feleletsa ba saletse morago ka mosomo wa sekolo.*

(There are so many reasons why parents are not helping their children with school work. Some children don't have parents who can give them support and guidance. They stay either with their step mother or step father. And they abuse them since they can't talk. They are also afraid to report them because tomorrow they will have no place to stay. They will never get help from a person who is abusive. At home they can't get enough time to study and their school work falls behind which affects their performance at school.)

Educator P

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: Children connect with the internet before attend the school. Every child become a part of the growing and need to master the technology. So I fully agree that technology can help in teaching our child both at home and at school. The learners can use cell phone and computers to connect learning for example gather information and access to internet to find out the answer. I feel that in African languages children literature books to be add to the functionality of the internet and use as ancillary learning aids.

In social constructivism the learners can participated in doing informal assessment and collaborate with classmates on projects and research to communicate with the teacher.

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: Technology is advancing at a high pace and literature is changing with it. With these digital interactions appear to be the future of social communication because readers or children emotional and spatial relationship with books is changing rapidly. The production and consumption of literature is also evolving to shorter and more frequent communication. Short digital stories are now considered a new literary genre with different such as mobile phone fiction and the twitter fiction.

Yes, technology could be a useful educational tool; it could bring positive change and improve learning skills.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: I believe so, because it will encourage children to work independently as well as in group discussions. The use of internet increase learners' motivation for example, the use of film in teaching helps learners to realise the topic with enthusiasm and develop their knowledge.

Learners can also learn meaningfully when technology is used in the process of learning through using computer and internet. It also assists them in developing their higher order thinking skills. This will also improve their performance both at school and at home.

Social network that supports reading instruction for children can include auditory or visual materials such as music, animations and photographs and can link different combinations such as pictures with sound, oral reading and written text that might reinforce teaching and learning.

Children will be able to read an electronic talking book independently because computers provide them with cues to cross check meanings and colourful illustrations and animations to motivate children to use the program on their own. Children will also be able to develop effective decoding strategies using the various software components, thus allowing them to read more of the text on their own. Computer-based listening tests provide learners with visual and voice inputs that can provide information, stimulate ideas and develop children's listening and understanding skills.

Another thing the learner will be able to intervention alone without the assistance of the teacher, if sometime found it difficult to understand he or she will not wait until the

following day to get an answer to the teacher they can communicate via cell phone and he/ she will receive the answer at the same time.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: Yes, it does, because the internet seems to be less threatening when it comes to reading. A textbook with hundreds of pages might feel intimidating. The internet is quick to use and the learner needs to be critical of online information. Capture photos will allow children to freely explore through screen loaded with variety of developmentally appropriate interactive media experiences that are well designed and enhance feelings of success.

Teaching literature online is unique in that it strives to replicate face-to-face content, encourages a high level of participation from the learners with a vibrant discussion group and engages interaction between the learner and the teacher.

I believe the curriculum is a call to all teachers to make a deliberate effort to teach reading within the context of the subject. Technology can be the link that focuses on teaching learners strategies that can help them to read, understand, think about and use material and information within an informative task, e.g. reading a novel is distinctly different from reading poetry, as it requires a different style of reading. Learners need these strategies and skills.

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: I see children took over the ownership to become the parents themselves. Most of the time when the child change the school their performance are affected. Example the child move from rural area to urban area. In rural area the child was under control and have discipline. When they are in rural area the child change completely.

The divorce is another problem that cause the parent not to help their children with the school work. Some children end up renting a room to stay alone. The child feel independent and can invite their friend end up smoking even drinking. When the teacher request the parent to come to school to discuss about the performance of the child. No one attend the meeting.

Educator Q

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: I think collaboration learning as teachers I do understand better it is the situation in which more learners work together to solve a problem. The learners improve their knowledge by combining their strength, sharing ideas and learning from one another. Recently collaboration learning the teacher can present the lesson online classroom environment. This will help the children can go online to read or listen to material and able to read and write.

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: No, some learners find it hard to use such technology. But those who know how to use technology will be at an advantage because they will be able to access educational programmes easily and gain more information from the internet. The government has tried to change and amend policies.

Today Curriculum assessment and policy statement is used. It is difficult to learn reading and writing using technology in African languages. The reason is that all subjects are taught in English except African language for example the Nguni. We cannot download textbook written in Nguni on internet.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: Yes, computers with internet allow children to access literature through audios, videos or flash content. Using of audios aids in teaching and reading methodologies makes the class interesting, entertaining and encourages participatory learning. It also motivates the learners. They can also find whatever they need in a matter of seconds by searching the internet.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: Yes, the internet is a more comprehensive source of knowledge. The majority of books aligned to the new curriculum are online and have current, updated information. The learner would not want to listen to a teacher talk about a printed textbook that will be out-dated. I think the internet and cell phone work very well. Instead of standing in front of a classroom and talking for an hour, a teacher can instruct the learners on how to use their cell phones and to find relevant information. Learners will then be able to discuss the information they have found and the teacher can lead the dialogue by assessing which sources are useful.

For instance learners who take notes slowly in the classroom cell phone camera can take photos of the blackboard and phones with recording app can record the lesson during teaching. Learners can also record entire class activities in both audio video for absent learners.

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: The problem of parent not to help the children with their school work is educational background and experience. Most parents who are illiteracy found them in this situation. The parents may be less involved in their children school work. They afraid to assist their child and think they will do wrong thing. As a result there will be no trust between the child and the parents. Some parents cannot help their children with homework because their knowledge is limited.

Educator R

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: I believe that cooperative learning aimed to encourage the child to work together in the classroom. The cooperative learning gives the children the opportunity to discuss, argue and present their own ideas. This also gives the learners to listen to one another viewpoint. With the modern technology involved, it can inspire the learner and it can also afford the learners a chance to explore and receive more information. These learners can conduct learning with continuous wondering.

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: Yes, computers can present any type of visual material such as speech text and videos. They can link different types of representations such as pictures with sound or oral readings of written text that might reinforce teaching and learning. The major problem is that home languages is behind when it comes to technology and recently we don't have enough authors who will be able to write and translate in African languages. So it will take five to ten years to see the children to read their home languages on the computer screen.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: I agree that cell phone and computer should be used for teaching and learning, smart phone is a wonderful, in the classroom it can be use it to document class project and children's developmental, deliver, literature and content in a new way and communicate quickly as possible. Children can learn and read anything very fast.

The use of technology with children's literature in the reading and language curriculum has much benefit, as it facilitates language development and motivates learners to learn. As the acquisition of reading skills and strategies are connected between readings, viewing and listening, the learners' self-esteem is enhanced and they become excited about attending school.

The learners gain greater control of their education for example their ability to retain information and complete their classwork and homework on time. For instance, example lessons or activities on computers will allow learners to read directions and process information, and teachers will have more time to do their work and give extra assistance and attention to learners when needed.

