



**Using Bourdieu to understand the function of digital literacy in an  
English class: A case study of a higher Education University in  
Namibia**

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## **Abstract**

First year students at a Higher Education University in Windhoek in a Principles of Language English class are expected to use Information and Communication Technologies (ICTs) to improve their language proficiency in a fun and interesting manner. However, it was observed that students have varied digital literacy skills which are not in line with Namibia's ICT Policy. The study set out to find out why students who came from the same Namibian secondary public schooling system, and was exposed to the same curriculum, had such varied digital literacy proficiency. Principal of Language is the natural environment for the researcher and the students in this study. This study follows Eshet-Alkalai's definition of digital literacy. Bourdieu's concept of cultural capital was used to develop an explanation for the observed varied digital literacy skills and to find out if English lecturers should continue with the use of ICTs in the English class. This study was limited to the specific needs and digital literacy deficiency of students as observed in the Principal of Language class. Data was collected from 47 first time Principles of Language, first year students. In addition, this study also relied on the experiences of two ICT subject lecturers. Different data collection instruments were used: student questionnaires, interviews and focus group discussions and faculty interviews. The study revealed that despite Namibia's ICT policy that calls for learners to be prepared at high school for the integration of ICTs, quite a number of first year students had no digital literacy skills. Some students only got to use a computer for the first time at university. Despite these challenges students were not averse to the use of ICTs to improve their English but expect lecturers to first teach them how to use the tools. Lecturers need to realise that not all first year students are computer literate.

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## **List of Abbreviations**

|       |  |
|-------|--|
| CUS-  | Computer User Skills                         |
| FG-   | Focus group                                  |
| FI-   | Faculty interview                            |
| HEUW- | Higher Education University Windhoek         |
| ICT-  | Information Communication Technologies       |
| LMS-  | Learning management system                   |
| MOE-  | Ministry of Education                        |
| PoL-  | Principles of Language SI- Student interview |
| SQ-   | Student questionnaire                        |
| URL-  | Uniform Resource Locator                     |

# CHAPTER ONE: Introduction

## 1. Overview

According to Hargittai “by the beginning of the twenty-first century, Information and Communications Technologies (ICT) had become a staple of many people’s everyday lives”, making it an expected part of daily activities (2008:936). This increased use of ICTs is also evident in developing countries, where more ICTs are used in all areas of life resulting in a greater level of competitiveness in global markets (Wambui & Black, 2008:1). The reality is that technology use amongst adolescents and students has increased and cannot be ignored in education (Greenhow, Robelia, & Hughes, 2009; Gross, 2004; Katz, 2002; Kennedy et al., 2007).

Studies have found that it is unwise to refer to a whole generation, who all have access to and use technology, in the same vein (Czerniewicz & Brown, 2010; Geer & Sweeney, 2012). In the study of American college students Katz (2002), found that students lacked the ICT skills to effectively deal with the large amount of information available online. Likewise, a South African study also noted that just because a generation is presumed to have access to technology (Czerniewicz & Brown, 2010), one cannot assume that all students will have the same digital literacy skills. This can be a real problem for many students since Pirbhai-Illich, Turner & Austin (2009) and Geer & Sweeney (2012) contends that the use of ICTs is a necessity for employment. Universities should then ensure that students receive a holistic education that includes digital literacy development to equip them for the world of work.

## 1.2. Motivation for study

Gudmundsdottir revealed, “one of the distinctive aspects of cultural complexities in South Africa is the language dimension” (2010:175). In Namibia this is even more complex as the Namibian Database shows there are up to 30 languages spoken in Namibia. English is the official language but not the national language. This is a challenge at University as English is unlikely to be the students’ home language in this multilingual context (Töttemeyer, 2010).

At the Higher Education University Windhoek<sup>1</sup> (HEUW), technology is incorporated to help students improve their English proficiency as there is evidence to show that learning with technology helps language development (Ybarra & Green,2003,Hargittai,2008, Levy, 2009 & Nomass,2012).

Namibia's ICT policy was adopted by HEUW with implementation across all programmes at the institution. In Principles of Language<sup>2</sup> (PoL), the second English module at HEUW, first year students are required to use computers during the practical lab sessions to improve their English. It was observed that not all PoL students are comfortable with using computers. This was confusing in light of the assumption that first year students expect the use of ICTs especially at university level.

### **1.2.1 Background**

The founding president, Dr Nujoma initiated Vision 2030 which was adopted in 2004 to direct the country's growth to be on par with developed countries by 2030. ICT development is recognized as one of the primary developing tools to ensure the country meets the goals as set out in Vision 2030 (Office of the President, 2004). The Ministry of Education (MoE) has created policies, which speak of the need to develop and integrate ICTs in Education to ensure Namibians will be ready to interact with developed countries as equals by 2030. "Each country needs a well-articulated ICT Policy, Action Plans and Implementation Plans, which are similar to Namibia's ICT Policy & Plan" (Wambui & Black, 2008:2). Six ICT related policies were launched to steer the implementation of ICTs at school level from 2004 to 2006.

### **1.2.2 ICT policies at international level**

Other developing countries, like Malaysia and Uganda have adopted a similar approach to ICT implementation as Namibia.

In line with their long-term vision, Vision 2020, Malaysia has the inclusion of ICTs to develop a knowledge-based society (Chan, 2002). In addition, ICTs were used as a transformation agent that education can support the country's primary ICT plan.

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<sup>1</sup> To safe guard the privacy of the participants, the name of the institution was changed since Namibia has very few recognised higher institutions of learning.

<sup>2</sup> Principles of Language is not the real name of the English course studied. This is to preserve the identity of the students involved in the study to ensure a greater sense of anonymity. Aside from the name change, all the other facts are a true reflection of the status quo at the time of this study.

These two policies have some common focus areas: the training of teachers and the review of the school curriculum to accommodate ICTs across the curriculum.

Similar to Namibia, Uganda also has an ICT ministry. “From a policy perspective it can be argued that Uganda has an elaborate policy and a clear vision for ICT application” (Andema, et al., 2013:3). Another important aspect covered by their study is the importance of the translation of the policy into practice. This is essential for the development of ICTs. Jones (2012:123) also emphasises the importance of aligning policies and infrastructure to the needs of the users. It is good to have a policy that guides the development and implementation of ICTs but if the necessary infrastructure is not in place, the policy is ineffective.

### **1.2.3 Rationale**

To develop students’ language proficiency, lecturers at tertiary institutions need to start from the students’ knowledge base: the grade 12 syllabus, which serves as the exit level for schools. Siegle (2004) states that students should be helped to know how “to use the vast resources of the internet to solve problems and achieve specific goals effectively” (2004:6). Research from the UK and South Africa (Bennett et al. 2008b, Naidoo & Raju, 2012, Helsper & Eynon, 2010) has shown that it is futile to think that all young people will have the same digital literacy levels, even students in western countries are not all “cyberkids” (Peter & Valkenburg, 2006:295). Fortunately others had proven that it is possible to teach students to become digitally literate, irrespective of their age (Ng, 2011 & 2012, Helsper & Eynon, 2010 and Czerniewicz & Brown, 2010). Consequently the need exists for studies on the use of technology to maximise learning. (White, 2013:13).

### **1.2.4 Research Problem**

ICTs are used in the PoL class to help first year students develop their English proficiency in a fun and interesting manner. However, as an e-learning developer in the PoL course, I found that using technology was a barrier to language development. As an insider to this course, I have come upon this problem because I saw it on a daily basis in the PoL practical sessions. Research within the natural environment can produce valuable insights as can be seen in the work done by Orion & Hofstein (1994) and Brownlow & O’Dell (2002) and Srivastava & Thomson (2009).

In my role I created, uploaded and administered course content on our institutional LMS: Moodle through which digital literacy was tested. I spent about five to seven hours per week conducting practical lab sessions. Three semester of PoL lab observations, showed that although students all came from the same public schooling system, they had different digital proficiencies. This was a concern especially since the ICT implementation guide for the Education sector in Namibia shows that public school leavers should be at ICT competence Level 2 of 5. While some students could easily follow the instructions to complete the set tasks, others were still learning how to perform a double click on the mouse, where the address box was and how to enter a URL. At the extreme was a group of students who could not operate the keyboard. Instead of using the technology to improve language skills, students were stuck on learning how to perform basic ICT tasks. Eshet-Alkalia & Amichai-Humburger (2004) defined digital literacy as “survival skills” in the technology era. This definition seemed to be the most compatible with the way I view digital literacy. The lack of digital literacy in PoL classes became a barrier to the students’ English learning. Ng (2011:26) stresses the need for both students and teachers to know how to ‘carry out basic computer-based operations’. As e-learning developer, I had sufficient skills to create the necessary online content. However, there was a real concern that the digital incompetence of some students would be exposed, which is not conducive for learning.

Nora & Snyder (2009:6) found that students who had higher levels of digital competence scored better marks in content learning and noted how much they had enjoyed using technology in education. This is a real predicament for lecturers, since those students who were more digitally literate were eager to use the LMS; Moodle, for language development compared to those who did not have the necessary digital literacy to use the tool. Moodle served as the platform which hosted tasks that required students to have some ICT competence. Due to timetable constraints, it was not possible to create a special class for those students struggling with the computer. White (2012, quoted by Anyangwa, 2013:3) warns that it is very important to determine first the digital literacy of the learner before “supporting” them. To improve their students’ English proficiency, lecturers would first need to evaluate their students’ digital literacy and the problems they have with it, before

they can integrate ICTs in class. According to the National ICT Policy (MoE, 2006:13) PoL students should have completed the foundational level course in ICTs at high school. However, despite supposed practices students are entering university with diverse digital literacy skills.

### 1.3 Conceptual and Theoretical Framework

Bourdieu's theory of "cultural reproduction and cultural and social capital was developed as an alternative explanation of unequal academic achievement to skill deficit and human capital theories" (Dika & Singh, 2002:34). The value in Bourdieu's theory is that it provides a different way to find possible answers for an old question: Why do students who were exposed to the same public schooling system not have the same output? Schools were identified as the reproduction agent that produced these uneven skill developed learners. In addition, Bourdieu's concept of habitus, capital and field allows researchers to understand the practices of our students. Students with poor English proficiency can effectively be studied when we analyse:

- Their prior learning content/ environment
- The investments made to learn the content
- The effort to use the content

This study used Bourdieu's theory to also evaluate the past experiences that had shaped the participants' digital literacy. Furthermore investigating the cultural capital of PoL students could help lecturers to develop student friendly ICT integrated English lessons to maximise language development. Instead of serving as a barrier to students' language development, ICTs can be used as tools to foster language development.

Cultural capital can also be used to explain the difference in the PoL students' English proficiency. According to Malik (2012:54) cultural capital is a "class marker" and a "tool that can be used to acquire the resources valued by society". This implies that students with poor English proficiency do not have the necessary cultural capital to help them improve their language skills. In their study, Czerniewicz & Brown focused on how students used a cell phone and the computer to develop digital literacies (2010:860). They found that it was possible for students to become more digitally literate through the acquisition of technological cultural capital. The result of

their study is in line with Bourdieu's definition of cultural capital. According to Bourdieu (1986:18) cultural capital can be acquired depending on the time and resources, the subject has to invest in developing the required capital. In acquiring, and spending time with the necessary ICTs, Czerniewicz & Brown's study's participants developed the cultural capital to help them succeed at university. Their participants had appropriated the necessary ICTs and learnt how to use it for their educational benefit (2010).

Cultural capital can explain why there are inequalities in the PoL students' use of computers. Investigating the cultural capital helped to assess if the digital literacy of first year students can be developed. Reay (2004:75) holds that Bourdieu (1986) felt educational institutions promote the cultural capital of the dominant class at the expense of the student in the non-dominant group. Lecturers who aim to develop the English proficiency of all students need to know how to go about it, without disadvantaging any student.

Coupe & Goveia (2003) claim that Namibia's education system illustrates the influence of the cultural capital of the former apartheid regime. "In all cases, the education system, which discouraged creative thinking, active participation and questioning the strict control imposed upon them, was necessarily called upon to reproduce the social hierarchy that maintained minority white control" (Coupe & Goveia, 2003:1). The habitus will help to explain to what extent first year students were prepared to operate in an ICT-integrated field: university environment.

Emmison & Frow (1998), Sterne (2003), O'Keefe (2009) and Paino & Renzulli (2012) all agree that Bourdieu's concept of cultural capital provides the best way to study technology especially in education. O'Keefe (2009:1) uses the concept of "technocultural" capital to study interactions with, and relationships to, technology.

Bourdieu found that schools did not equally develop the language competence of all learners. PoL students' English language proficiency and digital literacy was shaped at school. This implies that first year students might have different levels of language proficiency and digital literacy skills despite the stipulation in Namibia's ICT Policy.

## 1.4 Research Design

This study will follow a single study qualitative research design type. A qualitative design accommodates a case study strategy and various methods of collecting data such as interviews and questionnaires. The research strategy will be a case study focusing on the technological experiences of a specific group of first year students at HEUW. Students who had repeated the PoL course were excluded, since the focus was on first time students to the PoL class. Bryman (2010) notes a disadvantage with the case study approach, which is that the results cannot be generalised. However, this is not a point to contest in this study, since the aim is to find out what is happening to a specific group of students. Data collection included a paper-based questionnaire, student and faculty interviews and a focus group discussion. The participants were selected from first year students at HEUW doing PoL for the first time. They were Namibians and had the same schooling system. This was to ensure they all had the same language content exposure and had the same general language abilities. Two lecturers formed part of the study since they were directly involved in the development of first year ICT related subjects.

## 1.5 Significance of the study

The objective of the study is to help PoL lecturers gain a better understanding of their students' varied digital literacies to produce better support programmes. This will ensure education is not used to create further divides between those digitally literate and illiterate students.

This study had provided the students with confidentiality by assigning pseudo-names to each one. The real name of the English course has been replaced with Principles of Language (PoL) to further, protect the identities of the participants. It was very important to ensure that this study would not cause any participant any harm be it physical or emotional. Each participant was issued with a participant information sheet that contained information concerning the reason for the study, their role in the study, the way data was collected and their right to withdraw at any given stage (Leedy & Ormrod, 2005:101-102).

## 1.6 Research Questions

This study set out to answer the following main question:

Why do students, who were exposed to the same public secondary education system, have such varied digital literacy skills and how do they use their cultural capital to cope with learning English in a tertiary environment where ICT integration is the norm?

The main question will be investigated as shown below:

- What does the habitus of first year students reveal about their digital literacy skills and English development?
- What digital literacies do first year PoL students perceive they have in order to benefit from the integration of ICT English lessons?
- How do first year PoL students use their cultural and social capital to become digitally literate at University?
- How do first year PoL students' objectified- and embodied cultural capital shape the development of their digital literacy?

## 1.7 Key Concepts

This section provides some clarification on the meanings I had applied to a few terms in this study. My perceptions are based on research done on language and digital literacy. Thus I present my understanding of the terms.

- E-learning developer: someone who has knowledge about the use of ICTs and creates the relevant online content for the course.
- Language proficiency: I perceive this as the ability students have to use the English.

- **Competence:** This is a term which is also much debated. However, I relied on Nordquist (2016, n.p.) who had based it on Chomsky’s definition of competence. “The unconscious knowledge of grammar [and of ICTs] that allows a speaker to use and understand a language [or technology tools and applications].
- **Digital competence:** “This can be broadly defined as the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society.” (Punie, 2012).
- **Digital literacy:** A “survival skill” in the technological era - a key that helps users to work intuitively in executing complex digital tasks” (Eshet-Alkalai & Amichai-Hamburger, 2004:421).

## 1.8 Structure of the study

The following table is presents a brief illustrative overview of the various chapters as found in this study.

| Chapter                                     | Content summary  |
|---|--|
| 1: Introduction                             | Introduces the reader to the problem and the context in which it occurs. It also informs the reader of the methodology and research design for this study.   |
| 2: Literature Review & Conceptual Framework | Reviews the previous research done on this topic and all other relevant calls to understand the impact of digital literacy competencies of students. It further defines cultural capital and digital literacy. |

|                            |  |
|----------------------------|--|
| 3: Research Methodology    | Highlights in detail the research methodology underpinning this study: interpretive, qualitative, single case study, interviews, questionnaires and focus group discussions. |
| 4: Findings & Analysis     | Focuses on the main themes that emerged from the data collection and analyses.   |
| 5: Discussion & Conclusion | Interprets the findings, highlights the limitations of this study and lists possible recommendations for further study.  |

Table 1.1 Structure of this study

## 1.9 Summary

This chapter presented the problem that led to this study: the lack of digital literacy that caused a barrier to ICT integrated English classes to develop language proficiency. It was observed that first year students struggled to master English. The use of computers was used to assist the language development however this was a problem given students' diverse digital literacy. First year PoL students displayed varied digital literacy in the English lab session. Bourdieu's theory was used to explain the varied English proficiency and digital literacies. The next chapter will review the relevant literature for this study.

## CHAPTER TWO: Literature Review & Conceptual Framework

### 2.1 Introduction

The purpose of this chapter is to present the theory and define the concepts that serve as the basis for this study. Bourdieu's theory was used to explain the broader situation of the participants learning environment. His theory helps to explain why the participants have a problem with English and digital literacy. Eshet-Alkalai's digital literacy framework was used to determine the specific digital literacy of first year PoL students. The sequence of the information presented is as follows:

- Bourdieu's theory
- English Language development
- Students' ICT use
- Defining digital literacy

### 2.2 Bourdieu

Pierre Bourdieu, a French sociologist, noted that capital, habitus and field all work together to "generate practice, or social action" (Dumais, 2002:46). Bourdieu had summarised his theory in a formula:

$[(\text{habitus}) + (\text{capital})] + \text{field} = \text{practice}$  (Davey, 2009, Maton, 2008)

This section will briefly look at each of these concepts as the background for the primary focus concepts: the objectified- and embodied cultural capital and social capital.

#### 2.2.1 Habitus

Habitus can be seen as those inherent characteristics which are developed as a result of a person's present and past experiences while growing up (Nash, 1990, Mellbye, 2013). Maton explains that habitus is the most popular of all Bourdieu's terms yet also the most misunderstood term (2008:1). This is mainly because of the vague definition Bourdieu had assigned to the term. Bourdieu defined habitus as a "property of actors that comprises a structural and structuring structure" (Bourdieu, 1974:170 in Maton, 2008:3). The interesting part of habitus is its dual role: while it is formed by past and present experiences, it also acts to simultaneously affect the present and future actions of the individual. Another way of understanding habitus is

presented by Maton (2008:5) as our "ways of acting, feeling, thinking and being....our history carried into our present circumstances " which influences our actions. Maton (2008), Davey (2009) and Czerniewicz & Brown (2013) all concur that habitus is noticeable in the justification of the beliefs and values of a student's decision. Davey (2009) also states that habitus is best seen when it is combined with cultural capital.

### **2.2.2 Capital**

Capital is a traditional term used in economics relating to money. It is easy to relate to the concept of capital as something that can be accumulated and invested to gain better returns. However, Bourdieu has brought about a new meaning to the word capital when he linked it to culture. Bourdieu identified three forms of capital: economic capital, is "convertible into money [and] may be institutionalized in the form of property rights: cultural capital, is convertible [and] may be institutionalized in the form of educational qualifications; and social capital: social obligations, also convertible, institutionalized in the form of a title of nobility" (Bourdieu, 1986:242).

#### **2.2.2.1 Different forms of cultural capital**

Cultural capital was first "defined by Pierre Bourdieu and Jean-Claude Passeron (1987) to analyse how culture and education contribute to social reproduction" (Lamont & Lareau,1988:153). Brubaker's (2004) definition of cultural capital creates a more vivid picture of the benefit of it within education: "it includes the valued academic and mainstream cultural knowledge and, just as importantly, the cultural dispositions that are most conducive for success in various school settings" (in Hemmings, 2007: 10). The first year PoL students are the products of their schooling system. Reay argues that cultural capital should not only be seen as "knowledge of highbrow aesthetic culture since it nullifies the chance to see it as a theoretical tool to describe the inequalities in the schooling system" (2004:74). Bourdieu claims that the education system in industrialized countries upholds the value system of the elite culture, which "conveys a collection of cultural beliefs, values, and attitudes" (Brimi,2005:1), which makes it easier for the elite to operate within the educational environment and to excel. In this way social inequality is maintained.

Bourdieu states that cultural capital exists in three forms: embodied, objectified and institutionalized (Bourdieu,1986:243).

- **Embodied cultural capital**

This capital refers to the time invested to improve a cultural trait of the individual, “work on oneself” (ibid.:244). This can be equated to the time and effort invested to learn the language of your society, or time and effort to cultivate your appearance or a belief in accordance with the examples set in your society (Bourdieu,1986: Maitland & Obeysekare, 2015). According to Reay (2004:74) the accumulation of embodied cultural capital starts in early childhood with the investment the parents make to expose the child to those aspects they value in their culture. It is often the children from elite cultures, who often take swimming, art, music, horse riding and ballet classes from an early age. However, since the individual invested the time to acquire the specific cultural trait, it rests within the person, “it declines and dies with its bearer” (Bourdieu, 1986:244). and cannot be transferred to somebody else. This can be seen in how certain world languages and cultures have died out, since it was not passed on to the next generation. In Namibia, parents would rather have their children speak English, hoping it will provide them with a better future and academic prestige, than speak their traditional languages. Parents prefer to enrol their children in grade 1 English classes instead of in their mother-tongue. “... a growing number of schools get ministerial permission to use English as the only medium of instruction from Grade 1” (Töttemeyer,2010:6). Parents play a prime role in helping the young child acquire embodied capital of the said cultural group.

- **Objectified cultural capital**

This capital refers to those items which have great value within a certain cultural group which is passed on from one generation to the other. For example property, works of art, library collections, wine, jewellery or even furniture that has great sentimental value and at times monetary value, passed on from one generation to another (Bourdieu, 1986; Maitland & Obeysekare, 2015). Setting aside a special room to store wine, or even spending huge amounts of money to purchase a bottle of wine, might be of great value to some and to others a complete waste of space and resources. In Namibia this is evident in the huge amount of land that is passed on from one generation to the next. In Herero culture it is important for parents to own

cattle to pass on to their children. This perception of passing on certain things of value to our children, according to Bourdieu is based on our cultural values.

- **Institutionalized cultural capital**

This is the formal qualifications bestowed on the individual by an institution. People are graded according to their qualifications and the institutions from which they had acquired their qualifications. It is possible to find someone with a diploma occupies a lower position or salary than someone with a degree. A vacancy might be awarded to the candidate who had completed its qualifications at a more prestigious university. In Namibia, St. Boniface, St. Pauls, Delta and a few others, are seen as the schools for academic excellence. Learners from these schools are readily accepted at universities in the country and in South Africa. Whilst other high schools such as the Gymnasiums and Windhoek High School, produce the more sport oriented learners. Some of these schools have big sport sponsorship emblazed on their sport attire and school grounds from companies such as Samsung, First National Bank, to name a few. In this form institutionalized cultural capital can be seen to have monetary values attributed by the individual's academic qualification (Bourdieu, 1986).

Moore states that the different forms of capital are alike; in that each of them needs, and is the result of an investment and each involves a return (2004). Cultural capital's investment and return lies predominantly in the type and quality of education the individual receives. This is why Reay (2004) agrees with Lareau & Weininger (2003) that cultural capital can be used as a theoretical tool (to) understand how inequalities are produced through the education system. Sullivan supports the use of cultural capital as part of empirical research (2002). Researchers can investigate the reasons for poor academic performance from another angle other than economic reasons and gain a better understanding of the "process through which social stratification systems are maintained" (Lamont & Lareau, 1988: 154). Bourdieu's argument holds that education is structured on the beliefs and value system of the elite culture in a society (1986). This is why Brimi supports Bourdieu's views that the education system is a reflection and extension of society in that it represents its essential cultural beliefs, attitudes and values (2005). Students from

different educational and economic backgrounds entering university are expected to be on the same level of competence. A student, who did not have the privilege to work on a computer, is likely to find it more difficult to adjust to digital learning environments compared to a student who grew up with direct access to-and use of technology. DiMaggio & Mukhtar claim that the level of the individual's success is directly linked to how much the individual knows about the elite culture (2004). Lecturers need a clear understanding of the meaning of cultural capital to evaluate their teaching practices for any bias towards their students' learning style and performance.

### **2.2.2 Cultural Capital in use**

There are concerns that the term has lost its original appeal, since it is used and interpreted differently by users and is used to mean everything from human capital to an elite culture (Lamont & Lereau, 1988). Bourdieu and Passeron "defined cultural capital as high status cultural signals used in cultural and societal selection" (ibid.:153).

Lamont & Lereau critique against Bourdieu is that his definitions and use of cultural capital is too varied and needs to be refined (1988). Therefore, they have adapted Bourdieu's definition to form one that is easier to understand and use: "widely shared, legitimate culture made up of high status cultural signals (attitudes, preferences, behaviours, and goods) used in direct or indirect social and cultural exclusions" (ibid.:164).

However, the authors argued that "ability" or "technical" skills are not separated from cultural capital, and that Bourdieu had included these as part of the interpretation of cultural capital (ibid.:580).

### **2.2.3 Bourdieu in Namibian context**

Bourdieu's concept of cultural capital is also applicable for studies on the education system of Namibia. Coupe & Goveia claims that "the system (education of pre-independence) ... was also expressively designed to train different ethnic groups within Namibia to serve their pre-determined roles within society" (2003: n.p.). Teacher training in Namibia was "jealously guarded" by the former colonial regime to ensure that their value system will be upheld in the reproduction of society (Nyambe & Griffiths, 2010: n.p.). Pre-independence Namibia had "a curriculum which sought

to propagate values of obedience and respect for authority, which was fully enforced by militarization of classrooms” (ibid.). The Namibian society is challenged to change the path created by the colonial regime. Tötenmeyer expressed the complexity of Namibia’s multilingual status as follow: Twenty years into an independent era, Namibia’s education system continues to be shaped by the country’s colonial-apartheid heritage, and by the hegemony of English in the public sphere... The resulted lack of fit between the language of the home and of the school is identified as a major contributing factor to poor academic results and high drop-out rates (ibid., 2012:6).

To improve the method of teaching and learning, certain schools like *Windhoek Afrikaanse Privaat Skool*, has Afrikaans as medium of instruction. Parents pay more for school fees, but learners are excelling being educated in their mother tongue and with the transference of their cultural capital: embodied form.

An example of the scope of Namibia’s education challenges lies in the desire via government policies to bring about equal distribution of resources and cultural capital. With the adoption and implementation of the National ICT Policy, the Namibian government has set out to ensure that all learners should have access to ICTs. In addition to investigating the cultural capital of students, the social capital should also be considered, since learning does not happen in isolation.

### **2.2.3.1 Social capital**

Felix believes that to study the impact of the uneven skill reproduction that schools present, cultural and social capital should be studied together (2013). Social capital can be seen as the network of relationships a student has access to which improves its operations. The quality of the network is determined by the status and influence the network can wield in society. If first year students have a support base mixed with senior students, academic and non-academic relationships, they have a better chance to succeed at university and to find a good job.

"Social capital is the aggregate of the actual or potential resources which are linked to possession of a durable network,....,to membership in a group-which provides each of its members with the backing of the collectively owned capital, a credential which entitles to credit,..."(Bourdieu,1986:247).

Dinka & Singh state that it is the social connections the student has that helps it to function successfully in the field (2002).

#### 2.2.4 Field

Maton believes that habitus and field should be studied together, because what happens in the habitus will affect the operations in the field (2008). The field, the place where practices are displayed, is a combination of the interactions between the individual's past and present experiences with its cultural dispositions (Dumais, 2002:46). This is a reminder of Bourdieu's formula: (habitus + capital) + field = practice. It is evident that the field is dependent on the habitus and the capital. The relationship between habitus and field is positive if the habitus supports the spoken and unspoken rules of the field. When this happens, Maton (2008) and Davey (2009) equate it to the fish-in-water saying. A fish operates optimally in its known surroundings. So too do students who have been raised and exposed to a holistic academic culture, function successfully in formal academic situations. Language proficiency is developed in the students' habitus and capital and displayed in the students' field.

### 2.3 English language development

It was interesting to note that it was English language teachers of K-12 learners, who during the 1980s first recognised the usefulness of using computers in class (McNabb, 2005), particularly foreign language (FL) teachers who were integrating technology in FL instruction (Leloup & Ponterio, 2003). However, despite this early innovation in teaching with technology, there is a lack of evidence to support such claims; research is still needed to provide evidence about the effects of these practices (McNabb, 2005).

Ybarra & Green supports the use of technology to develop English language skills (2003). They acknowledged that successful language acquisition requires a lot of support. I think this is where the effective use of technology can be used to provide the students with the necessary support in and out of the classroom. I particularly appreciated that they had clearly highlighted that despite all the good supplementary functions a computer can serve in the English class, computers were not seen as the answer but rather as an additional way to support teaching and learning (ibid.:2003).

In PoL the intention was to use technology to make learning English fun and interesting. Many students do not have positive experiences with English and do not look forward to learning English again at university level. Hargittai encourages us to continue using technology since it offers people an opportunity to use their social networks to move beyond their constraints (2008). Thus, with the use of technology students learning is presented in a different package which helps them to interact with learning content they would normally not want to use. The students are given an opportunity to learn English through play- with the use of ICTs.

### **2.3.1 Mother-tongue**

Gudmundsdottir (2010) and Halvorsen (2012) list something equally important: they highlight the impact of using a technology that is primarily created in a language other than the user's mother tongue. English is the primary technology language. Students with a different mother-tongue other than English, have to cope with learning how to use the ICT tool and the language to operate it. Gudmundsdottir's study of seventh-grade South African primary schools, revealed that those learners with English as mother tongue had a definite advantage when it came to the use of technology in the classroom. In this case, language causes an obstacle to the incorporation and use of technology in the classroom.

Halvorsen's study shows that this phenomenon is not limited to primary schools (2012). He had focused on students at the University of Dar es Salaam (UDSM), in Tanzania where English and Kiswahili are the official languages. Kiswahili is the primary day-to-day language and English the medium of instruction at Higher Institutions. In addition, many students were not willing to use technology since it is predominantly in English. The use of the technology is likely to reveal their English competence or lack of the English language which causes "humiliation since the majority of the staff and students use Kiswahili for work and studies" (Halvorsen 2012:317). To address this language barrier, Gudmundsdottir proposed that teachers need the freedom to develop their technology skills using the ICTs in their own mother tongue (2012). At UDSM, a large quantity of online content was created in their mother tongue, Kiswahili, which promoted the use of technology for learning (Halvorsen, 2012:320). It appears that teachers might not be using technology in their classes because they lack the confidence to learn how to use the various tech-tools since these are in English, which is a foreign language for many.

Halvorsen sheds some light on the struggle with English (2012). In most of the developed countries English is taught as a subject with teaching in all the other subjects continuing in the mother tongue, but especially in African countries, English is the medium of instruction (ibid.:328). In Namibia, the students have to cope with English as the official language, medium of instruction at school and higher institutions of learning and the language of the web but it is not their mother tongue. The 2011 Namibian Census showed that English is the mother tongue of 3% of the population of 2.3 million. According to the Namibia Biodiversity Database, about 30 languages are spoken in Namibia, of which the majority of the people, about 48% speak Oshiwambo. The likelihood that Namibian students will struggle with an English ICT tool is high because of the diverse languages spoken in the various communities.

### **2.3.2 Tech tools for teaching and learning**

With the use of computers the types and origins of the constraints varies, some lie in how to use the technology and others in the lecturers not knowing how to effectively incorporate technology in the class. In their digest Leloup & Ponterio who focused on authentic online resources for second language teaching and learning, specifically highlighted what technologies can be used to enhance the teaching and learning of foreign languages (2003). They had found that students are talking more in chat rooms than in the traditional face-to-face setting, and that the students enjoyed the use of the technology to learn the foreign language (ibid.). In this study the use of technology provided positive language learning opportunities for the students. From Australia, Levy revealed the various technologies and application available to enhance the teaching of the various components of English (2009). The value of the research is that it provides available resources to teach the various components of English. He stresses that it is important for the lecturer to know when to use which technology tool (Levy, 2009). This is the real challenge with the use of technology: it implies that English language lecturers should be knowledgeable about the different tools available, to complete different tasks in order to effectively incorporate them in their teaching. Again Levy stresses that the “use of the tool does not equal value education” (2009: 778). The quality of the lesson depends on how the tech tool is incorporated as part of the lesson, and does not become the lesson.

At the University of Libya, Nomass investigated the effects of modern technology to teach English Second Language (2013). This useful study revealed the different types of technologies available to teach various aspects of English be it; reading, vocabulary, writing, listening or speaking. This study empowers lecturers to embrace the various tools on the market to develop their students' English language skills. The case study revealed that 98% of the Libyan students felt that the use of the computer improved their English vocabulary skills and accelerated their language learning; a further 66% preferred to learn English with the use of a computer (ibid: 114). Nomass went so far as to say that the use of technology for language learning is a "necessity and integral part of learning" (2013: 115). Language teachers are encouraged to embrace the use of technology in the language class. However, in the PoL class, students struggle with the lack of digital literacy skills. These struggles serve as obstacles to the successful implementation of ICTs to teach English.

### 2.3.3 Bourdieu and language development

In reviewing two books on Bourdieu, Grenfell highlights that Bourdieu had a keen interest in how language was used. Bourdieu's thesis on academic discourse can be summed up as follows: "that linguistic background influences the student's ability to deal with both the content and form of scholastic language; ... that the mismatches that occur between linguistic forms... shore up social selectivity... that the way we think and speak betrays a whole set of relationships to language and corresponding conceptual modes of thought" (2009: 442).

The value of language development is upheld by the education system. The type of language development is dependent on the schooling system. This makes Bourdieu ideal to help explain the different language development of PoL students.

## 2.4 Students' ICT use

In their review of literature to assess the relationship between the use of ICTs and students' performance, Ben Youssef & Dahmani found that ICTs can have an influence on students' performance and achievement (2008). This sounds promising but not very reassuring. The possibility exists for ICTs to improve teaching and learning but to what extent? Hoffman & Vance set out to assess what their students really know about ICTs and to find out who had taught those (2005). This was motivated by the lack of literature to inform educators on how tech savvy their first

year students really are. They conducted an online survey with 800 first year students at Quinnipiac University, Houston. Their results revealed that students learned traditional applications like word processing at home; how to use instant messaging from friends and how to use search engines in formal education settings (ibid.). This implies that students determine what they want to know about a certain technology. Their study shows that lecturers cannot assume that all students have the same insight to different technology applications, which creates an obstacle for the incorporation of ICTs in higher education. The students' need to know how an application works, will determine the acquisition of the specific digital skills. Where does the lecturer start: with the use of technology or with teaching about the technology? To what extent can the lecturer assume that students are ready to incorporate technology in their classes?

Kennedy, et al. warned universities not to assume that all first year students have the same technological abilities or expectations (2007). They had assessed 2588 students from three Australian universities, and found that their students were “nowhere near as frequent users of new technologies as some commentators have suggested” (ibid.: 522). This is because not enough is known about the benefits or misunderstandings of technology as they relate to the critical student outcomes (Nora & Snyders, 2008).

The Namibian ICT policy for education “stresses the importance of integrating ICT across the curriculum, rather than teaching about ICT”, thus teaching should be focused on the use of the tool (Beukes-Amiss & Chiware, 2008). Lea & Jones concurs that lecturers should focus on teaching with technology and not on the technology (2011). Their study showed that undergraduate students from three higher education institutions in the UK had a lot of experience with technology in their daily activities. However, these students were not willing to transfer their social technological skills to an educational context (ibid: 390). Some of the complexities lecturers experience rest in the lack of not knowing what their students really know about technology; how willing students are to transfer that knowledge to an academic setting; and how proficient their students are in the use of various technological applications (Lea & Jones, 2011, Adam, 2003). However, to teach with technology on the assumption that first year students know how to use the tools can be misleading and result in frustration for both lecturers and students. This is crucial

especially since Kennedy et al. warned that first year students' use of technology in their daily lives "is by no means ubiquitous" (2007 in Lea & Jones, 2011:378). This concurs with Czerniewicz & Brown (2013) who found that first year South African students are not a homogeneous group of students with equal digital literacy.

#### **2.4.1 Technology use outside school**

Despite the language obstacle, Kirkland who studied "the literacies of urban youth in social media" revealed that youngsters regularly use technology, especially to escape their daily reality (2009). The key component for me in his study is the warning that access to a keyboard will not automatically resolve all the obstacles of technology in the classroom (ibid: 18). This highlights that the use of technology in the classroom is more than just access, language also plays a role and the level of competence of both the students and facilitators with the technology (Gudmundsdottir, 2010, Halvorsen, 2012). This is evident in the study by Naidoo & Raju where the majority of students from Durban University of Technology, only had access to a computer when they entered university, which resulted in these students struggling with "basic computer skills" (2012: 34). Their study called for the need to first equip first year students at higher institutes of learning with computer literacy skills to even the skill competency in especially computer related subjects.

#### **2.4.2 The role of the facilitator**

The previous section alluded to the fact that the lecturer in front of the students or the teacher in front of the learners, has to be competent and comfortable with using technology. Kennedy, et al. asserts common poor assumptions of, teachers and students' combination of use and experiences with new technologies can be damaging to how ICTs are integrated (2007). The problem we create with the integration of technology is that we assume all students are at the same level of technology competency; just because they have access to the latest technologies on a regular basis (Geer & Sweeney, 2012).

Geer & Sweeney investigated the usefulness of allowing learners at an Australian primary school, to inform teachers of the technology tools that they should integrate in the learners' learning (2012). The writers felt that giving learners a voice, as to the type of technology tools to be used in class, can clear obstacles for the teacher. They found that learners have preconceived ideas of the type of technologies they would like to use as part of their learning (Geer & Sweeney, 2012). The sooner the

teachers are aware of their learners' technology expectations; they can prepare themselves for the incorporation of those technologies to enhance their teaching. Their study revealed that these primary school learners wanted their teachers to provide the opportunities to use more challenging technology tools. This implies that if a teacher is not familiar with a specific technology, it will not be used and it directly affects the learners' eagerness to experiment with different types of technologies, constraining their learning. These authors study concluded that the learners felt the teacher was central to their learning process, but the teacher also limited their technology integration, at times because of the "teacher's lack of knowledge about a technology" (Geer & Sweeney, 2012:301). Students need to be given the opportunity to grow in the types of technologies they can use to enhance their learning process. This is essential to ensure the learners will be ready to participate in a technology oriented world of work. Their study stresses the importance of the teacher to be knowledgeable about the different types of technologies available; "... its (teaching and learning) effectiveness is very much dependent on the teacher having a sound pedagogical understanding of how technologies can be effectively employed to enhance student learning" (Geer & Sweeney, 2012:302). In addition, their study highlights the importance of the need for the teacher to be digitally literate. If the teacher fails, the learner fails to learn and develop the necessary technology skills to survive at university. If the lecturer fails to develop the students' ICT skills, the student can fail in the world of work.

Others have also stressed the central role the teacher plays in developing the learners' ICT skills to ensure they will become competent technology users (Fu, 2013, Sanders, 2012, Wilhelm 2012). This is a lot of pressure on the teacher, especially for those who had not received any ICT training. Pedro encouraged teachers to change the way they perceive ICTs from a threat to an investment in their professions development (2003).

However, before lecturers incorporate technology, they need to know what type of digital literacy skills their students have. In addition, classrooms are filled with technology savvy students who do not have the skills to link these technical specific skills to enhance their learning (Kenny et al., 2007, Nelson, Courier & Joseph, 2011, Williamson, 2011). It is one thing to teach with different technological tools but does our teaching develop the necessary digital literacy skills of our students? Siegle

states that educators should work on helping students learn new literacies, which will not be developed with mere access to computers (2004). Bourdieu stressed the importance to appropriate and use tools. Digital literacy skills form an essential part of the students' learning process but where do educators start?

Bourdieu emphasised the importance of the teacher's role in interpreting the dominant academic discourse for students (Bourdieu et al., 1965/1994: 8, in Grenfell, 2009: 443). It therefore follows that the lecturer should create a learning environment where all students can develop digital literacy. Bourdieu's theory highlights the important role the lecturer has in sharing information with- and equipping the student. The lecturer needs to help the students gain the necessary cultural capital to successfully use the technology to enhance learning.

## 2.5 Defining digital literacy

Lecturers should then have a clear idea of what digital literacy is to help them identify or determine their students' specific ICT skills. Jones-Kavalier & Flannigan (2006), Warschauer (2007) and Lirenman (2012), present digital literacy as a new language that students need to learn to function optimally in the digital learning environments. Students who do not have the necessary digital literacy skills will struggle to find employment and to function in various digital environments. That is why Jones-Kavalier & Flannigan warn that if students are not digitally literate, they will be "left out, unable to understand" how to function in a digital environment (2006:10). With developed digital literacy skills students will be able to serve as productive citizens in global technology environments.

There have been many attempts to define the term digital literacy, which was first used by Paul Gilster in 1997. Currently there are quite a few definitions for digital literacy, which causes confusion (Bawden, 2008). Traditionally in England's school curriculum, "literacy" has replaced "English and language" to refer to reading and writing (Barton, 1994 in Merchant, 2007:119). Therefore the use of the term literacy itself is cause for the confusion: literacy had moved beyond reading, writing, speaking and listening to also involve multiple modes which include information and communication technologies (Educational Testing Services,2013:13).

In an attempt to create a clearer understanding of the term, digital literacy, authors (Bawden, 2008, Calvani, et al. 2008, Nelson, Courier & Joseph, 2011) revisited what

Paul Gilster had meant when he used the term. These authors' view is that Gilster failed to provide a clear definition. Instead he created a vague, "general" definition that did "not even refer to a particular technology" but rather to "literacy in the digital age" or "critical thinking" (Calvani et al., 2008:185) a "wide-ranging account, which makes it difficult to use in a structured framework" (Bawden, 2008: 18-20). The problem with such a vague definition is that it is left to the interpretation of the user, which can cause confusion. Merchant identifies three reasons why Gilster's (1997) definition needs to be refined: Firstly, Gilster's literacy and that used in "education, where it refers to communication of meaning, is confusing". Secondly, the "broad concept ... is ambiguous...it conflates ideas of literacy with the more general area of communication." Thirdly, it "obscures some important aspects of the process and production of verbal communication (2007:119)."

In order to create some sort of direction on the use of the term, Briggs states that digital literacy is about using technology to "understand and enhance modern communication, to locate oneself in digital space, to manage knowledge and experience in the Age of Information" (2014:n.p.). Aviram & Eshet-Alkalai said that the "various definitions and uses of the word "literacy" only creates ambiguity and leads to misunderstanding, misconception, and miscommunication among those who design and produce digital environments" (2006:n.p.). They define digital literacy as a "combination of technical-procedural, cognitive and emotional-social skills" (Aviram & Eshet-Alkalai, 2006:n.p.). Bawden further argues that Eshet-Alkalai (2002) and Martin (2006) have based their definitions of digital literacy on Gilster's 1997 definition: referring to digital literacy as "a special kind of mind-set" i.e. critical thinking (2008:27). Is digital literacy just critical thinking in a technological environment? If true, then this does not help much since educators need a "practical and applicable guide to help students think productively about the digital world." (Briggs, 2004:n.p.).

This study will refer to digital literacy in-line with Eshet-Alkalai's definition where digital literacy has "become a "survival skill" in the technological era - a key that helps users to work intuitively in executing complex digital tasks" (Eshet-Alkalai & Amichai-Hamburger, 2004:421). Digital literacy refers then to the various skills to help students operate effectively, purposefully and safely in various digital environments. Siegle also stressed the importance of developing the digital literacy

skills of especially younger learners (2004). If children can acquire the confidence to work with ICTs, they will be in a better position to develop their learning.

Eshet-Alkalai has presented a conceptual framework to help understand the dynamics of digital literacy (2004). Eshet-Alkalai's conceptual framework covers a range of essential skills since it constitutes five types of literacy skills: photo-visual-, reproduction-, information-, branching- and socio-emotional literacies.

The benefit of digital literacy is summarised by Eshet-Alkalai & Soffer in that it "allows learners and users to navigate the changing socio-technological and philosophical-epistemological environments, where the conventions regarding preferred and prohibited learning methods are constantly challenged-both by social and philosophical trends and by communicating and learning technologies" (2012:1).

Learners benefit by gaining the necessary skills to operate in changing learning environments, where the known learning methods have to make way for new technological learning environments and forms of communication which have a different set of rules and requirements for learning.

### **2.5.1 Types of Digital Literacy**

Since lecturers need to know the type of digital literacy their students have, they need a guide to test for these specific skills. According to Akers (2005, in Aviram & Eshet-Alkalai, 2006,) Eshet-Alkalai's (2004) five-skill conceptual model for digital literacy is thought to be "one of the most complete and coherent models for digital literacy" maybe because it was created to provide instructors a framework and design guidelines for creating digital content. The five cognitive digital literacy skills that constitute the model are explained below:

#### **2.5.1.1 Photo-visual literacy**

This is also known as the interpretation of visuals, symbols and pictures (Aviram & Eshet-Alkalai, 2006). It "helps users to intuitively and freely "read" and understand instructions and messages that are displayed in a visual-graphical form" (Eshet-Alkalai & Amichai-Hamburger, 2004:422). What happens is that instead of reading and acting out words, the student reads pictures, symbols, graphic information and applies the set interpretation to act out the given instruction. For example on the computer the close button is represented by a white cross in a red box. Students read this and learn to use it accordingly.

### **2.5.1.2 Reproduction literacy**

This is defined as “the ability to create new meanings or new interpretations by combining pre-existing, independent shreds of information in any form of media-text, graphic, or sound” (Gilster, 1997). This is the process of taking something on-line and changing it to make it your own, like changing parts of the lyrics of a song, or a dance move or even written work. I think wikis serve as excellent examples of reproduction literacy. It will allow the students to create their own pages based on the information they have collected from different media. The only concern with this skill is that it forces academic institutions to have policies on plagiarism in place to protect the rights of authors.

### **2.5.1.3 Branching literacy**

Web 2.0 and especially the internet afford the student to learn at a different level. Instead of turning the pages one at a time, the student can visit multiple sites in one session. For example the student can look for information on a given topic and have open in one session, a word document, different search engines, different web pages and YouTube. This is defined as the “ability to remain orientated and avoid getting lost in hyperspace while navigating through complex knowledge domains, despite the intricate navigation paths they may take” (Daniels et al., 2002; Horton, 2000; Piacciano, 2001 in Eshet-Alkalai & Amichai-Humburger, 2004:422).

### **2.5.1.4 Information literacy**

This is “the ability of information consumers to make educated, smart, information assessments” (Eshet-Alkalai 2004; 2005). The student needs to know how to avoid the many distractions, like ads and games while searching for specific information. The student needs to know how to differentiate between sources of information. Without this skill, students can be side tracked from finding relevant information to enhance their learning. It acts like a “filter a survival skill ... to make informed use of information” (Aviram & Eshet-Alkalai; 2006:n.p.).

### **2.5.1.5 Socio-Emotional literacy**

It is important for online users to know how to protect themselves in cyberspace. According to Wallace (1999) students “need to understand the rules of the game” and “survive the hurdles that await them in the mass communication of the cyberspace” (in Eshet-Alkalai & Amichai-Humburger; 2004:423). Students need to be comfortable to share their work with their peers in class and be mature to accept

possible critique. This is not always easy, since it cost a lot of self-confidence to be open to and give constructive critique. That is why Eshet-Alkalai (2004; 2005) placed this literacy skill as the “highest level and most complex” one of the five skills. People with good socio-emotional literacy actively participate in sharing open educational resources and or are wiki and YouTube composers.

### 2.5.2 Testing for digital literacy

Eshet-Alkalai’s conceptual model was put to the test in two empirical studies (Eshet-Alkalai & Amichai-Humburger, 2004; Eshet-Alkalai & Chajut, 2005). In both studies, 120 participants were selected from different ages but all from Upper Galilee: forty 11th grade high school students, forty 3rd year college students, forty 30-40 year old college or university graduated adults. The participants each received a task that required them to use one of the five digital literacy skills. The participants had to complete the following tests: create a theatre stage for photo-visual literacy; they had to use a given text and change its meaning to test reproduction literacy; information literacy was tested by analysing how seven different sources reported the same news event; they had to plan a trip to an unknown country for branching literacy; and for socio-emotional literacy, participants had to participate in a 10 minute chat room session expressing views on a hot political news topic. (Eshet-Alkalai & Amichai-Humburger, 2004: 424-425).

For both tests the results were consistent (Aviram & Eshet-Alkalai, 2006:n.p.)

- digitally literacy is not the same for different age groups;
- the younger participants had better photo-visual and branching literacy skills;
- the older participants had better reproduction and information literacy skills;
- there was no clear pattern to form a conclusion for socio-emotional literacy skills.

The second study looked at the changes a five-year period might have on the performance of the same group of participants (Eshet-Alkalai & Chajut, 2009). Their test indicated that this time round (Eshet-Alkalai & Chajut, 2010:175-179):

- the older participants showed the most improvement compared to the younger participants;
- the older participants had almost closed the gap between them and the younger participants in tasks relating to photo-visual and branching literacy skills;

- in tasks relating to reproduction and information literacy, the older participants improved slightly but the younger participants had shown a remarkable decrease in their abilities.

The outcome of this second study highlighted that over time and with training, students' use of technologies can improve resulting in better digital literacy skills. However, there is a warning for educators too, in that the younger students' ability to think critically had decreased. This is maybe because they had become used to the computer thinking for them. Therefore educators need to be alert to always work on helping students develop their critical thinking abilities in the digital environment. In education we should strive to teach the students to use the technology tools but not to stop evaluating the content they interact with in cyberspace. That is why Eshet-Alkalai & Chajut (2010:179) warn that the mere ability to use technology does not ensure meaningful use for learning. Stronger emphasis needs to be placed on developing students' creative and critical thinking skills.