Yes, especially computers with internet can be used as a tool in the curriculum to help the children engage in the learning process. They can also be used to enhance current lessons within a larger unit as a way to facilitate discussions about a story.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: No, most learners use cell phones for their personal use. Information on the internet can be changed or deleted even in an hour while the information in a textbook remains the same for a long time. Children's story books provide information that goes

deeper in the classroom. They focus on what they have read and learned. There is still a problem when it come to culture.

Previous reading was a day to day reading. Children will know the time for entertainment and the time for reading. Today cell phone has changed everything. The children have the right to do whatever they want to do. So cell phone will never be a solution. There is no longer a culture of reading stories at home. I think to make show that our children learn and receive knowledge. The children should be given the opportunities to do all subject in their home language from the foundation phase.

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: To answer your question let me say that, as a teacher I am also a parent and used to help my children about teaching and learning at home with their classwork and homework. I have enough time to sit down with my children analysed every thing on what they have learn at school. My children are cooperated and have discipline. I bought them smart phone to do research and assignment.

Today schools have enough resources such as textbooks and study guide. Most parents have grade 12 certificate and they know very well what is best for their children. The Department of Education have offer school improvement programme (SIP) for free. This was implemented to improve the perfomance of the learners.

Educator S

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: I see technology as a positive way to help the learners in the classroom. The learners can get the information in the internet. Previously television children were allowed to watch only educational program under the supervision of the parents. Our

children today are one who can teach us on how to use and connect the technology such as cell phone when connecting face book and WhatsApp.

Teaching and learning have been address severally by Department of Education. For example the department have trying to put in place different strategies to help the learners who is unable to write and read by replacing outcome-based education and introduce curriculum and assessment policy statement in order to improve teaching and learning in South Africa.

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: Yes, because traditional reading is considered to be missing in the classroom nowadays. Reading children's literature is done on the computer screen and children grow and live in a digital world. It is easy for them to learn how to use a computer. Cell phone can make readers for examples, young children to communicate publicly about their own reading habits. I also think and believe that this stimulates conversation regarding contemporary literature significant will bring back reading and improving the reputation of reading the books such as novels and short stories.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: The use of modern technology has risen and shows a great impact at school. The creation of smart phone, tablets and smart boards, children have become heavily reliant on these devices, for example, we no longer need to wait weeks for response such as mail to arrive. Computers have become increasingly faster over the past decade. New technology has shown to alter the way we learn and obtain information.

Yes, computers are an advantage. They make the work of teachers and learners easy. It will be good if they are implemented in early childhood so that the child can learn as quickly as possible. Children can learn and read anything very fast.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: Yes, it does, the new technology provides a strong foundation such as visual literacy and information literacy. Today young children are using digital storytelling that provides a meaningful reason to learn to digitise media content by using cell phone cameras and video cameras. And also, the availability of print-based online resources has not yet assisted the teachers with lesson ideas to help them so that they will acquire the skills needed to successfully incorporate the technology, particularly internet-related lessons.

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: I believe that those parents who are well educated, they do help their children with their school. I am saying that they can create a home environment place which is conducive to literacy learning. In the evening the parent will sit down with their children together.

They will read text and draw child's attentions to the text. While reading by pointing to the appropriate lines and words. After that the child will read the text alone with the parents providing backup reading support. Technology tool will be used as the management plan and record the information.

Educator T

Q1 Do you think social constructivism and technology can help in teaching our learners in the classroom?

Response: It is important that technology be used in class for young children, as it helps with child language development and motivates them to learn. The starting point for children to learn a language could be in the form of a word processor that will allow children to create and recreate text until it is fully comprehensible to others and is accurate.

Hence on social constructivism group discussion is one of the favourite teachings with involved face-to-face. If the parents can do their work at home teach their children before go to bedtime I think there will be no problem to complain about the learners who is unable to read and and write. As the results the parents always blame teachers that they don't teach their children at school.

Q2 Do you think the impact of modern technology on reading and writing can bring changes to our children at school?

Response: I think the internet makes children lazy to think because they rely on the internet a lot. Some learner's copy and paste information from the internet without even understanding it. The good thing about the book is that taking notes by hand is a very good preparation for reviewing the content because the notes took in class are comparatively messy and need further refining. It is a process of re-arranging the notes that help with the digestion of knowledge.

Q3 Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Response: The introducing modern technology such as computer and internet into classroom, the teachers must begin teaching basic computer skills such as how to use keyboard, using the mouse and printer. Teachers should be train well and not just jump to use technology in the classroom, just like any lesson.

Computers have evolved rapidly; they have changed the way they look and the way they function. Modern technologies come with installed applications that help children to learn easily and study well. For instance, children can use internet explorer to search the internet and use a word processor to write notes, and teachers can help learners to learn complicated applications on computers as a way of making it easier for learners to learn. Computers can present information and activities to learners. Children can accept a variety of inputs from the computer ranging from mouse-clicks to written text to spoken words. Computers can also be programmed to check a child's work to determine whether he or she selected the correct word or picture, or typed an incorrect word.

Teacher must model how to use or complete a task before expecting the learners to produce quality work. When implementing technology into classroom the teacher must encourage the learner's cooperation among learners, and give prompt feedback and respect diverse talents and way of learning.

Q4 Does the new technology affect the culture of reading children's stories at school?

Response: I think the modern technology has already changed traditional teaching and learning practices. These digital can received attention inside the classroom and will be tremendous potential to become a teaching and learning tool and technique these days internet would be advantageous for learners who are unable to read and who have

learning difficulties. However, books are still tops because they improve our vocabulary and oral skills.

Every day when we read a book, we learn new words. Our children must take over where we left and continue so that our culture will remain alive. Even if the modern technology dominate our culture of reading will always stay as long us as parents able to teach us our children I don't think there will be any problem with the reading stories as well as the contribution of modern technology. The discipline on how to use the technology it must come to us as parents and teachers.

Q5 Why parents are reluctant in helping the children learning with their school work?

Response: I don't think the parents have the problem. At home learners used to be assisted by their parents and at school the learners used to be assisted by their teachers. Sometimes the learners themselves they can form group discussion after school to teach each other. So that they will provides the opportunities to describe their thought and support each other.

4.2.2 Interpretation from the educators

After interviewing the various groups, the data was interpreted. From the analysis of information gained from the interviews, themes emerged that could be of assistance in determining the impact of modern technology on children's literature in South Africa.

A collaborative integration of all the data collected from the respondents will be presented and a conclusion will be drawn from the entire presentation of the research data in preparation for recommendations.

Question 1: Interpretation

Do you think social constructivism and technology can help in teaching our learners in the classroom?

(85%) of educators believe that social constructivism and technology can help in teaching our children in the classroom. They emphasised that through group discussion and sharing information children will engage in the interesting activities and be able to communicate with their classmates when using WhatsApp connection.

One educator mentioned that social constructivism can be used with any types of learning as long as it can help children to read and write and he also indicated that social constructivism supports collaborative learning. The educator emphasised that the internet makes it easy for learners to access information. Collaborative learning will assist classmates to discuss and solve problems.

(15%) feel that technology such as a cell phone in the classroom will not help the learners to achieve their goal. This became evident during the interview with the educators. One educator mentioned that there are very few teachers who struggle to teach learners with the technology tools that the government has given to adjust to the new curriculum.

Table 4.1: Summary of question 1 Educators' interview results

Question 1	Educators who agree with question 1	Educators who disagree with question 1	Percentage of educators who agree with question 1	Percentage of educators who disagree with question 1
1	17	3	85%	15%

Question 2: Interpretation

Do you think the impact of modern technology on reading and writing can bring changes in our children at school?

The interview data collected from 12 out of 20 teachers revealed that using modern technology on reading and writing can bring positive changes at school.

(63%) of educators believe that the impact of modern technology on reading and writing can bring positive changes for the children at school, children are more interested in visual and audio literature; they like to see and listen rather than to read a book. However, the internet programmes should be linked to the new curriculum to engage children in the learning process.

During an interview a female senior teacher stated that she has taught learning for 32 years and she believed that learners today are dependent on the use of technology for their academic work and indicated that learners need internet access to view their Google classwork, homework and assignments.

The senior teachers also mentioned that learners are dependent on technology for writing purposes as they use word processing tools like spell checks. A female senior teacher is

also worried that African languages are still behind since the web-site on the internet is available in English only. She concluded that it will take another five to ten years to download the books from the internet that are written in African languages and make them available online.

37% of the educators believe that the use of technology in the classroom will have a negative effect. New technology concerning reading and writing cannot bring positive changes to the school. They thought that it would lead to children becoming illiterate, lazy to think for themselves, and distracted. They emphasised that children's books help children to capture facts and ideas and that they are a source of knowledge.

Two male educators see the new technology as failing learners. Most children no longer read storybooks - they prefer watching stories on television. They also mention that the attitude of the learners is a serious problem and that technology makes it difficult for the children to prioritise the reading and writing over social media.

The deputy principal mentioned that modern technology has both a positive and a negative impact. She also indicated that learners with good reading and writing skills would be able to understand questions early and better express themselves as opposed to those who do not have good reading habits.

The deputy principal also raised the point that there are learners who do not have access to books in their homes. The homes are full of siblings and the house is too small to accommodate everybody. This means that most learners only find an opportunity to read in the classroom at school.

Table 4.2: Summary of question 2 Educators' interview results

Question 2	Educators who agree with question 2	Educators who disagree with question 2	Percentages on agreement	Percentages on disagreement
2	12	7	63%	37%

Question 3: Interpretation

Do you think cell phones and computers with internet should be used for learning and teaching in the classroom?

Technology has become increasingly more integrated into the classroom. Reading and writing skills are still an important aspect of a functioning society.

The interview data shows that the majority of teachers (79%) revealed that cell phones and computers with internet should be used to teach reading and writing skills in the classroom. These teachers believe that smart phones tend to require less written information, provide a more direct way for learners to interact with material in an authentic learning context, and give the learners a unique opportunity to embed information in a realistic context.

The principal has mentioned how easy it is to use a smart phone when reading, receiving and typing responses. However, the cell phone will be a teaching tool and the learner will be able to read his own messages, meaning that the learner will be able to read and write without the teacher's assistance.

However, 21% teachers (3 females and 1 male) associated cell phones and computers with internet with negative perceptions and poor performance, a distraction in the classroom, and an encouragement for the children to "chat" and text messages to their peers. They added that children use their cell phones for their private use, not for the

curriculum. Some learners find it difficult to cope with the new technology, and some do not have cell phones or access to computers.

The minority of teachers still require their learners to read from textbooks or hard copies every day. Handwriting practice is also implemented in the minority of the public schools. These practices reveal that the minority of teachers in this study still emphasise traditional reading and writing practices over the use of modern technology.

Table 4.3 Summary of question 3 Educators' interview results

Question	Participants who agree with question 3	Participants who disagree with question 3	Total percentage of participants who agree	Total percentage of participants who disagree
3	15	4	79%	21%

Question 4: Interpretation

Does the new technology affect the culture of reading children's stories at school?

(58%) of the participating teachers indicated that they think that reading and writing skills are in danger of disappearing in the future generation.

(42%) of the participating teachers stated that they encourage their learners to read by visiting the nearest library.

The majority (14 teachers) see modern technology as a beneficial tool for replacing children's stories because the internet is convenient to use and helps to prepare children for the future. Five teachers believe that reading a book plays an important role because it helps children to speak well and that it is a way of self-education. They emphasised that

children's minds are fed by stories and information. One teacher was absent, so could not be interviewed.

The researcher believes that modern technology will continue to be a significant presence in children's learning environments and that children need to focus primarily on using computer-based technologies regarding language and literature in the classroom.

The bond between technologies and children's literature should prompt the use of all indigenous languages, link computers to the new curriculum, assist in lesson planning, and facilitate language learning. The focus should be on reading, writing complete sentences, and starting new paragraphs.

Most of the female teachers encouraged the use of new technology as they feel that technology will help solve complex and authentic learning problems. For this to occur however, they deem that new technology needs to be used both theoretically and practically, must be linked with the new curriculum, and used by both educators and learners.

The five male educators encouraged the use of new technology because it allows learners to do research using computers and smart phones in the classroom; it can be used in language education and understanding culture, and will help learners to acquire the new literacies of the digital age.

Three male educators discouraged the use of new technology as they think it will not cover all the information that is in the textbook and that the methods of delivery will change the way information is absorbed. They believe that by reading a textbook, children develop their minds, as it encourages greater brain connectivity than what is provided by the internet.

Reading a book fills the space between action scenes with subtle character development. Two female educators discouraged the use of new technology as they do not have the

skills to use it, do not understand why the technology is being used, and do not know how to incorporate it into the existing curriculum.

Table 4.4: Summary of question 4 Educators’ interview results

Question 4	Participants who agree with question 4	Participants who disagree with question 4	Total percentage of participants who agree	Total percentage of participants who disagree
4	11	8	58%	42%

Question 5: Interpretation

Why parents are reluctant in helping the children learning with their school work?

(43%) of the participants believe that the parents are faced with the challenge of not working. They can’t help their children with their school work. They are worried since they can’t put food on the table.

32% of the teachers indicated that parents do help their children with homework and provide the children with a safe environment for appropriate learning and also give them full support.

(20%) of the participants indicated that they are working. They wake up early in the morning to prepare for work. Some work overtime for a living. They come back late and feel tired, they just go to bed without monitoring their children’s books.

(5%) of the teachers believe that marital disruption in the family may lead to low level of involvement and reduces the amount of time parents spend with their children.