Huerta & Sandoval-Almazán (2007) used Eshet-Alkalai' (2004; 2005) digital literacy conceptual framework to analyse the results of their study on the use of the internet by marginalised populations at telecentres. After successfully using the model, their results show that for effective development of digital literacy, students need more than just access to technology tools. Digital literacy affords students the ability to effectively use technology to enhance their learning.

## 2.6 Bourdieu and technology

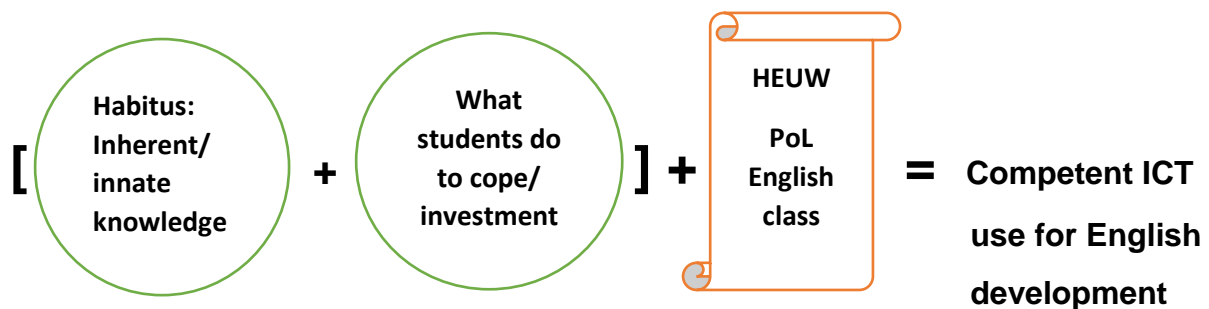
Several authors have called for the expansion to Bourdieu's view of capital to include the "digital dimension" (Paino & Renzulli, 2012, Sterne, 2003). Their (ibid.) argument holds that computer proficiency may enhance the student's success in class which will result in scoring higher evaluations in academic performance which can lead to better job placement. This can be linked to Lareau & Lamont's claim that academic skills form part of cultural capital and that technology competence should be included in our view of cultural capital (2003). Maitland & Obeysekare explicitly links cultural capital to competence which includes ICT skills which can become embodied capital (2015). This argument is also supported by Seiter who equates the time invested to master the piano or ICT tools, to the extent that the body automatically takes on the required position for the instrument or tool, as an example of embodied cultural

capital. O’Keeffe introduced the term “*technocultural* capital” to refer to the study interactions with and relationships to, technology” (2009:38). Kvasny supports this view in claiming “we use the term digital inequality to represent the historical patterns of social stratification that result in the unequal to and use of ICT” (2002:1798). Social stratification is determined by the value system of the education system, which is part of Bourdieu’s cultural capital. Academic skills incorporate the ability and skills to use technology, thus technology can be viewed as part of cultural capital.

Emmison & Frow used the data from Australian Everyday Culture Project, to assess how cultural capital can include information technology (1998). They conclude that the access to and use of learning technologies that students have at home, makes it easier to use and excel in it at school level. This in turn caused divides, since some students have grown up with learning technologies compared to others who might only learn about it at an educational institution. Their results showed that households with many books also displayed a familiarity with ICTs (ibid.). Emmerson & Frow concludes that familiarity with ICTs can form part of cultural capital since it is in line with items Bourdieu associates with cultural capital (1998:44).

## 2.7 Summary

In summary I present my application of Bourdieu's theory in this study. This is a representation of how I perceive my students’ habitus, capital and field.



This schematic illustration can further be explained as:

[(The sum-total of innate characteristics of the student formed by his environment)

*This is evaluated to determine the students' English and digital literacy current development levels*

+ (The investment and relationships the students had formed)]

+ the university ICT integrated environment

= the successful application of technology to improve English proficiency

If the students are aware and familiar with the ICT integrated English language rules, learning will excel.

This chapter has shown how Bourdieu's cultural capital will be used to explain the difference in first year students' language- and ICT development. Bourdieu attends to both language and technology and how the school system uses both to uphold its status quo. Eshet-Alkalai's concept of digital literacy will be used to evaluate PoL students' varied digital skills. This helps the lecturer to know the type of skills their students have before designing technology-oriented lessons that might leave other students out because they were not exposed to technology at an earlier time. It also highlighted the role of the teacher to ensure the successful integration of technology in the classroom to produce modern productive citizens. The following chapter will shed light on the methods this study will use to develop empirical research on the inclusion and interpretation of ICTs at a higher institute in Namibia.

## CHAPTER THREE: Research Methodology

### 3.1 Introduction

The purpose of this study was to find out why students coming from the same public secondary school education system enter university, with diverse digital literacy skills despite Namibia's detailed ICT Policy for Education. This chapter presents a brief overview of the methods used to collect and analyse the data from the sample. This includes a brief reflection of the key ideas of the theory underpinning this study, the research design, context of the case, sample, research instruments, data analysis, validity and the ethics to safe guard the participants.

### 3.2 Theoretical foundation

For the purpose of this study, cultural and social capital was used to help understand the differences in the students' digital literacy skills. Whilst the idea to integrate technology in the English class was implemented to be beneficial to students it also had the potential to bring about different kinds of divides. Using technology in the English class was not meant to be a divider, but an equalizer, ensuring that all students in class were comfortable with the use of computers to improve their language proficiency. The intention of this study was to reveal if PoL students have embodied the use of computers in the English class or if it has resulted in some students being disadvantaged.

In this study, cultural capital is evaluated to assess if students are willing to develop their digital literacy or if they perceive it as something for an elite group of people. The use of Bourdieu's cultural capital will help PoL lecturers gain a better understanding of their students' varied digital literacies to produce better support programmes. This will ensure education is not used to create further divides between those digital- literate and illiterate students.

Drawing on Eshet-Alkalai's definition of digital literacy this study tested the presence of all five types of literacies namely, photo-visual-, reproduction-, socio-emotional-, information- and branching literacy (Eshet-Alkalai & Chejut, 2005).

### 3.3 Research design

This study followed an interpretative research approach. According to Biggam interpretive is “time and context dependent” (2010:93). The aim of this study was to focus on the specific needs of PoL students, and gaining a clear understanding of their problem. Another advantage of interpretive paradigm is that the research “begins with individuals and set out to understand their interpretations of the world around them” (Cohen, Manion & Morrison, 2003: 23). This view places the focus on how the participants create meaning of the world around them. An interpretivist approach allowed for the study to focus on understanding how the PoL student responds to the use of ICTs in the English class. This study aimed to make sense of how the participants cope with the integration of ICTs in their English classes, “a subjective meaning of social action” (Bryman, 2012: 712).

#### 3.3.1 Research type

This study followed a single study qualitative research design type. Yin (2003:5) defines a case study as an “empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.” A qualitative design accommodates a case study strategy and various methods of collecting data such as interviews and questionnaires. These methods are essential to dig deep to answer why the students still struggle with basic ICT integration (Biggam, 2010).

#### 3.3.2 Research approach

The research strategy was a case study since the aim was to gather information on why some students do not have the required digital literacy skills compared to others. Bryman notes a disadvantage with the case study approach, was that the results cannot be generalized (2012). However, this was not a point to contest in this study, since the aim was to find out what was happening to a specific group of students. This study sought to help gain insight as to how prepared students are to handle the integration of ICTs in class, to help English lecturers develop more conscious ICT integration lessons, mindful of the abilities of their students.

### 3.4 Context of case

Being the e-learning developer for PoL gave me the unique opportunity to observe students in the lab sessions while they were interacting with the ICT tool. I used

participant observation to help formulate the problem students had with ICTs as part of their learning English. PoL, is a compulsory course for students who did not score an A symbol in the grade 12 school examination, is the second of five English courses on offer at this higher institute of learning. Most of the students who enroll for PoL are first year students, who have either scored a B in their grade 12 examination for English or have completed the first English course at HEUW. Namibia's grade 12 learners have the option to choose from three different levels of complexity when it comes to their examinations. The Higher level learners receive their scores from one to four, with one being the highest mark. Then the second option is the Extended level, where learners can score form an A grade. Lastly, is the lowest level, Core or also known as Ordinary level, here learners can only score a C symbol as their highest mark. These students are not English mother-tongue speakers. During the first semester there are about eight to ten class groups compared to the second semester where there is nearly twice as many class groups, with up to seven or more lecturers to teach the course pending the total number of students registered. During the second semester, the bulk of the first year students would have completed the first English course and qualified to do PoL. The primary focus of the course is to teach grammar, comprehension, essay-writing and critical reading skills to ensure academic success. The course is offered in a blended mode and comprises four sessions per week: two face-to-face and two lab sessions. A percentage of the continuous assessment mark is awarded for the online component: Moodle. Students are required to complete online tests and quizzes, participate in forums and follow course related announcements on Moodle. The HEUW uses Moodle as the learning management system for the delivery of eLearning courses. "Moodle is a course management system designed to help educators who want to create quality online courses" (Wambui & Black, 2008:2). The incorporation of Moodle provides the PoL students and the lecturers the opportunity to show case their proficiency of the technology to enhance English language development. Paino & Renzulli (2012:136) state, "[s]Students must be proficient on the computer and this proficiency must be visible to others."

### 3.4.1 Sampling

Bryman (2012:715) defines random sampling as the process "whereby the inclusion of a unit of a population occurs entirely by chance". I went to two PoL

classes which has an average of 30 students per class. I had asked a colleague, who was going to teach a PoL class after my class, if I could visit his class to invite students who would be willing to participate in the study. This study used the data collected from 47 participants, who came from 12 different regions (Appendix A), and had completed a student questionnaire. During the class visit, twelve students had indicated their willingness to participate in the interviews. However, only five students came for the interview session; three formed the focus group and four the student interviews. Students were told that participation in this study is a voluntary process and no pressure would be applied to force them to attend the interviews. The fifth participant was a second year student, who was doing PoL for the second time, thus that data was excluded from this study. The students in the interviews and focus group were told that they were volunteering and as such could exit at any stage of the process. I preferred to invite students from the other PoL classes since it placed no obligation on them to participate compared to using students in my class. In addition to the students, I had also interviewed two lecturers; one serving as online technical support officer and the other as coordinator of one of the technical courses. I had selected these two lecturers purposely since they work with all first year students specifically on developing technical competence. Appendix B provides an illustration of the setup at HEUW and the formation of the sample.

### 3.5 Research instruments

Biggam (2010) and Brynam (2012) both talk about the benefit of triangulation to improve the quality and type of data to collect. Triangulation is the process of collecting data in different forms: questionnaires, student- and faculty interviews and focus group discussion. Brynam adds that triangulation allows for cross checking of findings (2012:717). In addition to the amount of data collected, in-depth data was also collected. Triangulation was used as the validation of data through cross verification of the different forms of data collected.

#### 3.5.1 Questionnaires

The research methods comprised a questionnaire to assess what students think of their technical abilities and to glean their cultural and social capital (Appendix D). The questionnaire was structured around the four research questions. The six

headings covered topics from the participants' high school background to first -and current experiences with ICT tools and the integration of ICTs in the English class. I handed out questionnaires to three PoL lecturers who had administered it. I had approached the first three lecturers who were in their offices. Fortunately, they had all agreed to administer the questionnaires after I had explained my study and the purpose for- and the questions on the questionnaire. Since I was not present to select students to complete the questionnaire, I added a question for students to supply the first six digits of their student number. This was to ensure that I only use first year students. It often happens that students pass all their other first year courses other than English. These students then progress to the next year, repeating English on the side. Since these students do not have a current first year experience, I had excluded them from the study. Each of the three lecturers was given 30 copies of the questionnaire, enough for one class. Of the 90 questionnaires, 47 were first years, doing different programmes in different faculties at HEUW, and all doing PoL for the first time; 19 questionnaires were empty and 24 were not first year students (Appendices B & C). Some students were absent the day when the lecturers administered the test, resulting in 19 empty questionnaires. The aim of the questionnaire was to support the interview data and to support the triangulation of data. Students were informed that it was optional to complete the questionnaires. However, no-one was allowed to take it home. The questionnaires were completed and handed in class and returned to me via the three lecturers.

### **3.5.2 Interviews**

To gain a better understanding of their replies students were invited to a semi-structured interview session (Appendix D). Bauer states “text... is sometimes more telling”, which makes interviews an ideal tool to gather in-depth information on the topic (2000:131). This was an ideal opportunity to question students to reveal the various forms of their cultural capital. The questions were structured around the four research questions but not limited to it as displayed in the data. Students spoke at length of their computer user skill class and the ICT integration difficulties they had experienced (Appendix E).

The questions for the faculty interview were also centered on the four research questions (Appendix F). The interviews with the lecturers were interesting since it supported what the students had to say. Each signed a consent form to use their experiences and for the recording of the session. The interviews were held in the language lab as it is a neutral setting yet familiar to the students. However, the lecturers' interviews were held in their offices since it was their natural environment. Upon obtaining permission from the participants, I used my iPhone to record the sessions, since it was less obtrusive and easy to use. After the interviews, the recordings were transferred to my computer from where it was transcribed verbatim to a Word document and saved as an audio onto my desktop.

### 3.5.3 Focus group discussion

In a similar fashion, I had recorded the focus group discussion also held in the language lab. The interviewees were invited to a focus group discussion to validate the data collected from the interviews and questionnaires. However, this time around the idea was to hear from them of the problems they had experienced with ICT integration and what strategies they had used to cope (Appendix F). Only three students, two male and one female attended the session. Although the one male was a bit dominant, the other two participants also joined in the conversation. Where they had similar experiences they would agree by nodding or smiling in approval to what was shared. They had many similar experiences but also individual experiences which added great value to the data collected. This interview was also transcribed and saved as a text and audio format.

### 3.6 Data analysis

Excel was used as the analytical tool. Meyer and Avery (2009) describe how successful Excel can be used as a qualitative data analysis tool. The focus of the analysis was to

- 1) identify the habitus of first year students,
- 2) identify the specific digital literacy skills as shown by Eshet-Alkalai (2004),
- 3) how cultural capital influenced the development of digital literacy, and
- 4) how participants used their cultural capital to shape their digital literacy.

The data from all four instruments: student questionnaires and interviews, focus group discussion and faculty interview, were grouped under the four research questions. Each participant was given an individual identification number against which all the answers were recorded on Excel: for example the open-ended questions of section F (Appendix H). The following table summarises the distribution and grouping of the student questionnaire data under the different research questions see sample at appendix I.

Table 3.1 Summary of student questionnaire analyses

| Research question | Student questionnaire sections   |
|-------------------|--|
| 1                 | A (Background) & B ( Exposure to ICTs at school)   |
| 2                 | C (Eshet-Alkalai's five components of DL) & D (Opinions about technology in the English classroom) |
| 3                 | E (Attitude towards computers for learning)  |
| 4                 | F (Coping strategies to use ICTs for English)  |

The information in section C was then further divided into Eshet-Alkalai's five different digital literacy components (Appendixes I-M). The faculty interview questions were similarly grouped to table 3.1 above (Appendix O & P). Possible themes were identified and colour coded. Meaning was given to the data based on what the theory and literature had to provide. The following illustration, figure1, inspired by Biggam (2010:118) shows the analysis process followed in this study: how the data was collected, coded, grouped according to themes and calculated.

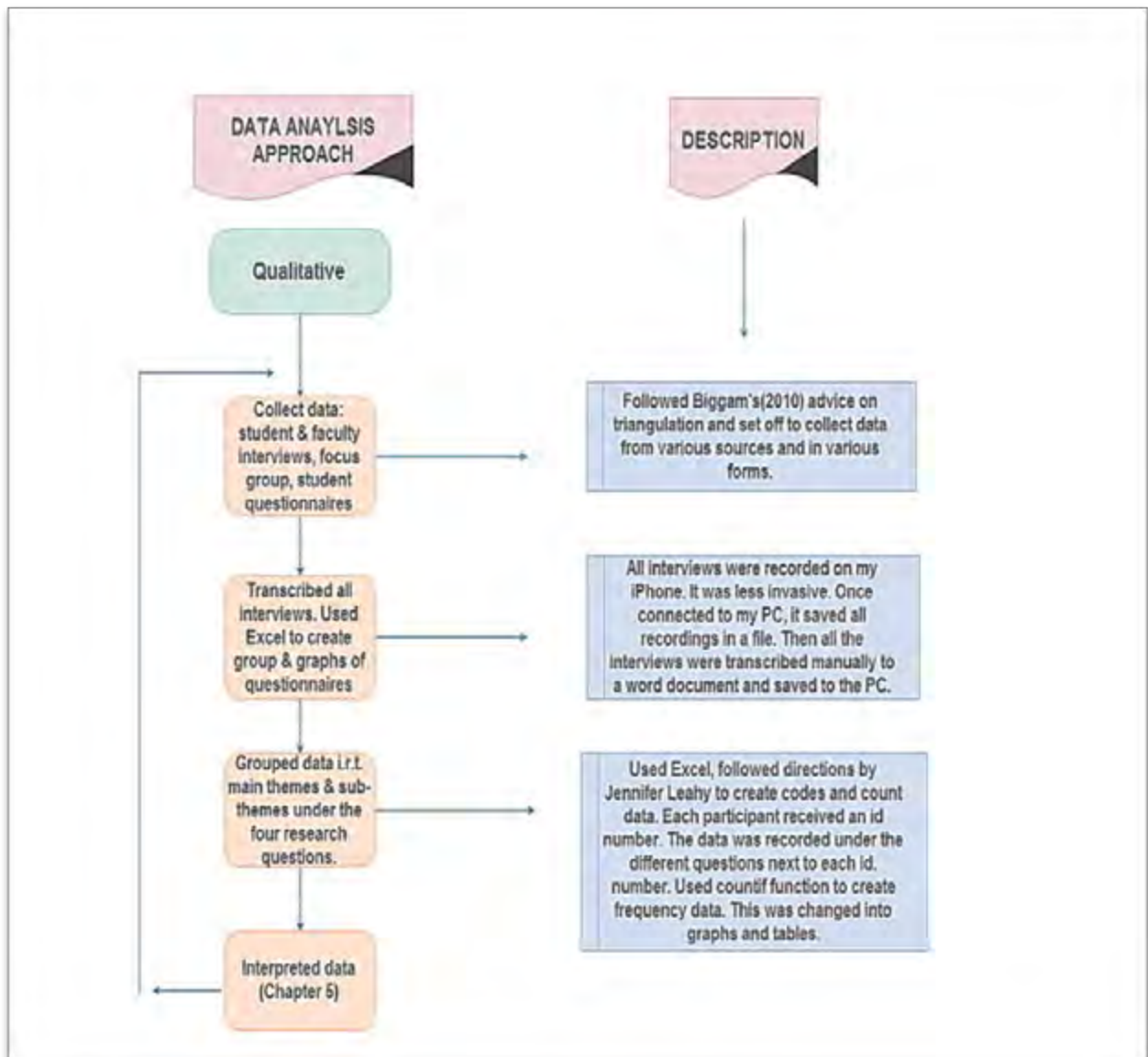


Figure 1: Data analysis

### 3.7 Validity

Maxwell highlights the importance of addressing the possible threats to the conclusion of a qualitative study (2008). The major threats to the qualitative study are the issues of biasness and reactivity (ibid: 2008). To deal with reactivity I have at all times sought not to pose leading questions or to complete sentences or thoughts of the participants. The interviews proved to be very interesting since the participants were very willing to share their experiences. According to Biggam it is essential to ensure that the research is valid and reliable (2010: 93). To ensure the validity of this study, a conscious effort was made to ensure the synergy between the research design, strategies, method, data instruments and analysis. According to Biggam

reliability can be ensured by revealing as much as possible of the operational processes of the data collection phase (2010). All records were kept to be used as Biggams' (2010:100) "record of evidence". All data collection material is available for review.

### 3.8 Ethics

McAuliffe reiterates that the "ethical dimension is an integral and foundational part of the research process" (2009: 98). In addition, students might feel discriminated against if their identities are revealed. Therefore, this study endeavored to provide the students with confidentiality by assigning pseudo-names to each one. The real name of the English course was replaced with Principles of Language (PoL) to further protect the identities of the participants. This strives to ensure that the participants are not easily traced. It was very important to ensure that this study would not cause any participant any harm be it physical or emotional. Participants were treated with respect to ensure that they were not placed in any compromising way that would cause them embarrassment. In addition, no obvious link can be made to any of the other course participants since they had completed the questionnaires anonymously. Each participant was issued with a participant information sheet (Appendix Q) that contains information concerning the reason for the study, their role in the study, the way data would be collected and their right to withdraw at any given stage (Leedy & Ormrod, 2005:101-102). According to McAuliffe, this ensures participants know the processes the study will follow and the reasons why a certain plan is followed (2009). Furthermore, the study adhered to UCT's School of Education ethical rules and considerations as set out in the faculty guidelines.

### 3.9 Limitations

I realise being an insider to this course there might be limitations to the way I had viewed the class activities. Some lecturers might just accept that students should not have to have digital literacy or vice versa.

### 3.10 Chapter summary

This chapter highlighted the primary sections of the theories that were used to establish this study; Bourdieu's cultural capital and Eshet-Alkalai's framework for digital literacy skills. An interpretive paradigm was used since it allows for the study of how participants make sense of their actions. The research problem was triggered by the digital divide observed amongst students, from the same educational system, in the PoL lab sessions. The case study allowed this study to focus on this specific phenomenon and to use a small sample to collect data. Data was collected via semi-structured interviews, questionnaires and focus group discussions. Two lecturers were also interviewed to see if the participants' contributions were limited to individual occurrences. Excel was used to improve the coding of data, making the presentation and interpretation easier. Throughout the study, the participants were informed of the opportunity to withdraw at any stage without it counting against them.

The next chapter will present the data collected under different headings each referring to a specific research question. The data from the questionnaires will be presented in graphs to help the reader create a clearer picture of the collected data.

## CHAPTER FOUR: Findings & Analysis

### 4.1 Introduction

This chapter presents the data that was collected from Principles of Language (PoL) students in the Department of Languages at HEUW. The data collection tools were created to collect possible answers for the four research questions. Data was collected in various forms: student interviews (SI), student questionnaires (SQ), focus group discussion (FG) and from the faculty interview (FI). The SI was used to gather in-depth information on the experience of participants and grouped according to themes. The FG helped to gather information on the “attitudes and experiences” and the questionnaires for an indication of how many students held the same opinions (Jenny Kitzinger, 1995:299). The data collected from the student interview served as the primary discussion source. The other forms of data will supported the evidence in the SI. The four research questions served as the overarching headings for grouping the data. The analysis process is illustrated in Chapter 3 and the data collection in appendix B. The participants were all first time PoL students at HEUW, from 12 different regions (see Appendix Q). Table 4.1 is a summarised version of all the participants in this study, the 47 as described earlier in Chapter 3, who completed the questionnaire.

Table 4.1 Summary of Participants per region

| <b>Region</b> | <b>Sample</b> |
|---------------|---------------|
| Erongo        | 1             |
| Kavango-East  | 3             |
| Kavango-West  | 2             |
| Karas         | 1             |
| Khomas        | 8             |
| Kunene        | 1             |
| Ohangwena     | 6             |
| Omusati       | 7             |
| Oshana        | 5             |
| Oshikoto      | 10            |
| Otjozondjupa  | 2             |
| Zambezi       | 1             |
| <b>Total</b>  | <b>47</b>     |

## 4.2 Habitus prior to University entry

All the participants in the SI, SQ and FG attended school at Namibian government schools. This section will highlight what the data revealed about the degree to which high school prepared learners for success at university: English and computer proficiency. The first research question centred on finding out the type of digital literacy skills first year students had when they came to the PoL English class. This information was gathered by setting questions on the students' high school background and exposure to ICT and language development. This section will present the findings looking at the participants' English language development and their exposure to ICT at school level.

### 4.2.1 Multilinguals

The data revealed that students speak a range of languages of which English forms a part. The following quotes from the SI create a picture of the students' language development.

*P1: Ah actually I speak more than 3 languages to say but 6 but actually English is one of them but most of these other languages, they are not they're languages from home ah... I've learnt English from grade 5... I speak Rukwangali. I speak Bemba, I speak Chockwe, and I speak Afrikaans... at home I actually speak another 2 languages again cause from my mother's side it's Nehemba and my father it is Tjokwe, so, now we speak all those languages... at home.*

*P2: I speak two languages, English and Oshiwambo... I speak Oshidonga.*

*P3: Actually I am Oshiwambo speaking. That's my first language, English is my second language. I prefer to speak English cause like for most of my friends we are all not good at Afrikaans.*

*P4: My mother tongue is Oshiwambo, Ndonga and I learn to speak English*

The SQ data collected from 47 participants, revealed that 55% of respondents speak three to four different languages as shown in figure 2 below.