Summary of question 5 Educators interview results

Question	Participants who agree with question 5	Participants who disagree with question 5	Total percentage of participants who agree	Total percentage of participants who disagree
5	6	13	32%	68%

4.2.3 Responses to and interpretation of questionnaires

Fowler (2004) describes response rate in a research context as including the collected set of data from all sampled members of the targeted population. A total of 60 questionnaires were distributed and 56 were returned. This represents a 93% response rate. Babbie and Mouton (2001) posits that a response rate of above 50% is adequate for analysis and therefore the 93% response rate, was considered as being very good for analysis.

As far as the gender distribution of the respondents is concerned the majority were female (65%) while the rest were male (35%). The gender imbalance is not likely to affect the results of the study as the nature of the research and questions asked were not gender sensitive and any unlikely error as a result of the gender imbalance may be tolerated.

Table of respondents indicating their questionnaire results

	Occupation	Gender male	Gender female	Male percentage	Female percentage	Total percentage
1	Unemployed	9	13	38	41	39,5
2	Vendors	6	7	25	22	23,5
3	Security	1	4	4	12,5	8,25
4	Professional workers	2	4	8	12,5	10,25
5	Businessman/woman	2	2	8	6	7
6	Housekeeper/labourer	4	2	17	6	11,5
7	Total	24	32	100	100	100

The Questionnaire consisted of 10 questions (see Appendix B)

Answers to question 1

Do you think that the use of modern technology, such as the internet and computers, will support reading and writing learning, especially regarding literature?

Interpretation: The majority of the participants (72%) agree and believe that the computer with internet will support children's reading and writing and that technology will increase in future. They also feel that bringing the internet and computer into the classroom will support children's learning. Learners will be able to get answers as quickly as possible without them having to ask for clarification to a question, they might have in an open classroom. However, learners will be able to work together and share information in a group on projects and they will be able to move toward a common goal.

Three respondents's which represent (5%) did not respond to this question as they were undecided whether technology is good or bad.

Only a minority (23%) disagreed or strongly disagreed basing their response on the argument that the computer and internet are allowed to be used in the classroom, the reading of children's literature will decrease and this will affect the learners' performance in the classroom and lead to poor results.

The table below shows parents' rating results for question 1

Strongly Agree	15	27%
Agree	25	45%
Disagree	9	16%
Undecided	3	5%
Strongly disagree	4	7%
Total	56	100%

Answers to question 2

Do you think that if learners use their cell phones at school as an educational device it would cause distraction in the classroom?

Interpretation: The majority of the respondent's (64%) see the cell phone as a distraction in the classroom. They feel that a cell phone should not be allowed in the classroom, because when learners are bored, they might use them to play games, or do other activities that are not related to their school work. All that will distract their attention from learning. In case of family emergency, the teacher has a cell phone and the parents could call them.

The minority (36%) think learners should be allowed to bring a cell phone as long as they don't disrupt class. Should this happen the teacher can just confiscate it and tell the particular learner he or she may get it back at the end of the year.

The table below shows parents' rating results for question 2

Strongly Agree	9	16%
Agree	11	20%
Undecided	-	-
Disagree	23	41%
Strongly Disagree	13	23%
Total	56	100%

Answers to question 3

Do you think that if new technology is used in the classroom, the lesson would align with the curriculum goal?

Interpretation: New technology used in the classroom should align with the curriculum goal. Parents feel that children who are unable to use the modern technology will be at a disadvantage. The respondents who agree see technology as an effective tool for the learners; they believe that learners can use technology as a significant part of the learning process.

They also feel that teachers should model the use of technology to support the curriculum, so that learners can increase the true use of the new modern technology in learning their language skills. The learners should cooperatively work together to create tasks and learn from each other through reading their peer's work.

The table below shows parents' rating results for question 3

Strongly Agree	16	29%
Agree	19	34%
Undecided	-	-
Disagree	11	20%
Strongly Disagree	10	17%
Total	56	100%

Answers to question 4

Do you think that children who do not have access to the internet, a cell phone, television or other device, will be left behind educationally?

Interpretation: 19 parents agree that children who live in the rural areas will be left behind educationally and that those who live in the urban areas will have an advantage. In urban

areas schools are provided with extra technological resources for learning, such as computers and the internet while rural schools still lack resources for planning and implementation. However, even with the rapid change and advance of technology, the digital change gap has not really been solved.

The government's support for rural schools is too limited to help them afford the cost of synchronous connections and the devices. In rural areas the school culture might impact learner's technology integration level.

In urban areas learners show more digital experience while rural learners do not have the same exposure to technology and may thus benefit less from learning through the use of the computer and the internet.

The table below shows parents' rating results for question 4

Strongly Agree	21	38%
Agree	17	30%
Undecided	-	-
Disagree	10	18%
Strongly Disagree	8	14%
Total	56	100%

Answers to question 5

Does the viewing of television by children affect their work and performance at school?

Interpretation: Some parents see television as part of traditional media. They believe that television provides an opportunity for meaningful interaction while the children are watching. According to others television watchers, especially the young one's, simply sit there and ingest what is presented to them without having to respond or react to another person, but they also believe that exposure to what is viewed on television can have some other serious effects on teenagers' social lives, for example, exposure to television shows

with sexual content may increase the change in teen pregnancy. They agree that television discourages children to learn and that it causes them to lose sleep. They also admit that they leave their children alone and unsupervised.

The table below shows parents' rating results for question 5

Strongly Agree	19	34%
Agree	20	36%
Undecided	-	-
Disagree	8	14%
Strongly Disagree	9	16%
Total	56	100%

Answers to question 6

Do you believe that a social network can be used as an educational device to complete classroom activities and homework?

Interpretation: The majority of the participants feel that only if there are enough resources for learning and teaching, technology can really help the learners to complete activities such as classwork and homework both at school and at home. Some parents feel that technology will make their children lazy to think for themselves and unable to do things on their own.

The table below shows parents' rating results for question 6

Strongly Agree	20	36%
Agree	22	39%
Undecided	-	-
Disagree	8	14%
Strongly Disagree	6	11%
Total	56	100%

Answers to question 7

Can the information and communication technology, such as a computer, change existing pedagogy in the classroom?

Interpretation: The participants think that computers should not replace teachers in the classroom, although they can be an additional resource. They would like learners to be taught the traditional narratives about day-day life that can protect children. Traditional methods are no longer good enough in society as schools have undergone a paradigm shift from emphasising teaching to emphasising learning.

Learners using new technologies concentrate more than learners in traditional settings and new technology promotes collaborative learning. New technologies facilitate the use of more and more frequent, formative assessment.

Learners will need to be independent and confident users of information technology, capable of collaboration and innovative practice. Educators also need to use the enormous possibilities of information technology to provide better access to learning for students and to transform the way learning occurs.

The table below shows parents' rating results for question 7

Strongly Agree	16	29%
Agree	14	25%
Undecided	-	-
Disagree	11	20%
Strongly Disagree	15	26%
Total	56	100%

Answers to question 8

Previously school did have limited resources, such as textbooks. Do you think the new technology will and can be regarded as a possible advancement of language and literature?