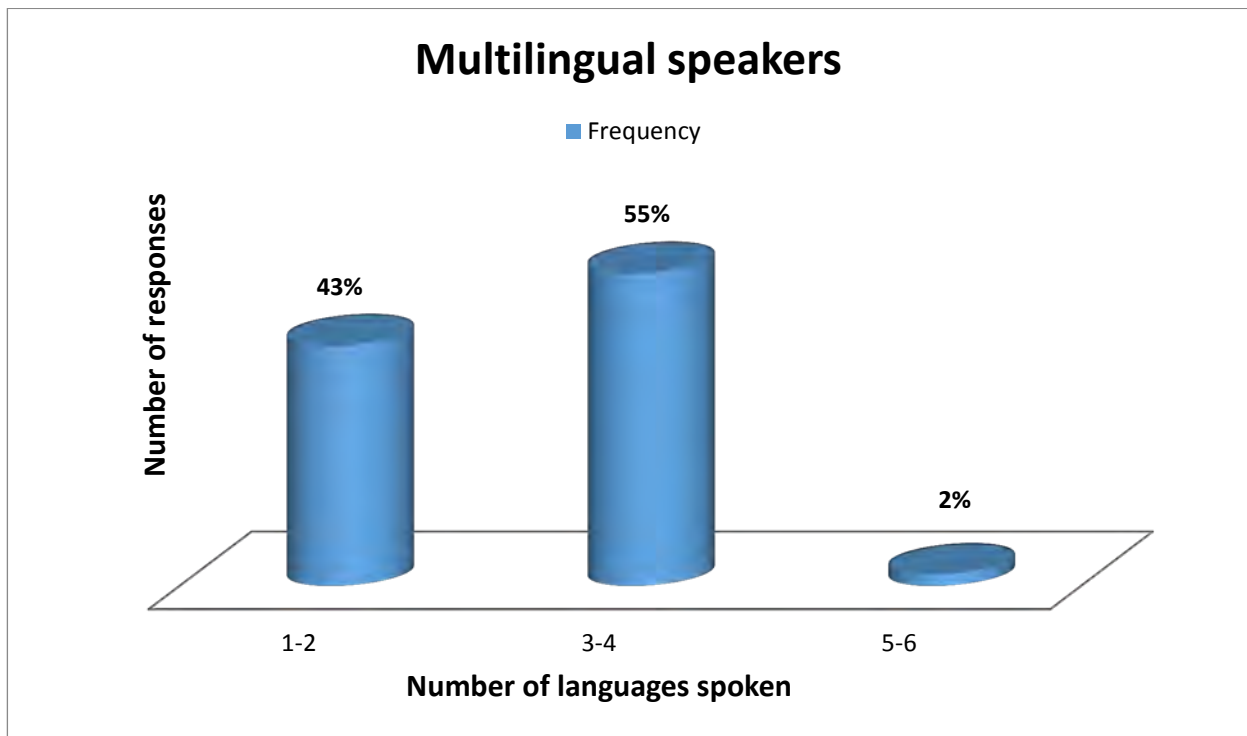


Figure 2: Indication of different languages spoken

The data in figure 2 shows that the 47 participants are exposed to different languages in their home and school environments. The majority, 55% spoke 3-4 languages.

#### 4.2.1.1 English at school

The data shows that English is a common language amongst the study participants. The SI revealed that all four participants learned English as a second language at school.

*P1: English, I learnt it as a second language from school.*

*P2: I learnt from kindergarten.*

*P3: I have attended my primary and high school here in Windhoek... English is my second language.*

*P4: I learn to speak English when I was in ...primary*

The SQ data in table 4.2 showed that 89% of respondents spoke English as their second language.

Table 4.2 Number of English speakers per participant group

| English Spoken  | Responses | Frequency |
|-----------------|-----------|-----------|
| First language  | 0         | 0%        |
| Second language | 41        | 89%       |
| Third language  | 3         | 7%        |
| Fourth language | 2         | 4%        |
| Total           | 46        | 100%      |

One participant from the Erongo region did not complete this question. Thus the total represents the 46 participants who had answered this question. The data shows that not one of the participants spoke English as a first language. The majority, 89% indicated that they spoke English as a second language. Based on this indication, lecturers can expect that first year students' English proficiency is at an acceptable level to start teaching higher level English content. However the participants' English national examination results did not correspond with the impression of proficiency suggested in table 4.2. It appears that the ability to use English and the actual competency of the language differs. Figure 3 shows that the majority of the participants, 83% did not manage to score the required B symbol for direct entry into PoL class level.

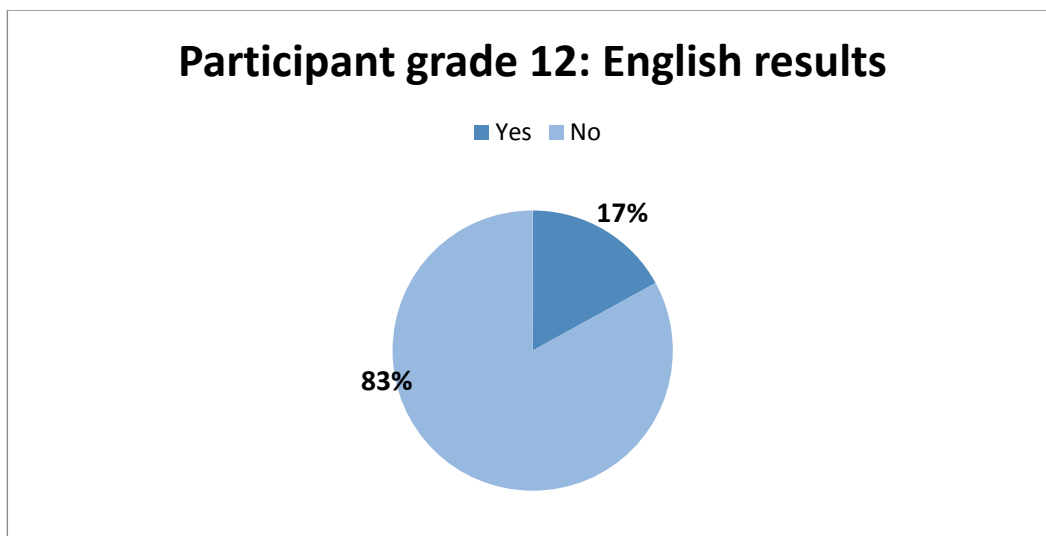


Figure 3: Grade 12 English results of SQ participants

The data presents a picture of students who need help to develop their English proficiency. Only 17% of the participants managed to score a B result, which would exempt HEUW students from the first English course. The data shows that 83% of the respondents had to start with the first English module, which is a bridging course. Three of the four SI participants felt that their English proficiency was not effectively developed at high school. The SI quotes below present a more detailed picture of the development of the students' English proficiency.

*P1: Exactly, the language was difficult cause maybe it is a problem comes from the school I come from. The language was difficult... problem started even at high school... I even felt I had something lacking even from school. Cause at school only you see is a teacher coming in writing on the blackboard teaching a certain topic. At the moment you think well you understand but when it comes to the exam or a test we struggle, we struggle too when it comes to an English question you have to write... I started with ..., so it's when I knew that we really didn't do enough at school. I found that English is not maybe what we did at school, there was something, a lot which we were supposed to cover yeah, I even find ... very challenging at first....*

*P2: Yah, it was not really difficult since we started from a,b,c alphabet*

*P3: Not all of us are really good with English. So basically you find colleagues who are still struggling with English... I came with a C symbol which... from the school where I was they never had higher level. I was demanding for higher level but I could not get it.*

*P4: I've struggle with English... the basic the English that we are doing is not really difficult but I struggle with qualifying for those test time... it (English at school) help me a lot because when I came at ... I already had a basic for English (y:...so the only problem that you have is ... just with the time) ... yeah, yeah*

The quotes above show that participant 1 had a problem with the way the English proficiency was developed at school. While participant 3 was denied an opportunity to do English at a higher level because the school did not have a suitable teacher. It appears that participant 4 had a problem with time management and not with the language development per say. In the FG students were asked to focus on problem areas. During this session the students presented a slightly different view from the SI as shown below.

*Participant2: Yah, for me... was not that difficult especially grammar, that thing for grammar, I really liked it, because it was not that much difficult... he just explain more into details of the tenses especially the reported speech and direct speech...*

*Participant3: Yah, we had good English teachers, like especially from my school, at least very nice teachers, I don't know, they were not preparing us for university but they were preparing us to pass... the problem they are lacking they don't really tell learners the structure of the paper and how to answer those type of questions like when they come in passage so that you can read the questions and look for the right answers.*

*Participant1: Actually I agree with him ... ended up getting a symbol that you did not really want.*

These quotes show that students had different English proficiency experiences at high school.

Participant 2 had an English education that was satisfactory. The experiences of participants 1 and 3 equipped them to pass grade 12 but they wanted it to equip them for the language demands at university too.

#### **4.2.2 Quality of ICT before coming to HEUW**

The integration of computers in the English class presents numerous possibilities to help with language development. ICTs are used in the PoL class. Computer User Skills (CUS) is a compulsory beginner level introductory course to computer use for education at HEUW that forms part of the core subjects students must finish in their first year of study.

In the SI only two participants explicitly commented on the lack of digital literacy to prepare them for the demands of technology at university.

*P2: ...since I came here and I didn't know about computers so maybe it just tough.*

*P3: The problem was that even though you pay, the one who is teaching you is not something who is really computer literate and that brought us to the problem. It's like you were told to go into a session and all you do is like, you are taught only the basic things actually. I know the basic things are more important but the way they teach us is not in such a way to develop us from a foundation to bring us to that level we need to be. That brought the problem actually.*

However, in the FG all three participants revealed that they had struggled adjusting to how computers were used in the Computer User Skills (CUS) class. In order to understand their problem, participants were asked to think about the aspects of the course with which they had struggled. The FG revealed that they were not prepared to learn about the computer in an online environment.

*Participant 3: What I really saw that it was a problem when it comes to difficulties maybe what went wrong ... CUS was a self-study course, yah... no one stood there in the lab and said: "Ok people understand some of you coming from schools where you did not do computer so let's start from learning what a computer itself." ...we didn't have it because all we get in the lab was this is a self-study course, so there is your computer, assignments are already there, due date are already there, so we went like: "No, how can we go about this now?"*

When the FG was asked if it was only Participant 3 who had this problem, the other two in unison responded that they too had found the setup difficult. It appeared that students did not understand the concept of an online course.

*Participant 2: ...they said it's an online course*

*Participant 3: Self-study course*

*Participant 1: No, cause at first we heard that they had modules, people actually; they had modules that they had to buy. Now we found out that it's an online course. It was something new for us;*

*Participant 3: Actually maybe we just misunderstand the concept 'online', but what I understood about online was something which you will not have to write on paper. So everything, you just do it online, like answering assignments and assessments you just find them on the system and you will attempt them and submit...*

The absence of digital literacy affected the students' ability to cope with the use of computers for learning. It appears that the absence of digital literacy affected the students' ability to cope with the use of computers in the class.

*Participant 1: ... computer backgrounds, that's one the things that reduced our determination in CUS, if you have a believe that no I cannot do computers and there comes computers so you have to be taught about them, so it's like, it's something, it's more like a discouraged to, you won't have that interest to do it.*

*Participant 3: As a first year, you will not really be motivated because you will now; always you will be puzzled because you see things which I have never done since I just came from writing. So all of the sudden they tell you, you are doing an online thing and you go like, okay.*

*Participant 2: Yah, but sometimes you get assisted by those who know computer, that's how it goes.*

The FI also revealed that faculty had mixed expectations to what students should be able to do on the computer.

*Fac1: Before coming, I believe there must be a level of exposure to know what a computer is...*

*Fac2: ...it wasn't really a situation where there were any pre-requisites skills,...we assumed they do not have any computer skills...what we wanted... a psychological perspective...students to be prepared to be willing to learn this skill...*

On the one hand faculty expected first year students to have a basic understanding of working with a computer. On the other faculty expected students to come with an open-mind ready to embrace the computer in the class. If students' digital literacy was not developed at school, first year faculty expected that students should at least have spoken about it to generate some interest on the topic.

#### **4.2.2.1 Bridging the gap between school and university**

The SI data showed students upon reflection realized there were some missing elements that should be incorporated to ensure the gap between school and university is reduced. The following quotes reveal the suggestions from the SI.

*P1: ... university... post this problem they are facing with students failing computers back to high school...those guys they do not know about this,...if they have an idea... I'm sure even the computers from my school, learners will start using them...*

*P2: ...no computers... help ...introducing a subject, whereby each learner has to have that subject as compulsory*

*P3:...is to get more, ... teachers who are more educated on computers...schools, those that don't have computers, should be sponsored...draw up timetables so that each learner gets a chance to use their computers.*

*P4: ...all schools introduce that course (computer use) ...*

The SI data reveals some of the problems schools face with the integration of ICTs. The following FI comments reveal how faculty felt about students' struggle with the use of technology.

*Fac1: ...the students were not psychologically prepared for this course (CUS).*

*Fac2: We tend to see students struggle... due to lack of practice,..., English is also a factor... some topics that they have to study on their own... continually struggle to comprehend therefore they can't do it.*

It appears that students struggled with the use of technology and with the language used to learn how to use the technology.

#### **4.2.3. The context of access to computers**

The data revealed that participants did not automatically gain access to computers at school. The SI revealed that access was determined by the principal, fees, teachers' use and electricity supply.

*P1: I'm from a school where there is computer but we didn't have access to use them. So, one of the thing is that we had computers that were donated from that school and they were a lot but, maybe one thing is the teachers maybe none of the teacher that had ah knowledge maybe in computer to teach the learners. But otherwise I'm from that school with computers but learners never had access to those computers. It's only for teachers. So ya if they have their things, ya they go and have access to those computers but it's not for learners actually.*

*P2: The computers were only to be used by those people who had uhm computers as a subject.*

*P3:... from my grade 1-7, I never had access to computers. From grade 8 they gave me a chance ... but the problem was that, due to financial problems, like computer was a subject that you had to pay on its own.*

*P4: When I was at primary school there were computers... went to combined school I find it difficult coz the computers was only for teachers the staff and the office the secretary's office. ...difficult there was no electricity there is no way you can use computers.*

Despite the lack of access to a computer amongst the SI group, the SQ showed that of the 47 participants 68% (table 4.3) had had access to a computer at school.

Table 4.3: Access to computers at high school

| Code | Response | Frequency | Percentage |
|------|----------|-----------|------------|
| 1    | Yes      | 32        | 68%        |
| 2    | No       | 15        | 32%        |
|      | Total    | 47        | 100%       |

The result shown in table 4.3 is in line with the Ministry of Education’s drive to integrate ICTs across the curriculum (MOE). Based on the National ICT policy it can be expected that Namibian high schools are equipped with computers.

### 4.3 Students’ habitus and cultural capital

Students have to help themselves to find their way at university to succeed. Eshet-Alkalai (2004; 2005) referred to digital literacy as “survival skills’ needed to succeed at university. This section will reveal what the data said about what students do to help them adjust to ICT integration at university level.

#### 4.3.1 ICT facilitated expectations

Prensky (2000) created the awareness that the type of students entering university has changed and called for a change in the method of- and tools for teaching. In the SI participants revealed mix reactions to the call to transform universities.

*P1: Yah that’s definitely true, cause teaching us with these white boards and black boards this is the teaching that we experience from our high school and it didn’t help us anyway cause we are still struggling with computers now. So I think now introducing these technological things is a very important idea... It has to be for real... when the lecturer comes in with a laptop and use the smart board... at least I feel like that technology interest me and even the lesson.... (Students know how to use computers)... that’s not true*

*P2: ...some lecturers are very fast at lecturing... use maybe computers or smartboards...give students activities like online activities to practice on...enable students to go ... after class...*

*P3: The one who is teaching you is not that the blame is on them. They believe that we all know how to use computers... But the problem is... if only our lecturers were told that they should teach us from the basics...you have to change the mentality ... that all students are what ... computer literacy backgrounds... Most of us feel like we know computers just because we can do music and play games but that's not it...(teach with computers expected) ...It's not, for most of us.*

*P4: ...it's true we want technology... it's the way we are learning if we didn't know and we graduate then it will be difficult for us. In the beginning when we started it was difficult. It's always difficult when you start*

The data shows that students want to see technology integrated in their learning. However, lecturers should not accept that they know how to use a computer for learning.

#### **4.3.1.1 Expectations for lecturers and students**

The SI shows that participants had set expectations for lecturers to facilitate their digital literacy development.

*P1: I think that the lecturers should know that not everyone is good at computers... English lecturers must also get involved...using.... computers... must be people who know something about a computer especially on the first...must...have ...knowledge up to standard to teach students on how they can go about this thing rather than just telling, okay do this and email that to me.*

*P2:... lecturer goes person to person, like maybe they are completing a certain assignment like maybe e-learning,... should first show them how to do it and then after showing them and then that's when they can now give students activities to do... students need to be trained, like they need to be shown how to do a certain task before a lecturer give an activity...*

*P3:... you can research about that and then tell students to log onto that website...give us extra information... do it in such, in a way that, without embarrassing them, being friendly to them...*

*P4: start teaching them small by small...teaching them...step by step not by reading notes*

Students expect the lecturers to guide them on the use of computers. The FI also cautioned lecturers on how to implement ICTs in class.

*Fac1: Our lecturers should not assume anything,... should be ready and willing to assist...the reality is students really struggle...not assume that students know or have a little bit of background of computers...*

*Fac2: Not all students have the same proficiency with computers.*

Lecturers should be willing to teach about the tool to help students use the ICT tool in class.

#### **4.3.2. The students' role in successful ICT integration**

Three of the four SI participants reflected on the role of the student for successful ICT integration in the class.

*P1: Some of us you just keep quiet but otherwise you were finding a problem.*

*P2: there might be computers at different schools but then students are not serious with them.*

*P3:... we students are also shy to ask others. Like what if I ask my friend, I don't even know how to use a mouse, right click or left click... if you are a student and you really want to learn, you should also learn to ask. If you want to know something, just ask, don't be shy.*

One Faculty member also highlighted this aspect that students need to get involved in their learning process.

*Fac2: ...students should have the basic appreciation of digital media and the desire to make use of digital devices... not be dependent on lecturer to develop their ICT skills...willingness to learn skills...*

It appears that lecturers need to bear in mind that students have diverse ICT skills and expect to be assisted in their ICT development. Similarly, lecturers expect students to have a willingness to want to learn new skills.

### 4.3.3. Students' perception of the integration of ICT in English class

All four SI participants expressed their opinions on the use of ICTs to develop English proficiency.

*P1: Yeah, I agree with that.*

*P2: I think some students they don't even, they don't favour technology things like computers, they only like studying in their books. They only like using study guides.*

*P3: A student is not good at English from their backgrounds, they are not good at computers that bring more problems to them, it's like an extra burden, yah....In the English class, yeah I think there's a benefit.*

*P4: I like using on line things. Some... things... well explained... than using books.*

The SI data shows that there are some students who want to use technology and there are also those who prefer to learn English from a guide. In the SQ respondents were asked to give their opinion about ICTs in the classroom. Figures 4 and 5 show how the 47 respondents experienced the effect ICTs on their concentration and retention of information levels.

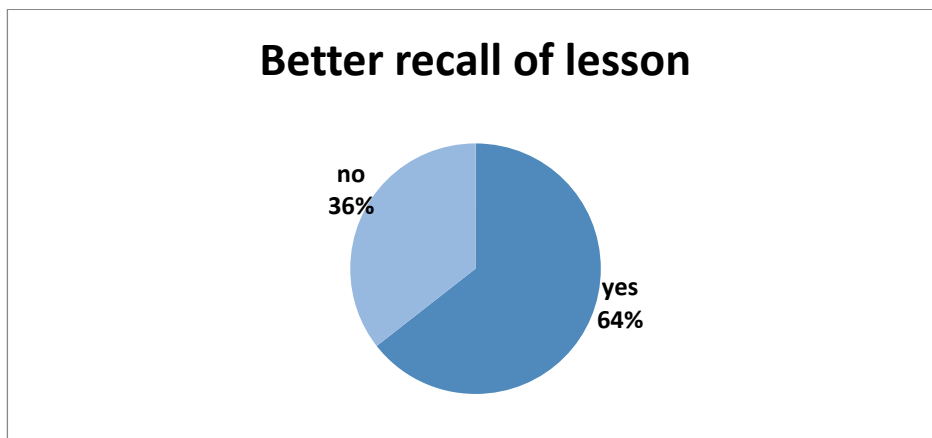


Figure 4: Improved recall of learning content

Figure 4 shows that 64% agreed they could remember more of the lesson content when it was technology was incorporated. Figure 5 also reveals how according to the participants the use of technology had improved their ability to concentrate on the lesson.

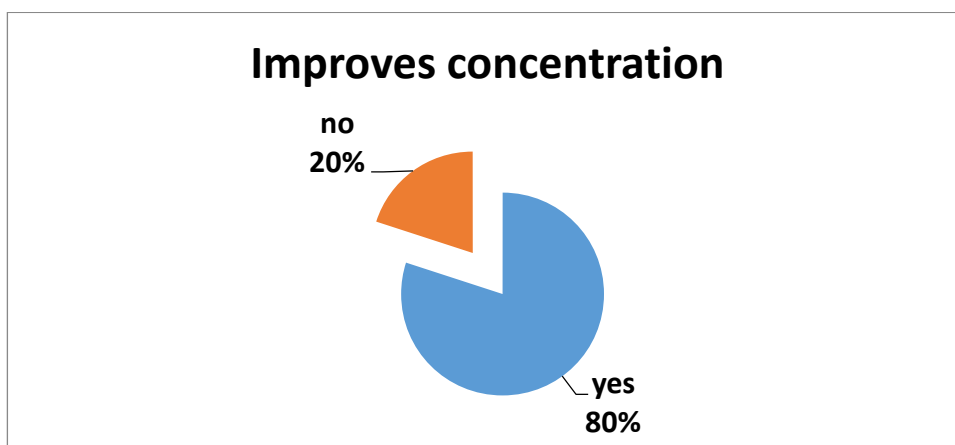


Figure 5: Improved concentration during lessons with technology

In figure 5, 80% of students observed that they concentrate better in class when ICTs are incorporated in the lesson. Students had to answer eight questions on the use of technology in the English class. Only two figures were presented since the results for all eight questions were very close. Table 4.4 reveals how closely students' had categorized their attitude to the use of computers for learning. For a more in depth view of the data please refer to appendix R, for the results of all eight questions.

Table 4.4 Students' attitude towards computers for learning

| Section D                                  | %Yes –response | %No-response |
|--|----------------|--------------|
| A. Improved concentration                  | 80             | 20           |
| B. Make more effort to complete tasks      | 62             | 34           |
| C. Better understanding of work            | 68             | 28           |
| D. Better retention of work                | 64             | 36           |
| E. Confident peer tasks                    | 74             | 21           |
| F. Empowered to self-study                 | 85             | 13           |
| G. Lessons more interesting                | 85             | 11           |
| H. Easier to learn English with technology | 85             | 11           |

#### 4.4 Social Capital

In the SI participants revealed that they had done different things to help them acquire the necessary success in the English class with the use of computers. Bourdieu referred to how the value of an individual's network can be a resource. These students appropriated technology in different ways from their social networks.

*P1: ...my mother bought me a laptop...*

*P2: ... my cousin ... (then bought own laptop from bursary refund)*

*P3: ...somebody just gave it to me (neighbour)*

*P4: ... had a small laptop (parents)*

*At times like with*

*P1: ...I had friends...they were senior students, they had even done that course... I really practice a lot...*

*P2: My cousin told me...she only showed me...It really took me days, like each and every day I have to go on the computer and type and just practice... be better for me to practice at home... each and every day I have to go on the computer and type and just practice...still practicing.*

*P3: ... a friend taught me...Yah actually I have made a good relationship with computers. It's like I started using them more regularly... Cause the internet provides me with several information that I can use, so as long as you can read you are okay...focusing... I don't want to fail it (CUS) again...still improving on it...*

*P4: ... the more you practice the more you learn...practice two more assignments on my own...then call my friend to check... repeating...to improve it I use to read some of the things on the internet that improve my reading speed.*

Students had to make an effort and invest time to gain the necessary computer competency to deal with the challenge of ICTs in the English class. All four participants had used their social network to help them acquire digital literacy.

#### **4.5 Cultural capital to develop digital literacy**

According to Malik (2012:54) cultural capital can be used to acquire those traits important to a society. According to Bourdieu (1986:18) it is possible to acquire cultural capital depending on the time and energy the individual is willing to invest to develop the capital. This section will look at the data to see if students were willing to invest the time and effort to acquire the necessary cultural capital to develop their digital literacy skills. Students had revealed that they had to make the adjustment to cope with the use of ICTs at university.