Interpretation: Most of the parents would prefer that their children learn by reading books and other literature rather than by using the new technology. For example, African languages are still isolated from technology and education. In practice, making South African languages accessible using modern technology is a challenging and complex process for schools, the reason being that the majority of schools have limited resources in technology to support teaching and learning.

The table below shows parents' rating results for question 8

Strongly Agree	12	21.43%
Agree	13	23.21%
Undecided	-	-
Disagree	17	30.36%
Strongly Disagree	14	25%
Total	56	100%

Answers to question 9

Can the WhatsApp be used to summarise children's literature stories and poems on a Whatsapp group, and share ideas among young children

Interpretation: The parents think that children use the WhatsApp for personal use such as texting and chatting. The majority of the respondents feel that there are challenges associated with using WhatsApp in teaching and learning. They mention a few challenges such as children using WhatsApp for personal use for example, texting and chatting. Not all learners may have a smart phone, some WhatsApp groups can generate a very large volume of messages that may be time consuming to process and act on. Some learners may use improper language that they commonly use with peers.

The table below shows parents' rating results for question 9

Strongly Agree	11	20%
Agree	12	21%
Undecided	-	-
Disagree	18	32%
Strongly Disagree	15	27%
Total	56	100%

Answers to question 10

In the past, there was a lack of published children's literature in African languages. Do you think the use of information and communication technology in schools will rectify this lack?

Interpretation: 41% agree that technology can do better at school. It also helps learners reduce the burden of carrying hefty books from one location to another, the internet has also led to saving of time for other activities and has facilitated a platform in which educational materials can be shared from one person to another.

Some respondents think that it will be difficult to implement the new technology in all schools since it is expensive. Their concern is that in the past, the government was unable to even buy enough textbooks, so it is very unlikely that they will be able to implement the new technology in schools.

Most of the parents, because they are unfamiliar with modern technology, strongly agree that technology such as computers, tablets, and cell phones, should be used to support learning and teaching.

Some parents strongly disagree that modern technology should be used because they:

- feel that most learners will misuse this technology and use it more on social media than for schoolwork

- strongly prefer that their children read from textbooks rather than on computer screens as they think that learners need more practical experience than theoretical knowledge
- are unaware of how advanced and quick modern technology is to use.

The majority disagree as they think that the e-books and online learning are affected by the use of technology. Digital technology provides a platform for marketing where digitised books on websites have made it easier for learners or readers to access information with no limits.

The table below shows parents' rating results for question 10

Strongly Agree	11	20%
Agree	19	33%
Undecided	2	4%
Disagree	18	32%
Strongly Disagree	6	11%
Total	56	100%

The summary result of the Survey questions

Title: The impact of modern technology on children's literature in South Africa

Purpose: To determine the opinion of parents, on the use of modern technology as a learning tool in the classroom concerning children's literature

Direction: Please read the following survey questions and indicate your answer with a checkmark (tick):

SA (Strongly Agree), **A** (Agree), **U** (Undecided), **D** (Disagree), **SD** (Strongly Disagree)

Survey Question	SA	A	U	D	SD
1. Do you think that the use of modern technology, such as the internet and computers, will support reading and writing learning, especially regarding literature?	15	25	3	9	4

2. Do you think that if learners use their cell phones at school as an educational device it would cause distraction in the classroom?	9	11	-	23	13
3. Do you think that if new technology is used in the classroom, the lesson would be aligned with the curriculum goals?	16	19	-	11	10
4. Do you think that children who do not have access to the internet, a cell phone, television or other device, will be left behind educationally?	21	17	-	10	8
5. Does the viewing of television by children affect their work and performance at school?	19	20	-	8	9
6. Do you believe that a social network can be used as an educational device to complete classroom activities and homework?	20	22	-	8	6
7. Can the information and communication technology, such as a computer, change existing pedagogy in the classroom?	16	14	-	11	15
8. Previously schools did have limited resources, such as textbooks. Do you think the new technology will and can be regarded as a possible advancement of language and literature?	12	13	-	17	14
9. Can the WhatsApp be used to summarise children's literature stories and poems on a WhatsApp group, and share ideas among young children?	11	12	-	18	15
10 In the past, there was a lack of published children's literature in African languages. Do	11	9	2	18	16

you think the use of information and communication technology in schools will rectify this lack?					
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Thank you for your participation in this survey

4.3 Conclusion

This chapter present the finding of a data analysis and information that captured during the investigation. The researcher has analysed and interpreted the data obtained through interview and questionnaire.

20 educators' males and females were selected for interviews from different schools from Ekurhuleni North of Gauteng in Tembisa. The questionnaires were also distributed to a sample of 50 parents 30 females and 20 males between the 25 and 49 years of age and who were asked to to complete questionnaires within a certain time.

The finding was 63,4% of the participants agree that technology can be use in the classroom. This will support and help the children in the near future. While 36,6% disagree and they feel that technology such as cellphone have a negative perception and is a distraction in the classroom.

The next chapter will provide a discussion on the summary, findings and recommendations of the research study conducted in the participating of teachers and parents.

CHAPTER FIVE

GENERAL CONCLUSION

5.1 Introduction

The purpose of this chapter is to provide concluding remarks on the study by way of the summary, findings of the research and the recommendations. It is clear that modern technology is evolving at a rapid pace. The technological change in society and schools has been exponential and will continue to be so. Young children are adept at using mobile phones, the internet, smart boards, computers and other digital devices. Teachers are using technology to support their role in providing children with structure and advice, monitoring their progress and assessing their accomplishments.

5.2 Summary

The study addressed contemporary young children as part of the generation of digital natives who spend most of their time using technology and little time reading children's literature, especially books written in their mother tongue.

Chapter One introduces the study by outlining the background information, problem statement, aim and objectives. The aim of the research is to investigate the impact of modern technology on reading and writing with specific reference to isiZulu. The chapter discusses the function of children's literature and establishes how modern technology causes a lack of children's interest in literatures in African languages.

The chapter further justifies the research and explains its significance in the society. Key terms are explained for the benefit of readers. A detailed explanation of the research design, including the methodology, theoretical framework and collection of data, is presented. Matters affecting ethical issues receive the attention of the researcher. The introductory chapter ends with the distribution of chapters.

Chapter Two focuses on the review of literatures related to the current research including how technology has changed schooling and the investigation of children unable to read and write. A literature review can be defined as the foundation of any research project; it provides a brand context of the study, for example it sets the existing literature in a broader scholarly and historical context. To have a good foundation of the current research project, both national and international sources were reviewed.

The collection of data was discussed in Chapter Three, and the different aspects of technology such as the internet, cell phones, television, computers and videos, were explained. The methods used in this study to collect data were interviews, questionnaires and the observation method.

The teachers and parents of the learners were interviewed regarding the impact of modern technology on reading and writing. Questionnaires and face-to-face interviews were incorporated as the research instrument to collect data. Seventeen parents and 20 educators formed the research sample.

The data analysis and interpretation were presented in Chapter Four. The analysis entailed aspects such as academic performance, access to children's literature, collaborative learning, skills development and social interaction. The analysis looked at the merits and demerits of the effect of modern technology on reading and writing. It was found that modern technology such as social networking, cell phones, and the internet enables children's literature to operate in various contexts.

Chapter Five provides a general conclusion of the whole research project, namely the summary, findings and recommendations.

5.3 Findings

5.3.1 The reading results of children unable to read and write

The findings from the interviews show that in South Africa there is a challenge when it comes to learners who are unable to read and write. The reading difficulties are among the factors that contribute to the problem. The basics of reading and writing are not well attended to from the foundation phase, with the social network contributing to the lack of opportunities for reading and writing practices.

Many children don't read and write well simply because they have never really read enough during their primary school. The deputy principal mentioned that the impact of modern technology on reading and writing has both a positive and a negative effect. She also indicated that learners with good reading and writing skills will be able to understand questions early and be able to express themselves better as opposed to those who do not have good reading habits.

The deputy principal also raised the point that there are learners who do not have access to books in their homes. The home is full of siblings and the house is too small to accommodate everybody. This means that most learners only find an opportunity to read in the classroom at school.

5.3.2 Parental involvement

The findings show that the parents don't have enough time to create a learning environment at home. The parents also are not communicating with their children about homework. Every day they prepare to go to work and later when they come back they feel very tired and they want to rest.

Kerr (2018) asserts that a setting in the home that is conducive to learning can have a positive impact on graders, but parents who are disengaged are less likely to provide this.

This inadequate environment can be something as simple as not having a quiet place to concentrate or something much greater, such as parental abuse.

The parents are investing more time in working to earn a living than to encourage schooling for their children. This became evident during the interviews with educator's who stated that some learners become parents at home as they have to look after their siblings, clean the house and cook for them. When it is time to study or watch television the learner is tired already. Sometimes learners tend to be absent from school, so that they will be able to focus on the family issues.

In addition, if there is no electricity the learner will not be able to charge his/ her cell phone to attend the group discussion online either presented by a teacher or other learners.

The curriculum assessment and policy statement also attempts to involve the contribution of parents to assist their learners in education, but some parents do not care about their children's education.

Gibbons, (2006) states that promotion of children's ability to read and write is not a program for schools only but it also requires home and community environment that are supportive. In their interviews educators mentioned that in order to make sure that children are able to read, they must start to learn from the foundation phase and the teacher needs to understand the reading and writing background of these children. The teacher should know or understand whether the children in his/her classroom are given any support for reading and writing at their homes.

One teacher mentioned that cell phones can capture information that will help the children at home. The teacher can teach the learner online how to pronounce words, how to read words and how to write words. Teachers can also give these children extra lessons through cell phones.

5.3.3 Literature as a tool and language problem

It is common knowledge that literature and language are closely related. Literature is constituted by language and represents one of the most recurrent uses of language. Language and linguistic analysis can be employed to access literature from the learner's point of view. Literature can be used in language and for teaching because it provides the learners with authentic samples of language and a wide range of styles, text types and registers.

Another finding from the study is that it is important that technology be used in class for young children, as it helps with child language development and motivates them to learn. The starting point for children to learn a language could be in the form of a word processor that will allow children to create and recreate text until it is fully comprehensible to others and is accurate.

Each technological tool utilised in language learning has a specific benefit and application to one of the four language parts, namely reading, speaking, listening and writing. However, to use these techniques successfully, the language learners should be familiar with using computers and the internet and be capable of interacting with these technologies.

Reading refers not only to the ability to decode words on a page but also to read with appropriate speech, expression and comprehension of what is being read. Children learn to decode print initially by recognising words based on their key visual characteristics. They learn about the alphabetic principle and letter-sound correspondences. Reading comprehension can be thought of as the product of decoding and language skills.

Active listening strategies and critical thinking skills promote the ability to articulate and develop ideas, participate appropriately in group activities, and improvise and produce an appropriate script. Today, teaching children how to read is vastly different from traditional

education methods, and many children struggle with reading and speaking. Some show a lack of interest and others simply have difficulty in understanding what they are reading. The study revealed that technology can support teaching and listening skills, which in turn, impacts on children's narrative composition skills and how they can be used as a focus for collaborative activity between peers on a literacy-orientated task in the early years.

Long and Gove (2003) believe that students who are engaged in what they read make deeper connections to the text, whether fiction or non-fiction, by questioning, investigating and interpreting what they read as they read. A literature lesson can require children to make up poems, stories and perform in plays.

The use of computers can enable children to create a draft of their work, show it to others, make changes, if necessary, reveal that their spelling or grammar needs improvement, improve their language and literacy skills, allow them to use the internet to search for information, and communicate with each other.

There is challenge for learners who are doing a home language subject and who were not educated in their mother tongue during their early years of education. As a result these learners have poor language proficiency in their mother tongue which affects the learner's ability to cope at school.

The data received highlighted that the inability of learners to understand or read and write in African languages is the reason for their failure or lack of progress in the school. The researcher sees the CAPS document as grounded on social constructivism which emphasises culture and language development of reading, writing, listening and speaking.

The chapter on literature review analysed the CAPS curriculum. The culture of reading and writing in the classroom is done through the CAPS document. Prepared and unprepared speeches form part of the CAPS curriculum. A prepared speech is described

as a topic that is researched and prepared for a presentation of approximately two to three minutes in class. An unprepared speech is delivered without being planned. The finding on orality in the classroom has shown that there is limited time given for oral lesson the reason being the overcrowding of the class and it is difficult to do oral exercises with 45 learners. The period cannot accommodate all learners. Some learners are afraid of doing orals for fear of being ridiculed for their mistakes.

5.3.4 Technology as a tool for learners

Technology is now viewed as a necessary educational component. It has changed the way that children learn and has transformed the way teachers teach.

Initially, teachers need to have a clear understanding of what it means to incorporate technology into the packed educational day, as the new learning styles will help young children to use various types of learning needs and ignite their interest. While all types of technological choices might not work best for every learner, it is essential for teachers to know how best to educate, empower and encourage their learners. Most learners should thrive, prosper and reap wonderful benefits from using technology-based learning but a few may fall behind.

The study has shown that technology presents opportunities to employ powerful cognitive tools that can be used by learners to solve complex and authentic problems. However, for this to occur, technology needs to be used in theoretically sound ways and it needs to be used by learners rather than by teachers. When used as cognitive tools, computer technologies serve to build the learners' tolerance, creativity and high order thinking skills. However, it is within this context that teachers should be able to use computers as agents of support structures for learners learning.