#### 4.5.1. Developing digital literacy

The data showed that students have observed changes in their ICT uses

*P1: I am pretty good when it comes to Microsoft Office...I use the Internet for everything.... searching yah for academic things like on the my courses I am doing yah it helps me a lot cause I study a lot on the Internet. And also for social network like Facebook and scanning for other things... sometimes I download live videos for especially for Economics... a lot of friends on Facebook. Some of them I have never met ... We downloaded this other essays, so that we can edit it in our own words and e-mail it to our lecturer...just Google...selecting you will now check what has been provided... I'll just read through and you'll just find this one or this one is good... We share everyday life yah we share our everyday experiences on Facebook.*

*P2: ...each and every day I use the internet... don't have internet at home, only at school (HEUW)...downloaded something from the internet about stats, statistics actually... only download some of the things I don't understand , like I go on the internet and then download and then use them after the class... download videos...*

*P3: I use the internet...often... project...assignments...research...but that's not what I mostly use it for...mostly on Facebook...checking celebrity news, sports...*

*P4: ...internet... for school work and when I'm searching for something that is difficult or even when I'm reading newspaper I don't need to go and consult a dictionary it's a waste of time I can go and Google last year I had a phone that had a dictionary...can do many things...blog account...posted...short story about life, life is difficult*

The data shows that students are engaging in a range of online activities compared to when they had arrived at the beginning of the year. The SQ also showed that students participate in social networks. Figure 6 is a picture of their social network use.

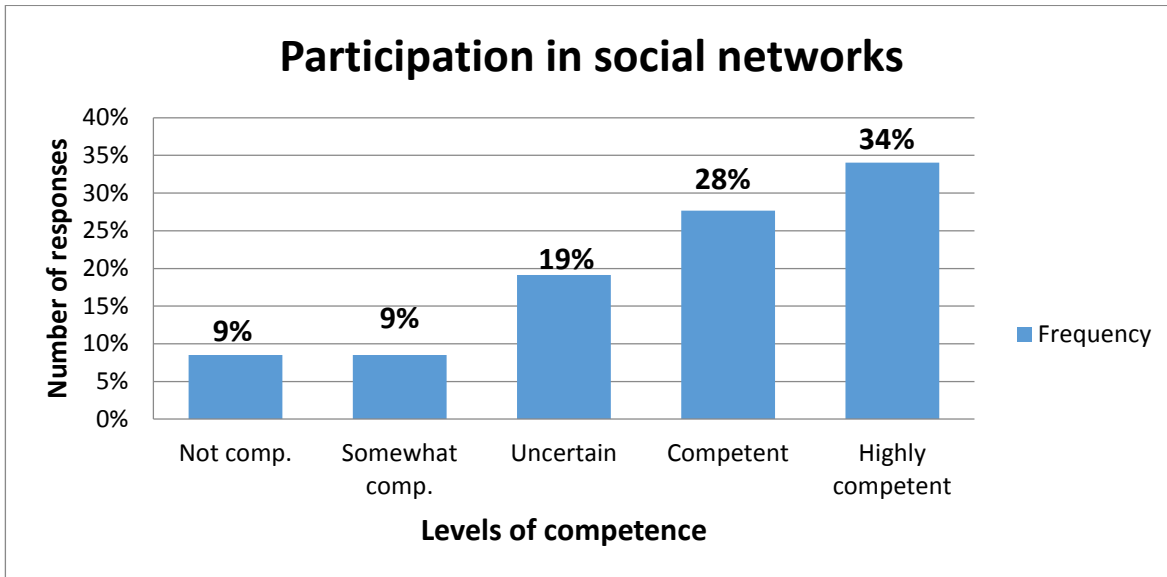


Figure 6: Participation in social networks using the different features

This graph shows that only a few students, 9% do not feel competent to participate in social networks. The majority, 34% indicated that they were highly competent social network users. However, quite a few 19% indicated that they do not use the various features of social media.

#### 4.6 Digital literacy as survival skills

Since coming to HEUW students have noted that they had acquired digital literacy skills. During the interview session students spoke more confidently about their current digital literacy skills. Eshet-Alkalai & Amichai-Hamburger (2004:421) refer to digital literacy, which constitute five components, as the “survival skills’ in the technological era”. The data will be evaluated in chapter 5 against Eshet-Alkalai and Amichai-Hamburger’s (2004) five components of digital literacy.

##### 4.6.1 Photo-visual literacy

This literacy broadly refers to students’ ability to craft meaning from non-written forms of information; graphics, symbols or pictures (Eshet-Alkalai, 2004). The SI had the following to say when they were asked about the use of icons instead of words to navigate the online environment. Only three of the four participants commented on the use and interpretation of icons.

*P2: I think it only helps if you know like the signs or the pictures of what does this mean and that yah but then if you don’t know what the cross is for, then it will be hard for you*

P3: You know my mind is more music and pictures...icons are also good cause the moment you go on an icon it indicates the words already that you should close (referring to red icon to close the screen)

P4:...they must use words for some of those who are getting to know computers. They don't know what those icons mean...

The data shows that students have mixed opinions about using icons as messages. The SQ data Figure 7 summarises the responses on the competency of students to work with and change digital images.

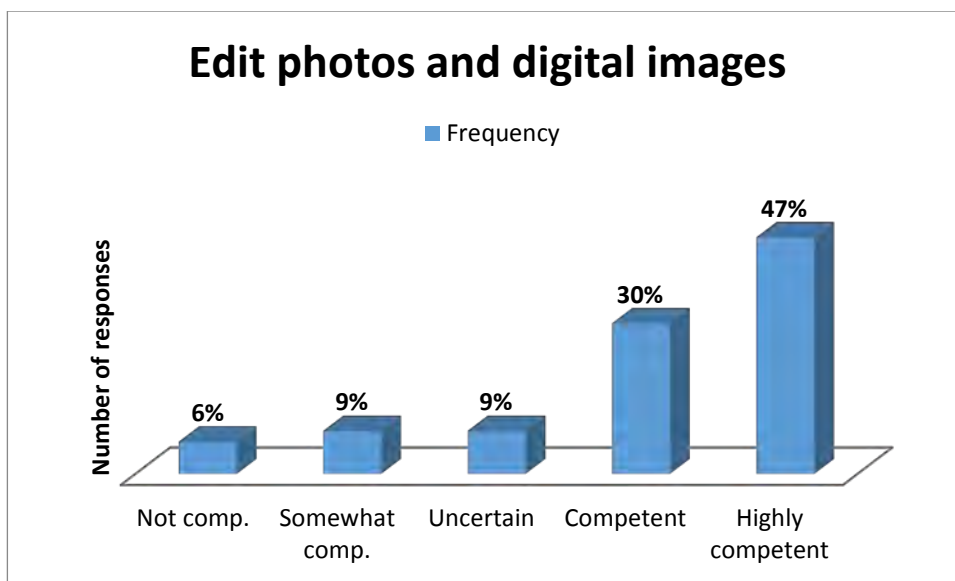


Figure 7: Students' competency levels to work with and interpret digital images.

The data shows that 47% respondents indicated that they were highly competent to work with digital images. Only 6% indicated they were not competent and 9% that they were uncertain of their skills.

#### 4.6.2 Branching literacy

Branching refers to the ability to use different sources and see how they connect to bring about an understanding of a task. In the PoL class students were engaged in Web2.0 tasks: create and maintain a blog and participate in forums. These activities formed part of the students' assessment tasks. The data shows that students are engaged in Web2.0 tasks. In the FG, participants expressed the struggle they had when they were introduced to blogs.

*PARTICIPANT1: Yeah, it was like that but for us it was the same, we were never told how to do a blog, you have to ask friends who know, you were like how do I go about creating a blog and friend comes and then helps you and at the end of the day you are done with your blog.*

*PARTICIPANT2: ...two of us to search from the on internet on how to do blogs, that's how we get it.*

*PARTICIPANT3: ..our lecturer they assume you will know that thing already, only say... create your blog and from there it was after a week when we checked now each and everyone's blog and gave marks, yeah.*

In the SQ students were asked about their ability to use some of the Web2.0 tools and had the following to say about their ability to create and maintain blogs as shown in figure 8.

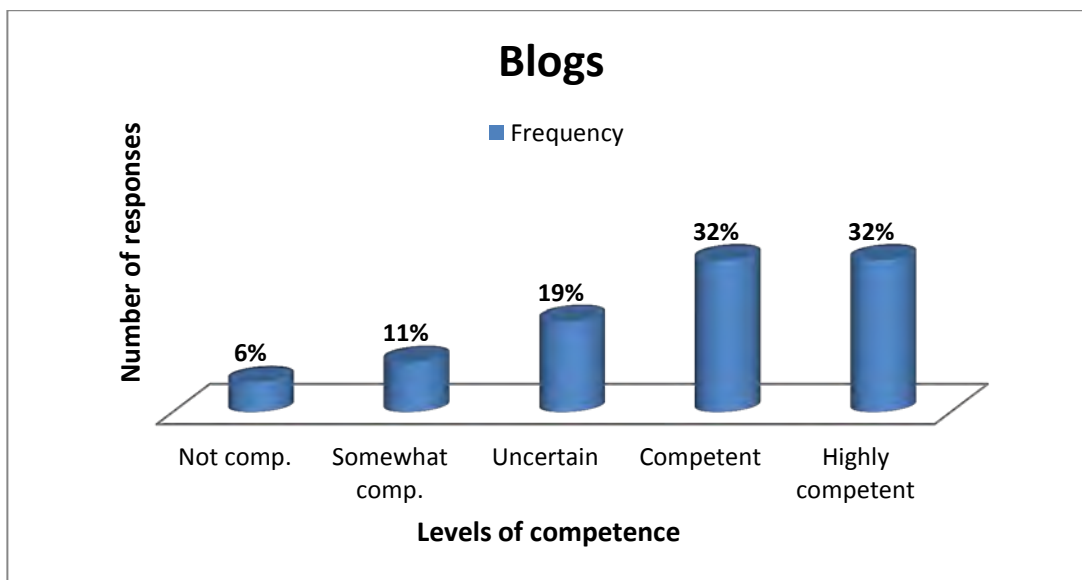


Figure 8: Create and maintain blogs

The data shows that the majority of 32% described themselves as competent and 32% highly competent. This indicates that they do know how to work with blogs. This is compared to the 6% who had indicated that they are not competent to create or maintain a blog. When asked about their participation in forums this is what respondents indicated. Figure 9 summarises the respondents' participation in forums.

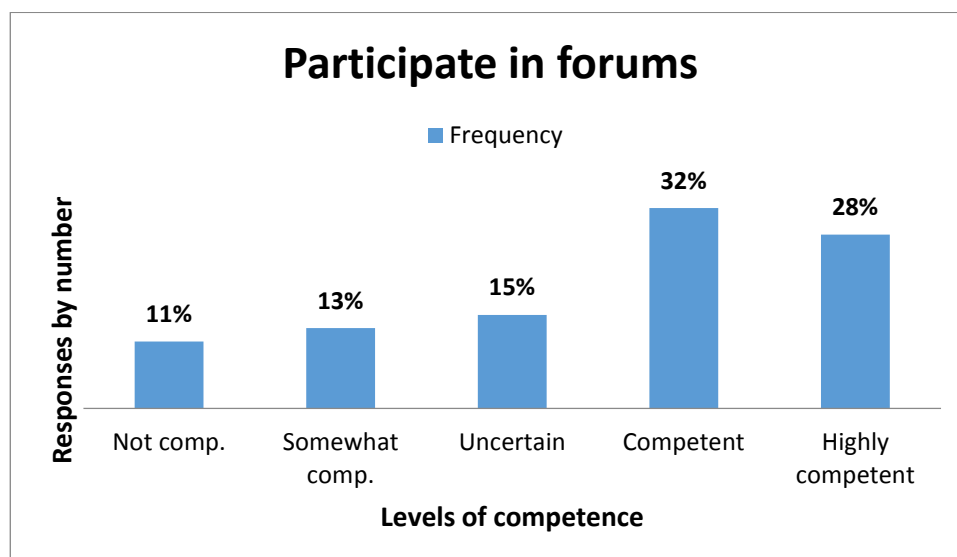


Figure 9: Students participation in forums

The students indicated higher levels of competence 32% and highly competent 28%, compared to the 11% who said they are not competent to participate in forums.

#### 4.6.3 Information literacy

The World Wide Web has a lot of information to offer its users. Students need to evaluate the quality of online sources and to critically review content for use. When asked if they accept all online information as reliable SI revealed the following about how they evaluate online content:

*P1: Google something on reported speech. And I'm sure there will be a lot of information... Selecting you will now check what has been provided... I'll just read through and you'll just find this one or this one is good...Most of the information on the internet I trust it ... cause most of the information on the internet is about interesting someone trusting but some of the things you see is just real but some of the things are just adverts, to persuade to buy to things....*

*P2: I do (trust the information on the internet)...will first read through the options and take the first one, I mean the one that is making sense...so far I've only used Google Scholar and I trust it... sometimes use Google but then I prefer Google Scholar.*

*P3:... information that is on the internet is not always accurate...you have to take different sources and compare then you find out they give different information...*

*P4: I use Google to search for my information it's not a guarantee that the information you want is the right one you have to search more read it analyze it for the one I'm*

looking for... it takes time but it's not like when you are creating your own stuff... information that are on the internet are just put there by people like me so I can also posts my own thing there (laughter).

Students have different ways of validating online sources. In the SQ respondents were asked almost the same question; i.e. to judge the value of online sources, they had the following to say as shown in figures 10 and 11.

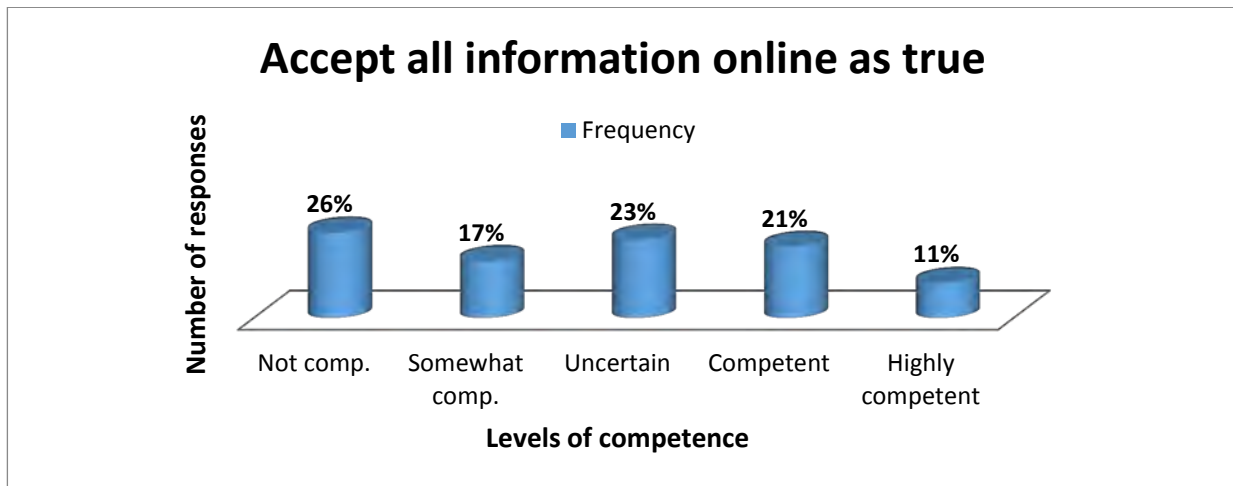


Figure 10: Willingness to accept all online information as true or accurate

The data in figure 10 shows that 26% of respondents indicated that they were not competent and 23 % said they were uncertain to accept all online information as true. Figure 11 shows the results of the same question posed in a slightly different manner.

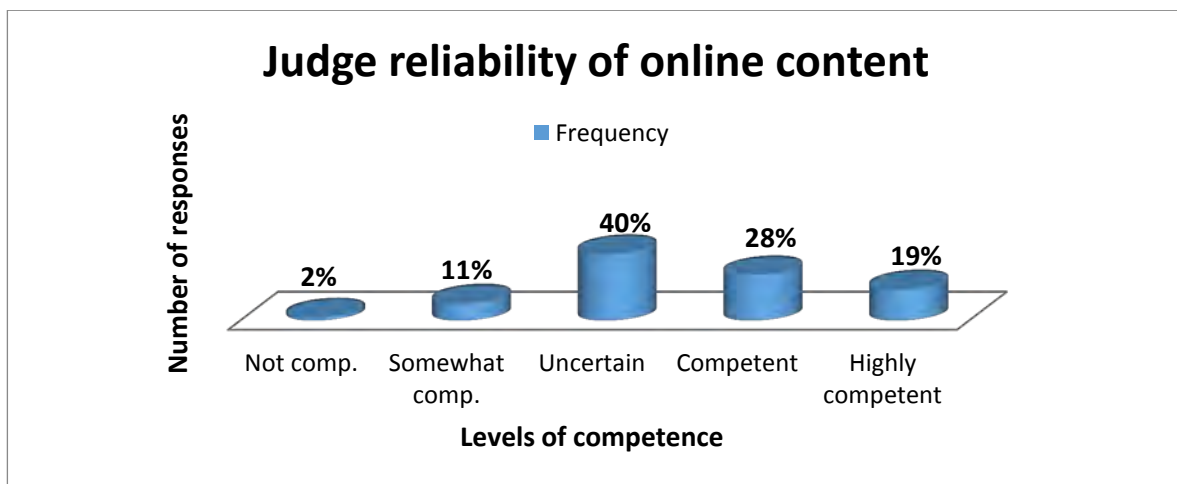


Figure 11: Judge Reliability of online content

The data in figure 11 shows that 40% of the students indicated that they were uncertain about their competency to judge the reliability of online sources.

#### 4.6.4 Reproduction literacy

Reproduction refers to the ability to use old or current knowledge to present ideas in a new way. The SI quotes below show what the participants had to say about this specific skill.

*P1: I usually just download music...other assignment...we downloaded this other essay,...edit it in our own words and e-mail it to our lecturer... we've found it so difficult even editing...how do you go about making something on your own words...*

*P2: ...sometimes I try to put it in my own words, like summarise it ...just to make it short for me...*

*P3: there were times I was doing an assignment actually and then all you have to do was, you download a document, pdf and then you have to edit it. That I can say, you make it a bit of your own.*

*P4: I downloaded some article change it and made it mine and use some of my own words.*

#### 4.6.5 Socio-emotional literacy

This refers to the understanding of the netiquette of online interaction and the importance of personal safety online. The data showed that students are active on Facebook. They showed some awareness of strangers who also use this platform.

*P1: ... some way it's not safe... I am not really sure whether i can trust the person...to be honest when it comes to Facebook, and it comes to ladies, obviously, I accept. yah, when it comes to gentleman it's like when I will go like, I look at the name and say who is this name or maybe he knows me, so before I accept, at least...*

*P2: I just don't feel safe cause I don't trust, some people are strangers. I don't trust strangers...sometimes they might lie and I mean nobody is sure of what they are saying....*

*P3: ...to share private information Facebook is not something, it's not secure. ...certain information you could share... know your limits...Facebook is all about socialising it is not about your privacy cause not everyone shares their privacy...*

*P4: ...wrote a short story and post it there on my blog...I like when I find a new thing interesting I have to share with my friends...on Facebook...I go through his account and check all his things his details and then I accept.*

The data provided support for Eshet-Alkalai's digital literacy framework and for Bourdieu's theory on capital.

## 4.7 Cultural capital for university life

Although cultural capital exists in three forms (Bourdieu, 1986:17) this section will see if there is any data that shows how students have used their objectified and embodied capital to shape their digital literacy.

### 4.7.1 Objectified

Objectified capital can be seen as those physical things valued by the dominant culture. The data showed how SI participants felt about appropriating certain ICT tools to enhance their learning.

*P1: When I passed grade 12 my mother bought me a laptop so that' when I started now to get access to computers...*

*P2: ...struggled with CUS...just decided if I get my refund...buy a laptop...and smartphone...*

*P3: I have a PC at home... I have a smartphone...*

*P4:...I own a pc and smartphone...to help me with school stuff. When I'm at home, I can Google...I can do many things...*

In the FI faculty advised students to own devices to help cope with the integration of ICTs at university. Ownership of ICTs is a sign of objectified capital but should be joined with embodied capital for optimal capital development (Czerniewicz & Brown, 2013: 48). The advice by faculty that students should appropriate ICT tools can be seen as them sharing their cultural capital with first year students.

*FI 1: ...have (own) a laptop...from my experience ...the facilities ... not sufficient...*

*FI 2: Yes they should have either a computer or a laptop or some smart device. ... various societal and academic needs for example...communication,...presentation...embedded in the institution.*

The data shows that faculty realised the value of students owning their own ICT tools. In the SQ the 47 participants (Appendix H, question F10) were also in support of appropriating technology for university. The following table is a summary of their responses of the type of technologies university students need to succeed.

Table 4.5 Summary of the need for objectified capital

| Computers | Smart phones | Tablets | Technology literacy | E-learning | Knowledge of ICT |
|-----------|--------------|---------|---------------------|------------|------------------|
| 28        | 12           | 3       | 1                   | 1          | 1                |

#### 4.7.2. Embodied

Embodied capital is attached to the person. It can be seen in how comfortable a student is with the integration of ICTs at university level. To test for embodied capital students were asked how accommodating they are to the use of Moodle as part of the PoL class. All four SI participants commented on this question.

*P1: ...that one is okay...starting computer study from English class and that will at least... brings students at a level that at least they know something about computers...*

*P2: I will definitely say you should continue... using computers...they really help us...different ways...*

*P3: Yeah, I can find my way on Moodle ... I think a big improvement have to be done on that cause you find a subject is there but they say there's information but when you go there, there's nothing, nothing is uploaded. Yah, but there are certain subjects that have improvements let me say like for computer, yah, computer it has to be there, cause it's the main and then there are like other subjects where you find, it's like they tell you there are slides, you go there and there's nothing yah. .. if you have to tell the students they have to learn through Moodle you have to provide all the study materials. Moodle is not about announcements and other stuffs. Yah, it's about....: It's about providing all the information, all the resources that we need to study.*

*P4:...it's good for some of us students when we use that we will not concentrate cause it's a new thing...*

Participants 3 and 4 raised two separate issues other than the usefulness of Moodle in the English class; i.e. maintenance of the site and the novelty of using the computer can cause a distraction.

In the SQ respondents were asked if they were comfortable with the use of computers in class. Table 4.6 summarizes the responses.

Table 4.6 Embodied cultural capital

| Criteria | Frequency | Responses |
|----------|-----------|-----------|
| Yes      | 70%       | 33        |
| No       | 30%       | 14        |
|          | 100%      | 47        |

The data shows that 70% of the respondents expressed that they are comfortable with the use of computers in class. I have added some of the quotes of those who form part of the 30% who were not comfortable with Moodle, to shed some light on the reasons they had given. The four most expressive comments seen below were selected to provide an idea to the different responses:

*SQ004: No. Reason: I have not being exposed to computers previously so I find it hard to work with computers.*

*SQ018: Not, because I might end up doing something else then school work.*

*SQ023: Not really, sometimes computer use to loading very slow and when you are waiting it to done loading, the time is going.*

*SQ041: No, it does not make me concentrate on the lesson. Will be too reliant on it.*

The rest of the SQ replies can be viewed in Appendix H (Question F12). Table 4.4 summarises the SQ respondents' responses to whether computers should be made compulsory in the English class

Table 4.7 Compulsory computers in English class

| Criteria | Frequency |
|----------|-----------|
| Yes      | 62%       |
| No       | 38%       |
| TOTAL    | 100%      |

The data in table 4.4 showed that only 62 % advocated to making computers compulsory in the English class. Some of the more expressive no-responses from the 38% were selected to create a clear picture for their responses.

*SQ011: No, because we are provided with study guide. So if you have the study guide in your pc you can use it but if you have the pretended study guide there is no need to use a pc*

*SQ030: Not necessarily since a lecturer can explain things. I suggest doing research after class using computers will help.*

*SQ033: No. It can be used sometimes but not always. It may replace lectures, and students-lecturer relationship is very essential.*

*SQ044: No. Some students are more addicted to social networks; they might end up Facebooking since they have computers with them or play games or music.*

## 4.8 Summary

This chapter presented the data collected from the various sources to find out why students have such varied digital literacy skills. It asked students to reveal the type of education and training received at high school to prepare them for the use of computers at university, specifically in the English class. The data has shown that students were exposed to different education settings. Students are not opposed to the use of ICTs at university but called for greater assistance from lecturers to help them transition successfully to university. The next chapter will discuss the meaning of the data in relation to the literature, theory and practical observations.

## CHAPTER FIVE: Findings & Conclusion

### 5.1 Introduction

This chapter evaluated the data presented in Chapter 4. The data was viewed through the lenses of the literature review, theories and current practices in the PoL English class at HEUW. This is followed by the conclusion, which focuses on the limitations of this study, the practical implications ending with possible recommendations for further study.