5.3.5 Collaborative learning with technology

Some educators in the study mentioned that today children are more likely to sit in groups of three or four which lends itself to collaboration and project-based learning, an approach to teaching where learners solve real-world problems using skills they will need in future such as critical thinking, problem solving and good communication.

In the past, collaborative learning took place mainly in face-to-face situations whereby learners work together while sitting at a table in the classroom or working as a group in a learning centre. However, recently with the help of technology, collaborative learning is also possible through many different modes such as online discussion groups, smart phone chats, interactive platforms and online classroom environments.

Collaborative learning is a situation in which two or more people learn or attempt to learn something together and solve problems. It improves learners' knowledge by combining strengths, sharing responsibilities and learning from one another which brings together many opportunities for enriching knowledge. Collaborative use of technology in pairs or small groups is usually more effective than individual use, although some children may need guidance on how to collaborate effectively and responsibly.

There is evidence as mentioned by educators in the study, that environments allow learners to work together on group projects, publish on solve problems on discussion boards, have debates and participate in other activities in a cooperative way. These will help children to work together in groups and use computer tools and resources to search for information to publish and create products. Collaboration can also have powerful effects on children's learning, particularly for low achieving learners.

The researcher believes that children can be taught to collaborate and develop skills such as coordination. Collaboration software and wireless presentation systems like digital devices allow children to share content from their mobile devices and display their screens for the class to see.

Remedial use of technology can be particularly practical for lower attaining children, those with special educational needs or those from a disadvantaged background, in providing intensive support to enable them to catch up with their peers.

5.3.6 Vygotsky's theory

Vygotsky's (1978) work has become well known and has recently inspired studies by linguists regarding language and its influence on the formation of the perception of reality. He maintained that language plays a central role in cognitive development. The language is the tool for determining the ways a child learns how to think. Vygotsky always involved some types of external experience being transformed into internal processes through the use of language. It follows that speech and language are the primary tools used to communicate with others in promoting learning.

There is evidence that the study aligns to Vygotsky's theory, the social development and interaction theory. The social development model asserts that interaction with the surrounding culture and social environment such as teachers, parent's and peers contributes significantly to a child's intellectual development. Based on this theory this is the difference between what a child can do on his/her own and what the child can do with help. Cognitive development results from a dialectical process whereby a child learns through problem solving experiences.

The educators state that the cell phone and computer with the internet should be used for learning and teaching in the classroom. They believe children can work independently without the assistance of the teachers. Further, they also mentioned that the learner needs support from the parents as well as the teachers to achieve the learning goals.

The introduction of technology, such as computers, the internet and smart phones, into the learning environment was shown to make learning more children-centred to encourage cooperative learning groups and to stimulate increased learner interaction.

However, Klein (2010) warns that while technology can enhance learning, many forms of excellent children's literature, including poetry, novels, folktales, fables and picture books are available. Klein adds that picture books are a special kind of literature, as they convey their messages through the interaction between words and pictures.

The role of children's literature has changed to include movies and digital resources that influence children's lives on a daily basis and contribute to the development of young children in a number of ways that were mentioned previously.

5.3.7 Negative influence

- Most children are no longer interested in reading children's literature; they prefer technology such as smart phones, computers, the internet, and television. They believe in viewing programs and movies. They feel that to read stories takes longer and the books consist of many different and connected parts of words.
- Many respondents considered smart phones to be a distraction in the classroom, as learners tend to focus more on their smart phones than on reading and listening to their teacher's lesson. Distraction not only affects individuals but also others in the group. For example, a ringtone from a cell phone can affect the pattern of the class, which leads to irritability on the part of learners and the teacher.
- Children's literature is no longer important to our children. Previously children had to rely on their imagination when reading literature books. Today, all that children have to do is to open their smart phone and play video games.

5.3.8 Positive influence

- The use of technology in the classroom provides learners with the opportunity to develop critical thinking, problem solving as well as communication skills, and encourages collaboration with their peers, for example audio and visual technology make a significant contribution to the learner's literature-reading curriculum and *PowerPoint* presentations and projector and video recordings all have something important to offer teachers of the mother tongue.
- The recent use of modern technology to promote reading and writing has shown to facilitate language development for children. Children will be able to learn the meaning of words and sentences from educational programs.
- The findings show that children's imaginations are developed by watching folktales on television, movies, and computer screens and retelling the tales to others improves their communication skills.
- Co-viewing children's literature on computer screens provides opportunities for scaffolding and can help children understand the content.
- The children will find different types of educational programs on channels.

5.4 Recommendations

Based on the research findings of this study, the researcher recommends the following:

- The information from the data in this study has shown that some parents do not spend time to teach their children, how to read and write, for this reason, teachers need to sensitise the parents on their roles at home what to do to motivate their children.
- Both teachers and parents should encourage children to become avid readers, whatever format they choose.
- In order to bring back and develop good readers in the African languages, particularly in isiZulu, more books and a great variety of them should be written in African languages.

- Modern technology concerning children's literature should be made available to all learners to allow them to easily access information and to assist them with school work both at school and at home.
- The involvement of parents at school should be viewed as a continuous process that has its evolutionary stages through childhood.
- Children's literature should be used or obtained online so that the children will be able to read and aim to improve their listening skills. This will help children to stimulate and to take an active interest in reading as well as actively using technology in the classroom.
- Children should view folktales and appropriate movies on the computer screen or television in order to learn and express their thoughts and feelings.
- Schools should develop policies and put a system in place the curriculum on how technology should be used in the classroom.

5.5 Conclusion

The main aim study was investigated and mentioned the impact of modern technology on reading and writing. The summary, finding, and recommendation were addressed on how to use the technology in the classroom for the benefit of the learners. Technology use as a tool, the language problem, collaborative learning, the positive and negative influence were mentioned and analysed. The parents' involvement and the importance of children's experiences of reading and writing in the classroom was considered.

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APPENDICES

Appendix A: Interview questions

The question was broken down into the following sub-questions:

- Q1. Do you think social constructivism and technology can help in teaching our learners in the classroom?
- Q2. Do you think the impact of modern technology on reading and writing can bring changes to our children at school?
- Q3. Do you think cell phones and computers with internet should be used for teaching and learning in the classroom?
- Q4. Does the new technology affect the culture of reading children's stories at school?
- Q5. Why parents are reluctant in helping the children learning with their school work?

Appendix B: Survey questions

Title: The impact of modern technology on children’s literature in South Africa

Purpose: To determine the opinion of parents on the use of modern technology as a learning tool in the classroom concerning children’s literature

Direction: Please read the following survey questions and indicate your answer with a checkmark (tick):

SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree), SD (Strongly Disagree)

Survey Question	SA	A	U	D	SD
1. Do you think that the use of modern technology, such as the internet and computers, will support children’s learning, especially regarding literature?					
2. Do you think that if learners use their cell phones at school as an educational device it would cause distraction in the classroom?					
3. Do you think that if new technology is used in the classroom, the lesson would be aligned with the curriculum goals?					
4. Do you think that children who do not have access to the internet, a cell phone, television or other device, will be left behind educationally?					
5. Does the viewing of television by children affect their work and performance at school?					
6. Do you believe that a social network can be used as an educational device to complete classroom activities and homework?					