### 5.2 Addressing the research questions

The four research questions serve as the banner under which each data set is discussed. The main research question as shown below:

- What does the habitus of first year students reveal about their digital literacy skill and English development?
- What digital literacies do first year PoL students need in order to benefit from the integration ICT English lessons?
- How do first year PoL students use their cultural and social capital to become digitally literate at University?
- How does first year PoL students' objectified- and embodied cultural capital shape the development of their digital literacy?

#### 5.2.1 Habitus

The students' habitus revealed that the study's participants were not a homogeneous group of English second language speakers or technology users. The FI revealed that lecturers observed that students had a problem with understanding English and struggled with basic computer operations. Lecturers need to know the type of English and ICT skills the PoL students have to successfully implement ICTs as tools to develop English proficiency.

##### 5.2.1.1 English

The majority of participants spoke English as a second language and over half of the participants were multilinguals, with the majority speaking three to four languages. This has implications for English language proficiency which might not have been properly developed prior to the student coming to university. It can be expected that the habitus of the students might not be in-line with that of their new field: PoL class. This is in line with

the MoE vision to develop English as medium of instruction without discriminating against the use and development of indigenous languages (MoE).

Although English appears to be a commonly spoken language students do not have the necessary proficiency in the language. Few participants had managed to score a B grade in the National English Second Language examination on ordinary level. School did not sufficiently equip students with the necessary skills to cope with English at university level. According to Bourdieu this is caused by the lack of language competence that was not addressed at high school.

Namibia is not the only context where multilingualism is a challenge. Murray found that Australian universities had to adjust the level of the English used in class material to address the English language needs of their students (2010:56). Similarly, in South Africa, Conduah shares that the University of Witwatersrand (WITS) has to contend with the dilemma of English as the only medium of instruction at the cost of not developing indigenous languages and identities (2003). The study highlighted the “conflicts between access to English and the students’ African identities” (Conduah,2003:258). Gudmundsdottir (2010) also echoed Conduah (2003), that one of South Africa’s biggest challenges is the language dimension of the different cultures and how to accommodate it with respect to English as the medium of instruction at universities.

What is evident is that the lack of developed English proficiency is not a Namibian problem only. HEUW lecturers should expect that first year students will have varied English proficiency levels. Lecturers need to adjust their lecture material to ensure the students will be able to cope with the level of English used. Students coming from rural areas, have fewer opportunities to use English. They also bear the greater scars of the Apartheid education system. Bourdieu warned that education is determined by the popular cultural group (1986). Pre-independence, the rural areas of Namibia had the least resources. The Namibian Language Policy makes provision for the development of English as medium of instruction alongside the equal development of a main Namibian language (MoE). Lecturers should expect that first year students need some help to first master the English language competence. Whilst this has been recognized by HEUW, we need to ensure that our teaching and learning approach of using blended learning doesn’t further discriminate against students who are already struggling to engage in the field of higher education.

### 5.2.1.2 ICT

The Namibian government has placed great emphasis on getting computers to schools. However, access does not imply embodied capital (Czerniewicz & Brown, 2013, Dumais, 2002). The immediate assumption would be that lecturers can expect a great majority of first year students to be computer literate. Yet, this was not the case in the PoL lab sessions, with students struggling with basic computer operations. In the faculty interview the lecturers found that students struggled with basic computer application possibly due to a lack of practice. Access to the computers was dictated at times by the principal, subject selection or finances to pay for access. Lecturers should not expect that first year students all have the same level of digital literacy (Calvani et al., (2012), Czerniewicz & Brown, (2010), Geer & Sweeney (2012).

The diverse digital literacy of students is not exclusive to developing countries; even in the UK pupils display the same varied digital literacy skills (Deaney, Ruthven & Hennesay, 2003:17). Katz (2007:35) revealed that tests show that “while students may be tech savvy when it comes to entertainment they may not have the critical thinking skills to perform the kinds of information management and research tasks necessary for academic success.” It seems that PoL students face a similar experience to the undergraduate students studied by Naidoo & Raju (2012) who only gained access to a computer when they entered university, causing them to struggle with basic computer applications. Kazlauskas & Applebee (2007) provide a possible reason for the varied digital literacy levels of first year students:

*The generic knowledge, skills and attitudes to learning acquired at secondary school ... are sometimes inadequate for the demands of successful university study. [T]hey are not necessarily well prepared for the intensity with which they are expected to use online tools at university and can struggle to use them effectively. (Kazlauskas & Applebee, 2007:485)*

In Namibia ICT integration was very fragmented for both teachers and learners (Boer & Black, 2008). Six ICT-related policies were created 2004-2006, to address the unequal access to-, use- and cross subject integration of ICTs. Some schools had computers, with teachers to teach with and on it and others did not have these advantages. This study showed that it is indeed possible that some first year students may never have had the opportunity to work on a computer before coming to university. These inequalities in the education system shows that the cultural capital of some high schools is not aligned

to prepare first year students for the field of higher education. This results in first year students not only having varied English proficiency but also varied digital literacy skills.

The conclusion one can draw for this research question based on the data is that first year students' habitus is not in tune with the university expectations. They need greater assistance to develop English proficiency and digital skills needed to meet the academic demands of university life. One way to address this problem is the "proper streamlining of ICTs across the Namibian curriculum ... because education is the vehicle for achieving the strategic use of ICTs" (Boer & Black,2008,n.p.). However as long as the situation prevails, higher education providers should:

- Acknowledge first year students will have varied English proficiency, and digital literacy skills.
- Not make any assumptions about the students' digital literacy skills and teach students how to use the ICTs they need for University learning.
- Offer students access to remedial English classes or have bridging English classes to prepare students for the academic demands at tertiary level.
- Encourage subject lecturers to make students aware of the need to use good English across the curriculum and on various digital media used for teaching and learning.
- Assign tasks to mixed skill level groups, to help students to build relations with those who are more acquainted with the language, tools and task at hand.
- Be observant of students struggling and offer further assistance or refer these students to the relevant units for assistance. For example at HEUW the Early Alert Programme is in place to help such students. Such services should be used more regularly.

### **5.2.2 Digital literacy skills**

The habitus of first year students had revealed that they were not adequately prepared to integrate ICTs in class. The next research question tried to find out what digital literacies first year PoL students had in order to benefit from the integrated ICT English lessons.

Students struggled because they did not have the required digital literacy. This resulted in them not feeling motivated or interested in learning about the technology.

First year PoL students need to know how to operate a computer, navigate websites safely, interact in forums and with online content, and to create and maintain a blog. Eshet-Alkalai's framework was used to determine the students' specific digital literacy of the participants.

Eshet-Alkalai & Amichai-Hamburger presented a digital literacy framework that consists of five sections: photo visual, branching, information, reproduction and socio-emotional literacy (2004). Although this study did not duplicate their (ibid.) study, it asked similar questions to gauge the type of digital literacies PoL students believe they have. The age group of the participants in this study, falls between their (ibid.) participant 'group a', the eleventh graders/ high school and 'group b', the third year students/college students.

### *Photo-visual literacy skill*

In Eshet-Alkalai & Amichai Hamburger's study the younger students scored higher than the adults for this literacy (2004). However, their second study revealed that exposure to and use of technology resulted in the gap closing between the younger and older participants (Eshet-Alkalai & Chajut, 2010:179). In this study students had mixed indicators. The majority had higher indicators for the ability to interpret pictures, send emails and to take and edit pictures (Appendix J). However, the majority indicated that they were uncertain how to edit online content. This According to Eshet-Alkalai & Chajut's study, PoL students can be taught to develop this literacy skill (2010).

### *Branching literacy skill*

The tasks that tests branching literacy, are covered in CUS, the institutional core course: use MS Word, file documents, website searches and the use of links. Since all the participants had CUS during the time of this study, higher highly competent indicators were expected instead of the medium range of 45% to 57%. However, the majority indicated that they need more assistance especially with regard to how documents should be filed on the computer (Appendix K).

Maitland & Obeysekare (2015) made an interesting statement when they equated cultural capital to competence which includes the study of ICT skills which then becomes embodied capital. This would mean that the time spent to become competent in the use of the ICTs, becomes evidence of embodied capital. About a third of the students indicated they were competent in branching literacy practices of participating in forums and creating a blog. These two tasks are typical of the tasks done in PoL. The students' self-assessment of their digital literacy abilities supports the studies by Czerniewicz &

Brown (2010) and Katz (2007) who found that students can develop the necessary digital literacy skills. Students developed branching literacy skills in the PoL class in completing the required assessment tasks. Those who did not know how to create a blog relied on their peers to help them with the tasks. This is an example of how students used social capital to develop the necessary literacy skill.

### ***Information literacy skill***

The majority of students were uncertain about their ability to apply information literacy. Of the five literacy skills, information literacy had the lowest highly competent (11%-28%) and the highest uncertain indicators (17%-40%). The most concerning result was students' willingness to accept all online information to be true or accurate (Appendix L). This showed that students must be educated on how to judge the worth and reliability of online content. In the studies by Eshet-Alkalai & Amichai-Humburger (2004), the younger group also scored the lowest for this literacy skill. In the second study the younger group had decreased further while the older group increased their competence of information literacy (Eshet-Alkalai & Chajut, 2010).

### ***Reproduction literacy skill***

In the second study Eshet-Alkalai & Chajut found that the younger group's score had decreased significantly and the adult group's score had only increased slightly (2010). The authors advised that educators should help especially younger participants not to become too reliant on the computer to think for them, leading to a decrease in critical thinking (ibid: 179). It results when students do not effectively engage with different online content to produce new products of information. According to the interviews, students tend to be familiar to download content. This study showed that PoL students need assistance to also develop the necessary cognitive competence to apply them when using ICTs.

### ***Socio-emotional literacy skill***

PoL students are in dire need of assistance to develop the necessary socio-emotional literacy skill to help them with how to go about sharing personal information online and how to protect them against online bullying. The majority of students indicated that they are either not competent or uncertain on how to share personal information (Appendix N). In the PoL lab session, students are encouraged to upload work: individual, pair or group tasks, to allow their peers to comment on it.

### **5.2.2.1. Students' perception of technology in the English class**

Deanay, Ruthven & Hennessy found that students “viewed ICT tools as enabling them to carry out tasks easily, rapidly and reliably” (2003:16). This statement implies that students have attached worth to the use of ICT tools for learning. When asked about the use of ICT tools in the English class over three quarters of survey supported its use. This finding is similar to Nomass who revealed that almost all the questionnaire participating students, in the department of English language at a University in Libya, were in support of ICTs to develop their language proficiency (2013). The ICT tool affords students the opportunity to acquire better English language skills, which is valued in industry. Malik refers to cultural capital as a “class marker and tool to acquire resources valued by society” (2012). If the students recognize that ICT tools help to improve their language proficiency, which is a class marker for people who had a good education, then it means that the students are acquiring the cultural capital of the dominant culture who also values ICT as resources. Good English proficiency becomes the class marker students also want and use ICT tools as their enabling vehicle to acquire the necessary cultural capital.

### **5.2.3 Bourdieu and students' coping methods**

This section of the study reports how students used their capital to improve their learning of English with integrated ICTs.

#### **5.2.3.1 Social capital**

Students used their social networks to help them cope with the integration of technology in their learning. The participants revealed how they appropriated technology from people in their friendship and family networks. In one case this was a catalyst in the student learning to use ICTs in preparation for tertiary education.

All four student interviewees valued the assistance of peers to help them acquire the necessary digital literacy skill to master ICT related tasks. Students used their social capital to help them complete ICT related tasks or review for corrections. These students found the value in creating networks with senior students, who then served as their support structure to help develop digital literacy. This reliance on friends to assist with ICT related tasks were also observed by and mentioned in the faculty interview. Faculty noted that students who supported each other had managed to complete their tasks.

### **5.2.3.2 Developing cultural capital**

The participants did not view the use of computers as a negative experience and in one case even referred to the computer in terms of the relationship they had with the device. Butler et al. found that “engaging students with their learning is considered vital for successful learning outcomes and to satisfying learning experiences” (2015:308). This can be seen in the determination of one student who upon the cousin’s advice on the need to develop typing skills which are a need at university, set out to learn the necessary skill before coming to HEUW. This shows that students are involved in acquiring the necessary digital literacy skills if they know it is needed. Students used words such as practice and regularly to describe their commitment to develop their digital literacy. In the focus group one student highlighted how they had sacrificed time to ask of acquiring digital literacy. The commitment of students to improve their digital literacy is seen as objectified capital since it is the time the students invested to improve their digital literacy skills. The very same skills they use to succeed at university.

Naidoo & Raju advised that digital divides should be combated by first teaching first year students how to become digitally literate (2012). Students need the time and space to develop their digital literacy, which can lead to embodied capital.

### **5.2.3.3. Assisted digital literacy development**

Students expect their teachers and lecturers to facilitate their digital literacy development. Some students were very explicit in their expectation of the English lecturers who should have knowledge about ICT tools that needs to be shared with the class before proceeding to use the tools for the lesson.

Another element that was raised was the awareness of the lecturer that students might fear embarrassment and rather opt not to pose questions which might negatively affect the learning process. Students were also aware that their peers were at different levels to them. Wilhelm (2012) said it is the responsibility of the lecturer to ensure the successful development of their students’ digital literacy skills. The faculty interview revealed that it was as a result of tutors not knowing their role as facilitators in the CUS class that resulted in many students struggling with the course. Deaney et al. (2003:18) states “the diversity of technical experience pupils now bring ... poses... challenges to the teachers... pupils felt that teachers should be competent and confident in both technical and subject knowledge... in lessons.” In their study Butler et al.(2015:308) found that students perceived regular contact with their lecturers as mandatory for

“student engagement”. There is a lot of emphasis on the teacher/lecturer to ensure the successful implementation of ICTs for learning and for developing the student’s digital literacy skills. If we compare the responsibility of the lecturer for the implementation and development of digital literacy skills, the type of teaching that will take place will be determined by the cultural capital of that specific lecturer. As Reay (2004) stated that educational institutions promote the cultural capital of the dominant culture at the expense of the non-dominant group. Lecturers who are the institution’s representatives, integrating Moodle in the English class, must consider the fact that not all students have the same digital literacy skills. To ensure that cultural capital is embodied by all the participating students, lecturers would need to teach with and about the ICT tool in use.

Some participants were also very explicit on the role of the student, stating that the students should work on overcoming their shyness and ask clarifying questions in class. In reference to the hindrances that students face in developing their digital literacy skills the fear of embarrassment that prevents students from asking questions was specifically highlighted. Students would rather go to their peers for help instead of asking the lecturers. Lecturers should maybe work on making question sessions part of their lessons. This might encourage students to overcome their insecurities and pose clarifying questions in class. Deaney et al. warned that “students’...perspectives play an important part in framing the activity that takes place” in the class (2003:1). It appears that lecturers not only have the responsibility to integrate ICT in class but to also ensure the development of their students’ digital literacy skills. In addition, to these two responsibilities, lecturers also need to create a learning environment where students will overcome their insecurities and fears to actively participate in their learning process.

#### **5.2.4 Cultural capital as an expression of digital literacy**

Cultural capital in the form of Moodle integrated in the English class was transferred by the lecturer to the students. In order to pass their English course, students had to learn how to use the various ICT tools. The values of ICT integration which is valued by the institution, was carried out by the lecturer and transferred to the students.

Students were also aware of the objectified capital needed to succeed at tertiary level education. The students revealed the value they attached to their devices which now helps them to cope with ICTs at university. A computer was seen as the most needed asset for success at tertiary level education.

Students see the need for

- digital literacy skills development to be implemented at school level,
- the teachers at school to teach learners how to use computers,
- English lecturers to use Moodle for language development and,
- lecturers to continue using ICTs for learning and creating opportunities for students to practice.

The study shows how embodied cultural capital can be developed as students feel liberated to ask questions in class become less conscious of the perceptions of peers and invest time to develop their digital literacy skill.

Students said their favourite use of technology is access to the internet and their essential technology tools either a laptop or a smartphone. Their reasons were motivated by the access these tools grant them to the internet. These students had learnt the value to not only appropriate the technology but to also use it for learning. The students' reliance on their devices can be seen as an example of its embodied capital. The value of the cross curriculum use of ICTs at HEUW, was passed on via the lecturers to the students. In return first year students not only learned to value the use of- and access to computers but also the importance of appropriating ICT tools.

Students must pass all their core subjects, preferably in the first year. This ensures that all students moving on to their second year of study has gained basic computer user skills to enhance their learning experience at university. The study's participants all had to complete the online section of Moodle to acquire the pass requirements for PoL. This is in line with Siegle who said "it's the application of technology that makes one literate" (2004). Students had to reveal their understanding of various ICTs since it was a requirement to pass CUS and PoL online sections.

### 5.3. Limitations of this study

As an insider I might have viewed the problem in a different manner. However, it had also provided me with the opportunity to collect data in the students' natural environment. With hindsight I would have wanted to ask more questions, especially to those who had completed the student questionnaires. My focus was on using Moodle as the medium through which tasks were created which required some application of digital

literacy skills in the English class. Thus I had not asked questions on their CUS experience to compare it with that of the focus group. Time and access to these students were against me. As explained in chapter 3, PoL colleagues were used to help administer the questionnaires in their classes. Secondly, the lack of time to do follow up interviews after the focus group discussion meant certain questions had to be left unanswered for now. The interviews were conducted the week before and during the block week for students. This might have influenced the other students' willingness to participate in the interviews. The nature of the study was a limitation in itself. I had opted for a qualitative study for the in depth information it holds. However, after finding out the struggles students faced at school, I wanted to find out if it was only a few students who were affected or if there was a wider community of students affected. The results are interesting and will serve its purpose in PoL and in the English department. Yet it cannot serve as the experiences of the general population.

#### 5.4. Practical implications

This study was prompted by the varied digital literacy displayed by first year students in the PoL Moodle class. At the same time HEUW lecturers were encouraged to increase the integration of ICT tools as part of their lessons. Students seemed to have struggle with basic computer operations. Lecturers were not clear if students were struggling with the tool or with the English language. This study has revealed that first year students:

- Habitus is influenced by various dispositions which resulted in students having varied digital literacy skills.
- Had different forms of access to computers at high school but it does not equate to competent digital literacy skills.
- Are likely to have access to or own different ICT devices. Lectures should provide them the opportunities to use these varied devices for leaning. However, some students might be without ICT devices, thus the institution should provide ample access to and opportunities for use of ICTs.
- Are willing to use ICT tools to help learn English.

- Photo-visual-, branching-, information-, reproduction-and socio-emotional literacy skills need to be developed. More attention should be given to develop especially information, reproduction and socio-emotional literacy skills.
- Cognitive skills should be developed to help the application of critical thinking to evaluate online environments.
- Struggle to gain English proficiency is not exclusive to Namibia, but also found in developed countries like Australia.
- In Namibia are likely to be multilinguals and need extra help to develop English language competence.
- Need the necessary time and access to develop the institutional cultural capital to develop embodied capital.

In addition, first year students perceived the lecturer as key to developing their digital literacy skills. This study revealed that lecturers should:

- Not quit using ICTs to help students to develop English proficiency.
- First create an informal lesson to teach about the ICT device for the course. For example, if Moodle is used, first explain what the platform looks like and how it is used. Then follow this up with a peer task that focuses on testing the understanding of the explained platform.
- Align ICT-related tasks to the students' digital literacy skill. Before giving an exercise on a blog, first start with an easier component like email and build up to get the students to create blogs.
- Incorporate peer or group tasks and try to change the group dynamics to help students build their social network.

These overall findings should alert academics to be more mindful with the integration of ICTs in their courses.

## 5.5 Recommendations for further study

This study followed a case study design but it would be interesting to investigate if these challenges are caused by the same public schooling across the country or if there is a difference between public and private school systems. It would also be interesting to find out how the gap between high school and first year university life can be bridged in terms of English proficiency and digital literacy.

Lecturers should consider orientating students to the required academic habitus. This will help them to adjust to the university environment and to be aware of the expectations set for them by different programmes of study. This can include bridging courses for example in English; to help second language students acquire the necessary academic language competence.

Access to computers should be reviewed in light of the purpose the ICTs should serve to help develop the necessary digital literacy skills of learners. This will prepare learners to transition easier into university life.

If students are informed of the need for various ICT tools to enhance their learning, they are willing to even use their social networks to help them acquire the necessary objectified capital. Students must be trained how to safely operate in cyberspace.

It is important to note, that access to computers will not help students to develop digital literacy skills. This was also shown by the interviews, participants had computers at their high school but digital literacy skills were not developed. Siegle encouraged educators to take ownership of the process to help students learn digital literacy skills (2004).

## 5.6 Recommendations for own practice

As an insider to the PoL course, I have gained valuable insight to the problems students face when interacting with ICTs related to online language activities. Before this study I was baffled by the students' unwillingness to embrace the computer to develop their language skills. I had assumed that they would enjoy the opportunity to learn with the computer. I did not know that they had lacked the necessary digital literacy skills to use the tool. After this study I am more understanding of how I can help my students

adjust to the use of technology in the English class. I have come to learn to first teach the basics of the technology, then to use it for learning. To effectively use Moodle, I will first teach students about the computer and create a fun game to assess their digital literacy. Then I will proceed to teach about the platform and use peer tasks for practice tasks. Only after this, will students be required to use the various features of the platform. Students who had good social networks performed better at developing the required skills. It is useful to develop in class a support system amongst students. In addition, I have learnt that students expect the lecturer to guide their learning process. During the first year, the lecturer ought to offer greater support to students to help their habitus adjust to their new field. The best part of this study is that students can develop the required digital literacy to help cope in a technological environment. If the habitus is in-line with the field, students function optimally. It is the educators' task to help create the opportunities in class for this alignment to take place. This is affirmed by Naidoo & Raju who calls for the need to equip first year students with digital literacy skills (2012).

## 5.7 Overall conclusion

This study was prompted by the observed varied digital literacy skills of first year students in the English Moodle sessions. The study found that despite the National ICT Policy adopted by the education Ministry, and the computers at some schools, that first year students will most likely have varied English proficiency and digital literacy skills. Tötenmeyer concluded that "Namibia still struggles to rid the effects of the colonial education system and English in the public sphere" (2012:6). Lecturers can expect first year students not to have the required habitus to help them ease into university life. Students need guidance to help acquire the cultural capital to help develop their digital literacy. First year students should not be blamed for the lack of English language competence. Skills are developed differently, pending on the cultural capital of the school. Namibia has diverse language use and development of English predominantly takes place pending the resources of the school. First year students can be helped to ensure their habitus and their capital is in-line with the field to allow them to produce academic practices.

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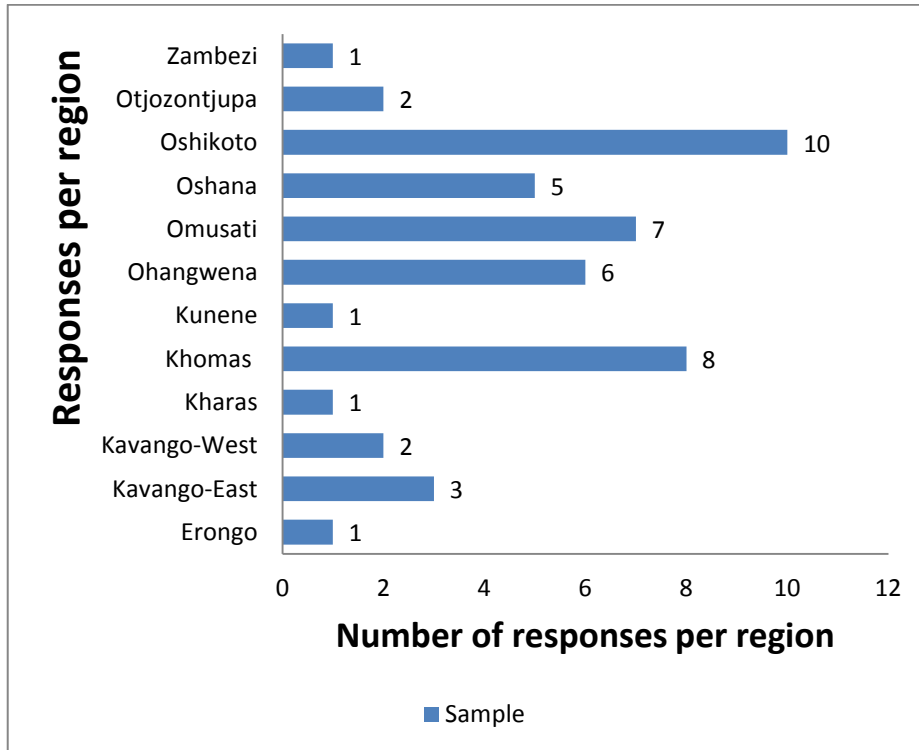
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# APPENDICES

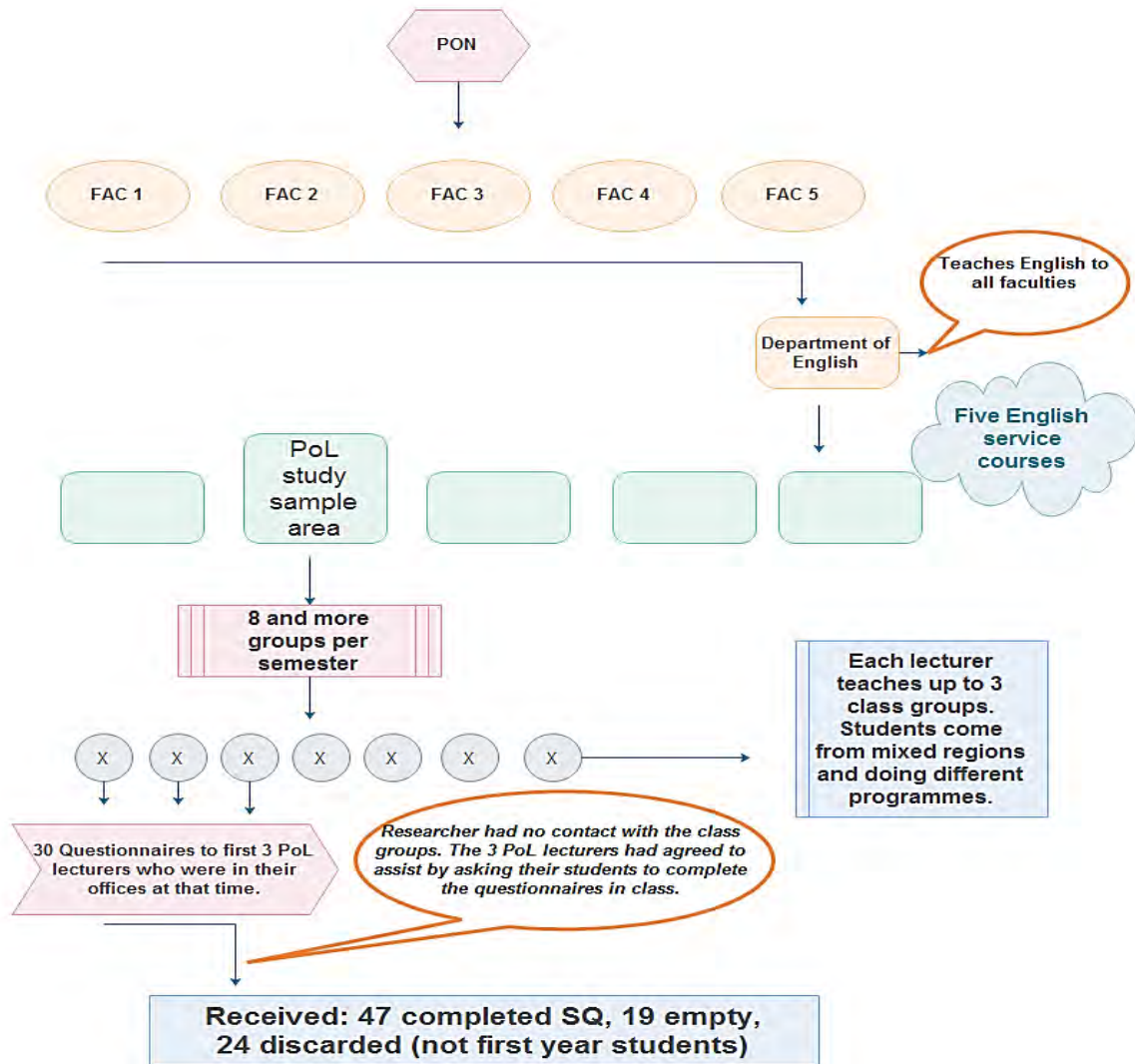
## Appendix A: Map Student Questionnaire Participants

Number of questionnaires completed per Namibian region



## Appendix B: Distribution of Student Questionnaires

Below is my representation of how the student questionnaires were distributed and collected.



The three class lecturers whom I had consulted to help me with completing the questionnaires had administered these in their classes. I had no contact with these students.





Do you consider using ICT (computers, laptops, white/smart boards) during lessons has a positive impact on the following?

*Circle your answer*

- a. You concentrate more on what you are learning Y/ N
- b. You try harder to complete all the given tasks Y/N
- c. You understand more easily what you are learning Y/N
- d. You remember more easily what you have learnt Y/N
- e. You feel more confident to work with other students to complete online tasks Y/N
- f. You feel empowered to work on your own after class on the Internet to complete tasks Y/N
- g. It makes lessons more interesting Y/N
- h. It is easier to learn English using technology Y/N

E. Attitudes towards computers

Thinking about your experience with computers: to what extent do you agree with the following statements?

*Tick only one box for each row*

*1 Strongly disagree*

*2 Disagree*

*3 Not sure/Uncertain*

*4 Agree*

*5 Strongly agree*

- a. Learning with a computer is really fun
- b. I can follow more easily in the English lesson
- c. It's important for me to work with a computer for learning
- d. I've seen that I learn better with a computer
- e. I forget about time when working on a computer
- f. Computer skills are essential for my future job
- g. I make an effort to get to a computer to complete my homework
- h. I am dependent on computers to succeed with my studies

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
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|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |

F. Thinking about computers

1. Do you feel very comfortable to use a computer in class? Why/ why not

2. Was it difficult to learn to work on a computer? Why/ Why not?

3. What did you do **to help you cope** with the use of computers in the English

class?

4. Should computers be compulsory in the English class? Why/ why not?

5. How can **we help students** cope with the use of computers in the English class?

6. What should future first year students do to help them cope with the use of computers in the English class? Why?

7. What type of skills do you need to use computers in class?

8. How much time (hours) do you spend per day using a

- a. Cell phone
- b. Computer (laptop)
- c. Internet

| 1-2 Hours | 3-4 Hours | 5-6 Hours | 7-8 Hours |
|-----------|-----------|-----------|-----------|
|           |           |           |           |
|           |           |           |           |
|           |           |           |           |

9. What is your favourite use of technology? Why?

10. What is one very essential technology tool each student should have? Why?

11. Did high school prepare you for the use of technology at University?  
Yes/ No

12. What do you think should be done at high school to prepare learners for the use of computers at tertiary institutions? Why?

13. Before coming to this Institution, were you used to working on a computer?  
Yes/ No

14. Mention some of the things you can **now** do on a computer since coming to this Institution.

15. Who taught you to do different things on a computer? How?

16. Does your parents support your use of technology? If yes how? If no, why not?

17. Will you continue to use technology as part of learning? Why/why not?

18. Do you think the use of computers to teach English; will improve the quality of your language skills? Tick **one option**.

- Strongly agree**
- Agree**
- Neutral**
- Disagree**
- Strongly disagree**

*Thank you*

## Appendix D: Student Interview Protocol

### Interview Protocol *Student Interview Protocol*

Interviewee:.....  
Interviewer: .....

Date: .....  
Time:.....

Place:.....

---

#### **Questionnaire section used**

..... Background  
..... Exposure to ICTs at school  
..... Skills and use  
..... Technology for learning  
..... CC 3 forms  
..... CC shape DL development  
Other topics discussed?:.....  
Post interview comments or leads:...

**Title: The use of Bourdieu's Cultural capital to develop digital literacy skills to assist with English language acquisition at a Higher Institute of Learning**

#### **Introductory Protocol**

Welcome to this interview session and thank you for your time.

Your responses are very important to help us improve the quality of our teaching content. Thus I would like your permission to record this interview. Only my supervisor and I will have access to the tapes.

Please sign the release form.

In addition, since we have no intention to cause you any harm or embarrassment, I need you to sign the consent form.

This interview should last about 50 minutes. I have set some questions I need you to answer.

[\*prompts.]

#### **A. Background**

1. Tell me briefly about yourself.

#### **B. Exposure to ICTs**

1. Tell me what your high school was like, with specific reference to your English class and if you used any pcs at school.

#### **C. Technology skills and use**

1. Do you own a laptop/ desktop/ smartphone?

2. What type of phone do you have? What would you like? Why?

3. How often do you use the Internet? What for?

4. What kind of technology skills are you good at?

5. What kind of technology skills are you bad at?

6. We are told to completely change the way to teach and to include more technology, because you young people love technology and expect it to be part of your education. Is this true for you?

#### **D. Technology for Learning**

1. How do you feel about using social media for learning?

2. Do you think there is any benefit in using technology in education?

3. Have you ever taken something online and changed it a bit for personal use?

4. What do you think about websites that use pictures or icons instead of words?

5. How do you search for information on the Internet?

6. Do you trust all the information found on the Internet? Why?

7. Do you share your thoughts and feelings with others on the Internet?

**E. CC 3 forms**

1. What have you done to help you cope with the use of technology in the English class?

2. Do you feel comfortable using technology to help improve your English? Why?

**F. CC develop DL**

1. How do you think can we help students improve their English with the use of technology?

2. Would you continue using technology as part of your education? Why?

3. How do you think can schools help to prepare learners to cope with the inclusion of technology as part of the courses?

**The End**

Thank you for your time and for sharing valuable information with me. I'm going to rewrite this interview out. Then I'm going to compare it with the other students' responses to see if there are any commonalities. I'm going to compare your responses to the others to review all the suggestions made. I would like to ask if I may contact you for a shorter follow up interview should I have any further questions. Also, if you think of anything else related to our discussion today, please feel free to share it with me.

Once again thank you very much for your help.

## Appendix E: Student interview: a participant

J: Welcome to the interview session and thank you very much for your time.

T: Okay miss

J: Uhm, thank you for giving me permission to record the session. And once again, it's only me and my supervisor who will have access to this information. Nobody else will get to it. Thank you for signing the form. Uhm, as I said, we really aim not to harm you. So I need, we will be busy about what, 30-40 minutes, is that okay with you?

T: it's okay with me

J: Okay, I need you to tell me very briefly about yourself but I want you to focus specifically on the languages you speak and when you have learnt to speak English.

J: Let me close here

T: Uhm, I am Thomas Iyambo, I have attend my primary and high school here in Windhoek. Actually I am Oshiwambo speaking. That's my first language, English is my second language. Actually it is one of the languages that I have learned to speak. It's not that I struggle with it cause it was more like I was raised with it. On the streets we speak English, ah basically talking, not all of us are good. Not all of us are really good with English. So basically you find colleagues who are still struggling with English. That brings me to like think that we are not all on the same level. We as people, we were raised in different environments, and the way people interact are differently. So I think this has to do with where you were raised and the language you mostly speak. It's not about your home language but sometimes it's all about your colleagues also, the language that they prefer to communicate with you. And that I guess improved my English as well.

J: wonderful. So you had lots of friends who just spoke English. Or you prefer to speak English?

T: Actually, I prefer to speak English.

J: You? Why? That's interesting.

T: Yah, I prefer to speak English cause like for most of my friends, we are all not good at Afrikaans.

J: Okay

T: And Oshiwambo is not like something that we love speaking, so not all of us were taught how to speak Oshiwambo, although it's our mother language. English, we prefer to communicate in English which is like, it's like one of the languages that we used to, like we more understand each other. Although its not the one that, the English that we are taught in school, we communicate in such a way that we understand each other and by day we tend to improve our English, yah.

J: And that's the best way, that's fantastic. You spoke about school. It's not the English that you had at school, can you tell me, uhm. You said you schooled in Windhoek, how, when you were at school did you have access to computers?

T: No, from my grade 1-7, I never had access to computers. From grade 8 they gave me a chance like to get access to computers but the problem was that, due to financial problems, like computer was a subject that you had to pay on its own.

J: Really?

T: Yah it was a subject that you had to pay on its own and some of us never had, it's like the resources, we were lacking the resources to pay for that computer class. We would see others going for computer, we had no chance to do it.

J: May I,.. so...I want to know, but why did you have to pay for it and how much did they charge?

T: Actually they charged like a N\$120 dollars. Yah, that's how much they charged us.

J: For the year or for the?

T: Yah, for the year. The problem was that even though you pay, the one that is teaching you is not something who is really computer literate and that brought us to the problem. It's like you were told to go into a session and all you do is like, you are taught only the basic things actually. I know the basic things are more important but the way they teach us is not in such a way to develop us from a foundation to bring us to that level we need to be. That brought the problem actually. And the thing was that uh.. for myself I can say, let me say, at this level now, as I came to tertiary. One of the things that I could do on a computer was play games and maybe play music, that's all I could do. And then I came here, I found things like excel , introduction to spreadsheet. I go confused, I am like, what is this?

J: I can understand that

T : Then you find yourself going into a session, you've got no interest then. You know the, you still have that spirit that, no I am not good at computers.

J: Ah

T: And yet the one who is teaching you is not, the one that's teaching you. It's not that the blame is on them. They believe that you all know how to use computers. And so their like, okay we have self-study sessions like for, cause we usually meet four days a week from Monday to Thursday. Usually, we have two days of self-study, for those two days you find no interests, what is the reason of me going there, will I really know how to use word document, excel all by myself? You see, that like, it took away our motivation , at the end of the day, we didn't wanna do computers anymore and feel like, I hate technology. But the problem is that, you were never given a chance to, it's like uh... if if only our lecturers were told that they should teach us from the basics up to the level where we want to be and then they can give us self-studies and other stuffs.

J: I see, I think that's a problem that we have. We don't hear you. We don't get to hear the students. That's why I appreciate this session.

T: Yah

J: Tel me quickly, so uhm. So when did you, you only got to a computer really, or you got into computers when you got to tertiary level that you started using computers for educational purposes?

T: Yah, cause like uh.. let me say. In high school, at some circumstances , computers as a subject never appeared as a subject on our reports and that you felt like it was just something that I was doing to learn. And now at tertiary, then you are taught CUS and you are like, you are paying N\$2000 something for it. And therefore you have to try to pass it because you don't want to pay for it again. You see, at times we did it and then we find ourselves failing, the first semester. And then you are like og, I will let it go. Let me do it next time. You see. And that like, it was something that really, like when you fail computer, then you feel like I am forced to do it. And that like for the contribution of the lecture and us doing our effort in is also something that builds but the way... I think if you want to improve this, you have to change the way you teach and the mentality of having that all students are what... computer literacy backgrounds. That should be changed. We should all, despite of what, like as most of the students, most of us feel like we know computers just because we can do music and play games but that's not it, you see.

J: It's true.

T: We should be taught like in such a way that we should all come together and then in such a way like like we should be taught about the way things are to be done from the beginning, not for who is who, what what, be all in one package, you see. Because if it's like you take some of them and you put them on the other side, everyone will feel like, you know, we as students generally talking if you see others failing that they know you also want to be in that group, while you know yourself, it can be because of pressure.

J: And that's a terrible thing, tell me now that you... I would like to know do you own a laptop or a PC or a smartphone? Have you invested in a ...

T: Yah, actually I have a PC at home.

J: Okay

T: Yah

J: When did you get it?

T: I got it last year.

J: Why?

T: I just...

J: What made you buy your PC or

T: I never bought it actually somebody just gave it to me. You can use, it was like they were interested in my education then they saw that no Thomas is not doing well in CUS.

J: Uhm

T: Cause I remember, all I got was 16%, then they were like oh they brought, they checked my academic records then they saw that 16% then they were like, we will give you a chance. I am giving you this computer so you could learn, next time when you register please don't fail it. And that's why I am putting my effort in. Yah. But for me the thought of buying a PC or a laptop no I never had

it. Cause I don't feel, what would I use a PC for. Yah. Cause like for most of us students, if you have a PC it's more like for, not for study purposes. That's the problem. As I said before it's either for music or games.

J: Okay. Uhm so what type do... you have a phone what type of phone do you have now?

T: Ah, right now I have a Blackberry.

J: Okay, is that your dream phone?

T: Dream phone. Actually I never liked smartphones also.

J: Oh, that's interesting.

T: Cause I could like, how will I use it? And then as time goes by I noticed that I could learn how to use it. Right now I have been with it for about 2 months, so I am adapting.

J: Wonderful and that's wonderful.

T: Yeah.

J: So tell me, do you use the internet?

T: Yah, I use the internet.

J: How often do you use the internet and what do you use it for?

T: Oftenly, I use it when I have a project to make like, let me make, doing some assignments, if I have to do some research but that's not what I use it mostly for.

J: What do you use it mostly...

T: Mostly on facebook and checking celebrity news, sports. Yah. That's that's

J: So you watch Enews? or do you uhm which celebrity news do you watch?

T: Celebrity news is like for artists, those international artists. I am checking their updates like the latest albums that they brought out.

J: Okay

T: Yah

J: Uhm, at the moment, if you think back in terms of, you mentioned high school you were only shown this is it and the person who taught you was not even good at it, but if you have to think now. If I ask you, what technology skills are you good at?

T: technical skills, I can't really tell cause I am not really good at technology.

J: But may I tell you that the fact that you have a Blackberry, a Blackberry is seen as a smartphone. The fact that you have a Blackberry and the fact that you can operate it, it means you have technical skills.

T: Oh

J: Yah, you can work on a computer now, isn't it?

T: Yah

J: Or can you just still

T: Oh this technical skills you are talking about like.....humans, that's something I can do.

J: What else can you do?

T: I can do excel

J: Wonderful

T: I can do spreadsheet although I am not 100% good at it. As they say to learn it takes time.

J: It takes time

T: And I just, and I also told you only this year that I started like focusing on it cause I don't want to fail again. So I am still improving on it.

J: That's great.

T: I am not perfect yet, I am still going. Yah.

J: So uhm, what skills do you think, when it comes to computer must still be developed?

T: Still developed, uh. ... most of us like, let me say, I am not talking only for myself but as I am looking at my peers, one of the things that we struggle to do is like typing. We still use the eagle method, which is which is something like for a student at tertiary and you are still using the eagle method, it's just not fine. That's one of the things that we need to develop. Uh, let me say like for the foundation uh... as we use computers, it's like for to teach. Like uh, students, we actually should be, we should develop. Let me say what they are doing in CUS excel, the word document, spreadsheet s, that's something right.

J: Okay

T: And also to, let me say, one of the most important things is we need to learn how to receive, like to send and how to open received emails. Cause most of the students until now, they don't know how to operate on that.

J: Okay, do you have an email account?

T: Yah, I have an email account.

J: How many email accounts do you have?

T: I only have one, google account.

J: But did you know as a poly student, you also have a poly email account?

T: Ah, but I never used it.

J: Why not, may I ask why not?

T: No it's not something like, I am not, it's more like uh, let me say, something developed in me. If I have to send an email account, if I have to give someone my email account, I use my gmail. The thing was, I was not the one who created it someone had to do that for me.

J: I am glad. I am so glad, you mentioned about using , that we should use technology as teaching, you know as lecturers we are told that you young people want us to teach you by using computers. So we shouldn't use the board. We are told, we shouldn't use the blackboard, especially not the blackboard and chalk, not even the whiteboard. We must use, we must use computers, you must sit behind computers and that's how we must teach.

T: Uhm

J: Is this true for you?

T: Ah, it's not, it's not for most of us.

J: Okay

T: Yah, cause if you see a student is struggling with CUS, obviously they will struggle with computers. Let me say like, if I have to bring one of the subjects, let me say like, if it's English. You have to teach English. A student is not good at English from their backgrounds, they are not good at computers that brings more problems to them, it's like an extra burden, yah.

J: Thomas and that is exactly what I observed, I am so glad that you also mentioning this because this is what I have seen and this is why I am doing the study and I am so glad you have mentioned that. Uhm so you have facebook ?

T: Yeah, I have facebook

J: What do you think about us, lecturers using facebook to teach?

T: Ah, let me say the probability of succeeding using facebook it's, out of 1 I will give, it's very low

J: How much will you give? What will you give?

T: If it's a probability I won't give it one. Not even 0.5.

J: This is so interesting

T: Cause the moment, you might be teaching and then a student is busy checking their notifications. Yah so it's not

J: So we shouldn't use facebook?

T: You should not use facebook, no.

J: And whatsapp, and what is this other... twitter.

T: Twitter. No no, you cannot use those ones. Cause the student will be like most of... let me say, not all of us have smartphones so that will be like a chance for me to use facebook.

J: Aha

T: yah, so you might end up using facebook on your session while you are supposed to be taught about it.

J: Yah, ok. Tell me, so do you think there's any benefit for us to use technology in the English class?

T: In the English class. Yah, I think there's a benefit. Cause like for, if you had to use technology you get access to research more, cause like, let me say if you are to use internet, there's a wide variety of information. And you could like, you as a lecture, on your times when you are alone you can research about that and then tell students to log onto that website. Which could give us extra information like, let me say, but but one of the things we should know is that information that is on internet is not always accurate also

J: Oh?

T: Yah, that's what I believe cause you have to take different sources and compare and then you find out they give different information. So like to use, let me say, to use technology is wise but it's also a disadvantage to some of the students, not all of us. So there will be some that will love to use technology and some would not. And if you feel that, I am not comfortable with them using technology this can increase the rate of your students not performing well.

J: It's true.

T: So we should like look at both sides not just bring up something.

J: Thanks, I want...Have you ever taken, have you ever downloaded something from the internet and then you've changed it a bit to make it your own?

T: To make it my own? Ah ah, I only downloaded

J: You just download and use

T: I just download and keep it, yah. Yah but at times also I can say, there were times I was doing an assignment actually and then all you have to do was, you download a document , pdf and then you have to edit it. That I can say, you make it a bit of your own. But I thought you were talking about like let me say a picture or music. You know my mind is more music and pictures.

J: But even pictures, if you download a picture, then you take it from and you add your own inscriptions or frames to it.

T: yah, editing pictures also.

J: You like that? Now that you talking about editing pictures tell me do you think, do you find it difficult to read the icons on the screen? You know, when you open when you started using the computer, or when you use the computer even now, do you think websites, they should rather use pictures or the icons or they should rather use words? If you look at this screen quickly, do you think

they should rather use pictures or words? Cause currently they make use of icons, for example, they would use, if you want to close a page, there's that little, you see that box with an X, so that you know that is to close. Shouldn't they just write the word close?

T: Oh, that actually, I don't think they have to. Icons are also good cause the moment you go on an icon it indicates the words already that you should close.

J: How did you learn to understand the pictures or the icons?

T: Pictures or the icons

J: What did you do, when you started using a computer? How did you learn to know, this one means this, this one means that, this picture or this icon, this is the meaning of this icon and this is the meaning of this icon?

T: What I do actually, at times when I was learning I use to take risks. I will always ask myself this question what if I click here what happens and then if I see that this is what happens after it then I repeat it again. And then from there I learn like minimize, maximize. I never even knew like how to make a screen, like to make it small, if you are watching a movie and then let me say it was about, to be honest, I think it's few months ago when I friend taught me. You know, we students are also shy to ask others. Like what if I ask my friend, I don't even know how to use a mouse, right click or left click, I don't know what people are talking about. You see, so it's like if you are a student and you really want to learn, you should also learn to ask. If you want to know something, just ask, don't be shy. Cause the one that is teaching you also, was not born with that technical skill. Yah that's the thing.

J: That is so beautiful. That is so valuable information that you giving. You mentioned earlier that you don't trust everything that you find on the internet?

T: Yah

J: Uhm, if I give you an assignment ...Let me just switch off quickly. Sorry for that. I want to know from you, you mentioned earlier you use the internet to search for information. Now say for arguments sake, I give you, you were given an instruction, task, you must now go and find out more about reported speech on the internet. What are the steps that you would follow? How would you go about to look for information on the internet?

T: To look for information, actually we have different, internet...those like google, we have google, we have firefox , we have internet explorer and the other one which I forgot.

J: Bing

T: Yah I think its bing. Actually, I will go on any of them then I will google, and then if you go on the internet they give you different options, different terms and you have to choose from those ones. If I have to choose and then I take one, I take different terms, I read those different terms, like the information they provide and then I compare. The information is not like, it's more like the same but there are certain things because you know it was something that was done by people and we people also, we don't think the same.

J: It's true. So do you select the internet from the first, do you usually when you look for information, I am so glad that you said you look at you read through all the options that they give you, you just don't select or do you just go about selecting the first one? Do you trust the first one?

T: No, it's like ah, you first have to, you check through them and then at the bottom you find second page, third page and you have to check again and then you find the one that you feel like will satisfy your needs.

J: I want to know, if I say, okay Thomas, uhm....which country would you like to visit?

T: which country would I love to visit? I will visit Spain.

J: Spain, I have never been to Spain also as yet. So, if I ask you Thomas, we will get funding, plan for us a holiday trip to Spain, use the internet to plan to come up with, we must present this information, then we will get the money. How would you use the internet, what would you do? How would you go about to prepare the information?

T: Preparing a trip?

J: Yes, a trip to Spain, if I say Thomas prepare, plan the trip to Spain, use the internet and plan the trip to Spain.

T: Actually what I will do is, I will look for Spain I will click on it, like hotels in Spain or things like that and then at times you know the first thing, the first step is that you should plan while at home. First you can check on it, cause the internet you have things like you can book a ticket on on online, so you can use the internet for that and then you check like, you can check on the google map where Spain is located. Then you check the best hotels that they have, things like that and then you, from that you bring everything together, yah. Cause cause it will be useless saying that I am going to Spain when you don't know where it is around the globe. Cause google and other stuffs provide the world map for us. I could book it using the internet.