7. Can the information and communication technology, such as a computer, change existing pedagogy in the classroom?					
8. Previously schools did have limited resources, such as textbooks. Do you think the new technology will and can be regarded as a possible advancement of language and literature?					
9. Can the WhatsApp be used to summarise children’s literature stories and poems on a WhatsApp group, and share ideas among young children?					
10 In the past, there was a lack of published children’s literature in African languages. Do you think the use of information and communication technology in schools will rectify this lack?					

Thank you for your participation in this survey.

Appendix C: Participant information sheet

Ethics clearance reference number

Research permission reference number

07 April 2018

Title: The impact of modern technology on reading and writing

Dear Prospective Participant

My name is Alpheus Thabo Buda and I am doing research with Prof CD Ntuli, a professor in the Department of African Languages, towards a Master of Arts degree at the University of South Africa. We have funding from Unisa bursary to further my research project. We are inviting you to participate in a study entitled the impact of modern technology on reading and writing.


WHAT IS THE PURPOSE OF THE STUDY?

I am conducting this research to find out or investigate how modern technology causes lack of children's literature in African languages.

WHY AM I BEING INVITED TO PARTICIPATE?

To provide the best information I want and consider before making the final decision regarding study participants. The interview and questionnaires data collection methods involve personal visits to the respondents at home and at work.

Twenty educator's male and female from different schools and the sample size questionnaires of twenty parents' male and female from Gauteng and Limpopo were distributed.



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WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team will know about your involvement in this research.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of the answers will be stored by the researcher for a minimum period of five years in a locked cupboard/filing cabinet for future research or academic purposes; electronic information will be stored on a password protected computer.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There are no payments or rewards offered for participating in this study. And also, there will be no incentive to be given to potential participants for participation in this proposed study. The decision of the participants is free from coercion or incentive and they cannot be penalised if they refuse to participate.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Alpheus Buda on 0726713934 or email address to thaboalpheusbuda@gmail.com. The findings are accessible for a period of five years.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact 0726713934 or email to thaboalpheusbuda@gmail.com



WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves questionnaires and semi-structured interviews. Questions such as the following will be asked. Do you think that the impact of modern technology on reading and writing can bring changes at school, and does the new technology affect the culture of reading children's stories at school? The expected duration of participation and the time needed to complete specific research activities like questionnaires is 15 minutes and the time allocated to conduct interviews is 45 minutes.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. Anonymity will be ensured in that no complete interview schedule will be linked to any specific participants.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The involvement of the participants is to obtain reliable, valid and accurate results in a way that will help the researcher to produce best findings.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

The researcher will make sure that there will be no pain or any potential level of inconvenience and discomfort to the participant. The researcher will maintain order and adhere to procedure for the protection of privacy. Anyone who feels at risk due to the participation of others, may identify such a person whose participation in the research will be withdrawn from the project.

Should you have concerns about the way in which the research has been conducted, you may contact 012 429 8273 or send an email to ntulicd@unisa.ac.za. the research ethics chairperson Prof LP Phaala at contact number 012 429 3058 or email mabasin@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study.

A T Buda



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Appendix D: Researcher acknowledgement



University of South Africa

THE COLLEGE OF HUMAN SCIENCES RESEARCHER ACKNOWLEDGEMENT

Hereby, I, A.T. Buda ID number 7605015546087 in my personal capacity as a researcher, acknowledge that I am aware of and familiar with the stipulations and contents of the

- Unisa Research Policy
- Unisa Ethics Policy
- Unisa IP Policy

And that I shall conform to and abide by these policy requirements

SIGNED. *AW*

Date: 07-04-2018

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (please print)

Participant Signature.....Date.....

Researcher's Name & Surname..... (please print)

Researcher's signature..... Date.....

TEMPLATE PERMISSION LETTER

(CHANGE AS REQUIRED & PRINT ON ORGANISATION'S LETTERHEAD.)



Appendix F: Researcher's declaration

RESEARCHER'S DECLARATION TO ADHERE TO THE UNISA CODE OF CONDUCT REGARDING THE ETHICS OF THE PROPOSED RESEARCH
--

By signing below, I (full name of the main researcher) declare as follows:

a) I completed all the sections of this form that are relevant to the proposed research study		Agree
b) I have acquainted myself with UNISA's code on research ethics expressed in the UNISA Policy on Research Ethics.		Agree
c) I shall conduct the research in strict accordance with the approved proposal. I acknowledge that the approval is valid as long as approved procedures are followed.		Agree
d) I shall notify the URERC in writing if any changes to the research are proposed that may affect the ethicality of the research.		Agree
e) I shall maintain the confidentiality of records pertaining to the research if needed.		Agree
f) I shall not use the research and information in a manner that is detrimental to any individual or institution unless it can be scientifically justified.		Agree
g) I shall uphold research integrity and refrain from conduct that may taint the integrity of science, including, but not limited to plagiarism, fabrication and falsification of data.		Agree
h) I shall take the necessary steps to warrant that co-researchers, if <u>applicable</u> , familiarise themselves with the Unisa Policy on Research Ethics.		N/A
		Agree

Signing of declaration _____

Name in Print _____ Signature Date _____

signed _____

Applicant _____

Approved by supervisor (if applicable)_____

To my knowledge the student has addressed all aspects in his/her application for research ethics approval set forth in the University of South Africa's Policy for Research Ethics. I confirm that the form is complete. I will ensure that the student notify the committee in writing if any changes to the research are proposed that may affect any of the study-related risks for the research participants. Subsequently, I approve the submission and recommend that approval is granted for the research, Form 3 CHS Approved by CHS ETHCIS COMMITTEE 21.02.2018 (page4)

Name in Print_____

Signature_____Date signed_____

Appendix G: Approval letter to conduct research

MASIQHAKAZE SECONDARY SCHOOL



GAUTENG DEPARTMENT OF EDUCATION

Arise And Shine

EMIS NO 261057
REF NO 906168
TEL (011)925 8059
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Email:masiqhakaz
esec@
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To: Mr. Buda A.T

UNIVERSITY OF SOUTH AFRICA

RE: Responding to the request to conduct research

I AG Madzhadzi the principal of the school grant Mr. AT Buda ID NO 7605015546087 permission to conduct research for interview educators on the impact of modern technology on reading and writing in the above-mentioned school from 25 April 2018 to 15 May 2018 but this will depend on the educator's attainment of knowledge


I hope our colleagues will participate well

Thanking in advance

AG Madzhadzi

15-05-2018

Date

MASIQHAKAZE	CALL	DEPARTMENT OF	ATION
	MASIQHAKAZE	SECONDARY SCHOOL	
		Alise	
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