J: That's great, I can see immediately, you know how to find things on the internet.

T: Yah

J: But do you trust, you said you don't trust everything all the information that you find on the internet. What happened that you realised that you can't trust the information that they give on the internet?

T: Actually, ah, let me say, you are doing a project and then you and your other colleagues are doing a project and then you are like comparing your informations. There are times that your informations are more like the same, let me say, there was a time that I was doing basic science and then we have to go like which one is the largest land ah like the biggest class. Some are saying that the biggest class is fish some are saying is bird, those are contradictions on the internet. Cause another one comes in, no the most successful are birds. The other one says, no it's insects, the other one says it's something else. But one thing that I came up with, we we as students, all of us came with this information from internet.

J: Internet

T: yah and that came to the conclusion that internet does not provide the same information all along. And then that brings to the conclusion that if you come up with information and it's not the same you should like ah, you should make more research on it to find out whether cause cause if you just pick something and then, this is the correct answer, that's why they say you have to compare accounts and choose the best ones.

J: So that is how you go about to select, how do you go about selecting trusted information? You compare it?

T: Yah, I compare different, from different sources actually.

J: You are on facebook, I want to know from you, we are almost finished. I want to know from you, do you believe everything people say about themselves on facebook?

T: Oh, not everyones, not everyone.

J: Why not?

T: Nah, people on facebook it's like, you know usually facebook is like a way of interacting with people around the globe and and I believe that people, we as people, no one really wants to humble themselves. So you see yourself of high, you take your uncle's car and then you put yourself next to it, yah. Then you say this is my new car, you see. Or you go in a shop and fit on clothes, take a picture and make it your profile picture. Yah, so not everything on facebook is like

J: Tell me uhm , do you share personal things like feelings or information on facebook or on the internet?

T: Yah, feelings one will share cause it's one of the way relieving yourself, if you have people that you talk to, spoke to, you could tell them this is what I felt , it's like, I am going through a hard time now. And then friends could come in and motivate you, so I believe that facebook is also, it also has its strengths and backslides also. Ah, but this one thing is like to share private information facebook is not something, it's not secure. It's something which is not secure. Cause cause like let me say, there are those, there is an extent of certain information that you could share on facebook and then you should know your limits, yah. Facebook is all about socialising it is not about your privacy cause not everyone shares their privacy, it will be useless you sharing your privacy while others don't share it with you.

J: Okay

T: Yah

J: I want to ask, know from you uhm. I want us to focus specifically now on a bit...you've mentioned earlier as lecturers, we should bear in mind that not all students have the same ICT skills. If I say ICT it is just basically...

T: computer skills

J: computer skills and uhm... so when we are told we must use technology as part of learning to teach, as part of the teaching, uhm...what do you think are some of the problems when using technology to teach?

J: aside from the fact that not all students have the same skill or level of competency. What are some of the problems that we should bear in mind when we create things online?

T: That question is a bit tough; I really don't know how to answer it?

J: No, let me rephrase then, paraphrase it for you? Uhm, what do you think are some of the problems with using technology for learning?

T: For learning?

J: Is it a problem?

T: Yah, technology, it is a problem

J: To use it for education

T: To use it for education. To use it for education is not actually a problem. Yah, it's, I don't know how to put this right, but ...actually I don't see a lot of problems. Yah but, one of the things that I can say is that, it's the only thing that I have in mind. That I have said before. If students know how to use computer, if only students should know how to use computers then you would experience no problems. There should be a more partnership between students and lectures in this.

J: So when I create online exercises I should remember, not all my students are on the same level and I should take some time to first explain to them how to use the computer before I tell them I want you to create a blog and I want you to email it to three of your friends and then they must comment on it.

T: Yah, those are the things you should take into consideration.

J: Okay, anything else?

T: Uhm, what was that? Oh basically nothing.

J: No, no problem, you are doing great. Remember there is no wrong answers.

T: yeah

J: There's no wrong answers, I am so appreciative of the information that you are sharing. Cause this is really what we need. And I don't hear this cause I told you, we are told by the policies of government, all students, all learners in grade 12 were exposed to computers and now you must use computers to teach. I need to use computers to teach English. So I don't know where's my student and now you spoke about there must be a better relationship. I need to understand where my students come from and what they are struggling with.

T: Yah, that's what you should know. Actually asking your students, let me say, if you go in a class you can ask who is better at using computers? And then you know there are, you know in the

partnership I mean that there are some students who are good then you can say that if you are friends with this person, then they can teach you and if you are not satisfied then you could come back to me.

J: But won't I embarrass, I thought about that but I thought won't I embarrass my students because I don't want, they come to a computer, they're not maybe good at it and then the other one is good at it and then they feel shy, they feel embarrassed, if I ask who is good at computers?

T: No actually you do it in such, in a way that, without embarrassing them, being friendly to them and then saying, "guys you don't have to be shy, we are all here to learn", that's an example that I can give. Like if you are struggling with I am here to help and also other students, those who are willing to help others can also do that cause you find us doing like assignments and you are like I go to the IT students.

J: Okay

T: I am like man we can do, I am like teach me how to do this, then he teaches me and then, if someone teaches you then you get to remember, yah. So when you go in details the things that are in the assignment are the ones that are in the test, you could test yourself without that person and then you see whether I have improved my skill or not.

J: Thank you so much for that. Uhm... tell me did you struggle, you said you struggled with CUS? What made CUS so difficult? What made it difficult for you? What do you think was it that made it difficult for you?

T: I never used, like like for let me say, the different units, the excel, word document. The word document, I was good, let me say like for other, for the rest, one of the things that was challenging most of us as I can see, if I were to ....for the previous days that you taught me about CUS, I went to ask other students like those who are in the same shoe as me and I found out that we have the same problem. And then the thing was that if we write a test, one of the things that we could not do was to upload. You are done with your thing and then your don't know how to upload it, the computer shuts itself down, it is a zero. You are doomed, yah that's the problem.

J: So it's not that you didn't do the work? You've done the work but you didn't know how to upload

T: Or or sometimes it's says you have to zip a file, you don't know how to zip.

J: Ok

T: Yeah, you see. And then there was a time that I was doing, I was writing a test, it was this last semester . Ah, this semester, I did everything well but there was just one little instruction that I could not do and they said I must make a screenshot cause I did it on the email, take a screenshot and then you post it in a file. That's one of the things I could not do. And without a screenshot, you could not get any mark cause you have to post. So I left it, I was like I could not do screenshots and immediately in the test you could not ask because the person has the, they believe that you you like from previously screenshot is one of the easy things. If a lecture believe that screenshot is one of the easy things, you see. So I could not do the screenshot , I found my computer shutting down so you

could do nothing. You could not like say it's in a test, how do I take a screenshot, you could not do that, that's why I am saying, the basics they are very important.

J: That's so true. Tell me and when it comes to, when it comes to English, was the first course of English that you've done? Was it difficult?

T: LIP, Language in Practice. Ah it was not difficult to me.

J: Okay

T: Yah, although like let me say as I came to tertiary I came with a C symbol which is something that I like. From high school actually, from the school where I was they never had higher level. I was demanding for higher level but I could not get it. Cause it's like you believe in yourself that you could do something, yah, so you believe that or if I get higher level I will do it. But there was not chance for you so, and as you believe there is something called the exemption. Everyone wants to be exempted so, so you would..... for higher level but if you didn't get it, you still had to do LIP

J: So what have you, you've done English second language ordinary level?

T: yah, extended

J: extended?

T: yah, I did extended English.

J: Wow! It's good. Tell me so what did you do to help you cope with the computers uhm now that you have, aside from, so your family or your those people who care about you and they gave you the computer interested in you. How much time do you spent now on, do you find, sorry, do you find working on computers now is for you easier?

T: Yeah, I find it, I find it easier.

J: What have you done? From where you were to now that it's easier? To help you cope to get to make it easier?

T: Yah actually I have made a good relationship with computers. It's like I started using them more regularly although for, like to be honest is the one at home, I don't really use it cause it's more like you are in the house and it's like you and your siblings are fighting over it cause no one really had it before. So you are like, it's okay guys I will go use the one at school. If you find me using computers but one of the things that we should look at is also that we have computer labs but most of the computers are not working. This is like backsliding us also, you come with the interest of using a computer then you go, you press any key on the keyboard but it's not turning on. So you find out like in a lab there are only two computers that are working. So I will say, that improvement should also be made, which are one of the factors that contribute to us, yah.

J: Tell me and uhm what have you done to help you cope with the use of technology in the English class?

T: In the English class....how can I?

J: How did you use the computers to help you with English?

T: Oh to use computers to help me with English? It's like uhm the lecture actually ah for him what he did was that he used presentation, at times we were using textbooks, at the end topics like the last units he started using presentations, or he came in class and then we have to create blogs, ah like we didn't know really how to use the blog so you have to ask your colleague and by asking them they are teaching you, so you learnt, just that little contribution will help you to like, every time you learn something it's an improvement.

J: I want to, do you feel comfortable using technology to help you improve? Do you feel comfortable to use a computer to help, or the internet to help you improve your English?

T: Yah, I feel comfortable.

J: Okay

T: Cause the internet provides me with several information that I can use, so as long as you can read you are okay.

J: You, you...for this English level you have used Moodle? Ah, how do you feel about Moodle? Can you use Moodle, do you feel comfortable with Moodle? Are you, can you find your way on Moodle?

E: Yeah, I can find my way on Moodle but it's not well structured. I think a big improvement have to be done on that cause you find a subject is there but they say there's information but when you go there, there's nothing, nothing is uploaded. Yah, but there are certain subjects that have improvements let me say like for computer, yah, computer it has to be there, cause it's the main and then there are like other subjects where you find, it's like they tell you there are slides, you go there and there's nothing yah. So an improvement, we really need to put an effort in that, it's like if you have to tell the students they have to learn through Moodle you have to provide all the study materials. Moodle is not about announcements and other stuffs. Yah, it's about....

J: Okay.....It's about?

T: It's about providing all the information, all the resources that we need to study.

J: I have three more questions for you, if I may?

T: It's ok

J: I want to know from you uhm...how do you think can we help students improve? So it's ok, do you think it's okay if we create work on Moodle to help students improve their English? But we need to have a good relationship with the student so that we know the level that they have, but is it then okay, do you think we should continue using the computer or we should continue using Moodle?

T: Moodle, Moodle is advisable, yah. Moodle is advisable cause it's like if, if it becomes something that is centred for everyone and then everyone will be like forced to use it. And then with time, as we go with time we get to adapt to certain circumstances, yah. So I think Moodle is also one of the good ways. So like elearning cause cause like let me say like for CUS now they provided like videos, you see you can click on a video and then you practice on your own. So you get to learn.

J: Uhm.. so how do you think can schools help. Cause remember we get you from school and I can show you there's a big elearning, ICT policy for Namibia that says all schools have computers, all learners have at least two hours per week of computers. So how do you think can schools help to prepare learners to use computers at university?

T: At university? It's like ah...one of the things I can say is that to get more, more more like teachers who are more educated on computers not only someone that comes in and tells you do this, they should also like ah ah, let me say it should be a compulsory subject and it should be involved in the school fees. Let me say like, now that we have this policy of free education we should, like ah...schools, those that don't have computers, should be sponsored with computers and we know that ah...actually if computers are provided, you know ah.. those things should be handled with care. Cause they are a lot, it's alike a scarce resource, students are a lot or learners are a lot but computers are less so we should like draw up timetables so that each and every learner gets a chance to use their computer. Cause it's like, it's more like something of your right. Yah, we get chances to use computers also.

J: Oh Thomas you know I can I can talk to you for the whole day. It's it's it's...thank you so much for sharing cause as I have said already this is what we need to hear so that we can improve the quality of what we present to students. Uhm... I really appreciate your time and the fact that you shared what some of your experiences. I have told you, I will now, I will type out eagle style.

T: Okay miss

J: I have learned something new. I will go and type it out and then I would like to email it to you or contact you and say you must please read through it so that you are also satisfied, with the way I have transcribed this interview correctly. That's the first thing, secondly I would like to ask, If I think of anything that I may be forgot to ask you, may I phone you? And just ask a question, say Thomas can you just answer this for me quickly.

T: Yah

J: Or I also want to ask if you think of anything else that you think this should also be part, they should also know this that you will please contact me and let me know about it.

T: Okay miss

J: Whether it's now or after the exam, whether it's next semester, it doesn't matter. But that you let me know about it.

T: Okay, as long as the information is provided, our goal is to improve it.

J: That's it. Thank you so much. Thank you so much.

T: You're welcome

J: For your time, Thank you very very much.

## Appendix F: Sample of Student Interview Aligned with Research Questions

### Research Question 3:

How do first year PoL students use cultural capital to become digital literate at a university?

**E. Cultural capital: embodied, objectified, and institutionalized** (To assess what students do to cope with the use of ICTs. How they use their time to develop required skills)

Responses

| ID | Responses  |
|----|--|
| 1  | <ul style="list-style-type: none"> <li>• yah, I have done a lot, especially with my laptop, I did a lot because I had a lot of friends her who had already had laptops and they gave me programs or told me this is how you can install it, this is how you can go about it. I downloaded a lot of games yeah, which I never know how to go about it, they told me, no if you look for this one, you go to this site, you download you store it. I really learned a lot from friends.</li> <li>• Because uhm.. at least yeah if student come to ..., at...and in the very first year are, he or she does not have that course Computer User Skills at least he is starting his computer study from English class and that at least, at least will just bring us, it just brings students at level that at least they know something about computer because they are taught with computer. Instead of coming to class only with whiteboards and marker pens and which will, some of the students will just really, will be behind, yeah.</li> <li>• ah when it comes, when I did my assignment, I had a friends, I had friends the two of them helped me when it comes to Accounting? Because they are senior students, they have even done the course, so when it came to doing my assignment, they really helped me, at least how to go about it and even, the only good thing was there were a lot of exercises on eLearning which we practice before we write tests. I really practice a lot before..</li> <li>• when I came to ...English was difficult for me because I started with ..., so it's when I knew that we really didn't do enough at school. I found that English is not maybe what we did at school, there was something, a lot which we were supposed to cover yeah, I even find... very challenging at first you see....</li> <li>• one of the thing ne, uhm.... especially from the school where some of us came from, when it comes to these uhm.... these tenses thing, especially if someone from my school, just listen from speaking. Yeah you will just tell the level of English, yeah because not really had these teachers up to standard whereby they tell you everything. Because I don't, we didn't even have books like textbook of English yah, we only have notes from the teacher who comes in class write something on the board, give an activity. From there we didn't like read alot about English, yeah. Otherwise</li> <li>• when I came to ... that was a bit a problem but otherwise was not that challenging course yeah..</li> <li>• I think uhm... English lecturers must also get involved when it comes to using of computers because with me, like now I didn't have a problem because the fact that at least I did CUS, I didn't have a problem coming, using the computer in the</li> </ul> |

|   |  |
|---|--|
|   | <p>English classes. But not everyone of us who will come in the first year already, do that course but I think now there, English lecturers must try to get now involved there. Whereby at least to introduce what is it all about on English eLearning and modules thing before the just leave and say, do this do that, go there and do this. Some of us you just keep quiet but otherwise you were finding a problem.</p>   |
| 2 | <ul style="list-style-type: none"> <li>• my cousin told me coz you she was studying here at ...and she told me that if when you go to ... you have to like know how to type use a computer because you will be typing</li> <li>• she only showed me where to delete, the delete button is, and where, how you should place your fingers on the board while typing</li> <li>• English class and they use computers, how did you feel? E: quite good, because I mean it's just interesting to use computers in the English class, especially when we do tutorials, like attempting activities, online activities, I find it so interesting ,you just check, you practice on how you understand a certain thing.</li> <li>• Ok, only if a lecturer goes person to person, like maybe they are completing a certain assignment like maybe e-learning, ok online activity, so if a lecturer goes student to student like checking how many marks students scored and then maybe the majority have scored 80's, that will already tell that students are quite good in that.</li> <li>• Uhm, no I think lecturers should first show them how to do it and then after showing them and then that's when they can now give students activities to do. Like after showing them how to do it.</li> <li>• It will help them improve English as well as their learning in class.</li> <li>• Yeah it will really help you. Like uhm if you go like if you like using a computer searching for English activities maybe online or maybe articles written by different people, so like in that way it will improve your English on how to write articles and reports</li> </ul>   |
| 3 | <ul style="list-style-type: none"> <li>• What I do actually, at times when I was learning I use to take risks. I will always ask myself this question what if I click here what happens and then if I see that this is what happens after it then I repeat it again. And then from there I learn like minimize, maximize. I never even knew like how to make a screen, like to make it small, if you are watching a movie and then let me say it was about, to be honest, I think it's few months ago when I friend taught me. You know, we students are also shy to ask others. Like what if I ask my friend, I don't even know how to use a mouse, right click or left click, I don't know what people are talking about. You see, so it's like if you are a student and you really want to learn, you should also learn to ask. If you want to know something, just ask, don't be shy. Cause the one that is teaching you also, was not born with that technical skill. Yah that's the thing.</li> <li>• Yah, although like let me say as I came to tertiary I came with a C symbol which is something that I like. From high school actually, from the school where I was they never had higher level. I was demanding for higher level but I could not get it. Cause it's like you believe in yourself that you could do something , yah, so you believe that or if I get higher level I will do it. But there was not chance for you so, and as you believe there is something called the exemption. Everyone wants to be exempted so, so you would..... for higher level but if you didn't get it, you still had to do ...</li> <li>• Yah actually I have made a good relationship with computers. It's like I started using them more regularly although for, like to be honest is the one at home, I don't really use it cause it's more like you are in the house and it's like you and your siblings are fighting over it cause no one really had it before . So you are like,</li> </ul> |

|   |  |
|---|--|
|   | <p>it's okay guys I will go use the one at school. If you find me using computers but one of the things that we should look at is also that we have computer labs but most of the computers are not working. This is like backsliding us also, you come with the interest of using a computer then you go, you press any key on the keyboard but it's not turning on. So you find out like in a lab there are only two computers that are working. So I will say, that improvement should also be made, which are one of the factors that contribute to us, yah</p> <ul style="list-style-type: none"> <li>• Oh to use computers to help me with English? It's like uhm the lecture actually ah for him what he did was that he used presentation, at times we were using textbooks, at the end topics like the last units he started using presentations, or he came in class and then we have to create blogs, ah like we didn't know really how to use the blog so you have to ask your colleague and by asking them they are teaching you, so you learnt, just that little contribution will help you to like, every time you learn something it's an improvement.</li> <li>• Yeah, I can find my way on Moodle but it's not well structured. I think a big improvement have to be done on that cause you find a subject is there but they say there's information but when you go there, there's nothing, nothing is uploaded. Yah, but there are certain subjects that have improvements let me say like for computer, yah, computer it has to be there, cause it's the main and then there are like other subjects where you find, it's like they tell you there are slides, you go there and there's nothing yah. So an improvement, we really need to put an effort in that, it's like if you have to tell the students they have to learn through Moodle you have to provide all the study materials. Moodle is not about announcements and other stuffs. Yah, it's about....</li> </ul> |
| 4 | <ul style="list-style-type: none"> <li>• me myself, just expressing computers are something you cannot like taught you can learn yourself</li> <li>• I practice two more assignments on my own</li> <li>• and after finishing it I called my friend to check whether it's right call them to do it for me</li> <li>• it's not really difficult but yeah the basic the English that we are doing is not really difficult but I struggle with qualifying those test time was not really and passage was strong yeah that is the thing</li> <li>• like using on line things some of the things are well explained online on computers then using books</li> <li>• it's good but some of us students when we use that we will not concentrate coz it's a new thing</li> <li>• yes if you practice for example like me I find it difficult at the beginning when I start using computers some of the things now I find it interesting I just want to use them on the computer</li> <li>• English I tend to go use newspaper and read information and when I'm going to write a .....I know what I'm writing</li> <li>•</li> </ul>   |

## Appendix G: Focus group transcript number 1

Focus group:

J: Okay, good morning and welcome to our focus group discussion. Thank you very much for your willingness to come and I thank you for allowing me to record this session. Uhm... please note we are depended, remember the success of the session depends on your answers, so there's no wrong answers and even when we disagree with one another, its fine. We are different people and that's what makes us so wonderful. So, this morning I would like us to look specifically at, what went wrong and what you did to make it work and then I would like us to look at the way forward, what can we present cause I would really like to use computers and I would like it to be successful, I want to help my students as well when it comes to English and computer. So I would like you to help me work on a way forward and how we can use computers to improve English. So as a start, who would like to share with us? Can we first look at what went wrong? What can you think of that went wrong?

Participant 1: What went wrong would be the first part to start with. uhm... I think like CUS like computer backgrounds, that's one the things that reduced our determination in CUS, if you have a believe that no I cannot do computers and there comes computers so you have to be taught about them, so it's like, it's something, it's more like a discouraged to, you won't have that interest to do it.

Participant 2: and the other thing is that uhm... lack of technology. Most of the students don't have computers at home, especially the first year, so this, they won't practice more, for them to pass CUS.

Participant 3: What I really saw that it was a problem when it comes to difficulties maybe what went wrong for the high failure in CUS was the fact that as from the year that we came here, CUS was a self-study course, yah... no one stood there in the lab and said ok people understand some of you coming from schools where you did not do computer so let's start from learning what a computer itself. yah, we found that, that we didn't have it because all we get in the lab was this is a self-study course, so there is your computer, assignments are already there, due date are already there, so we went like no, how can we go about this now? So you tend even to find help now from friends already there. So that was actually difficult.

J: Did any of you also experience that as a difficulty? Unison: Yes

Participant 2: they said it's an online course

Participant 3: Self-study course

J: Did you understand the concept online.

Participant 1: No, cause at first we heard that they had modules, people actually; they had modules that they had to buy. Now we found out that it's an online course. It was something new for us; we were more like put into an experiment. Like we the first part to see whether that online will work.

J: Okay, but did you understand the concept online?

Participant 3: Actually maybe we just misunderstand the concept 'online', but what I understood about online was something which you will not have to write on paper. So everything, you just do it online, like answering assignments and assessments you just find them on the system and you will attempt them and submit, otherwise yah, we did it without help of any tutor or lecturer

J: So here you come and you are a first year student and you hear the word, this course is online. You are going to learn about a computer and it's online.

Participant 2: Self-study

J: What did you think, what went through your mind at that time? Were you motivated? Did you think, oh okay?

Participant 3: No. As a first year, you will not really be motivated because you will now; always you will be puzzled because you see things which I have never done since I just came from writing. So all of the sudden they tell you, you are doing an online thing and you go like, okay.

Yah, it just happened like that.

Participant 2: Yah, but sometimes you get assisted by those who know computer, that's how it goes.

J: Okay. So and then English, you came from high school? You had English; you all had English in high school? And now you come to Poly? Was the English different that you got in LIP compared to high school?

Participant 1: No, I didn't find it different actually.

J: Okay

Participant1: It was more of the same but the English that you do on distance, because firstly I did it on distance and then I had to estimate I was like maybe it's more like the same but things now only do in the exam some concepts that I was taught in high school that are not in that I was taught in like I found them in the question paper that are not in high school. So distance, like English fulltime its fine but distance, the things that they teach actually they have to do some of the improvements. Because I found myself failing and I was like I will never take it on distance again.

J: Any of you do it on distance?

Unison: No

Participant 3: But I also found English a little bit different uhm... maybe the way, the structure of the paper, because I realised that there was a skill I was missing maybe from high school, maybe on this question of reading a passage and attempting questions. We didn't really have that skill to the maximum in school on how can you really read a passage and answer and finish on time, yah. That really was my problem at first but as we went through the LIP I really improved that.

J: Okay

Participant 2: Yah, for me LIP was not that difficult especially grammar, that thing for grammar, I really liked it, because it was not that much difficult.

J: Why wasn't it difficult? You had a good English teacher at school?

Participant 2: Yes, yes, that's right

J: please tell us about your English teacher

Participant 2: she just uhm... give us the examples, he just explain more into details of the tenses especially the reported speech and direct speech.

J: So those were things, you had at school already? And you? Any of you? If you think of your English teachers at school, you had a good English teacher who prepared you well for university?

Participant 1: Yes miss

Participant 3: Yah, we had good English teachers, like especially from my school, at least very nice teachers, I don't know, they were not preparing us for university but they were preparing us to pass, otherwise they were just learners, cause we did a lot on the grammar things, we really understand the background of grammar but the problem we had now was I think that's the problem they are lacking they don't really tell learners the structure of the paper and how to answer those type of questions like when they come in passage so that you can read the questions and look for the right answers.

Participant 1: Actually I agree with him, one of the problems that we had was that from high school one of the things, one really had the interest of doing English and then you could ask for higher level but it was not there. So you ended up doing extended and getting a symbol that you did not really want.

J: And for you, if I understand you correctly for you the only reason why you basically, why you struggled with LIP the first time around was because it was on distance and when you came to the exam it was different from what was in the assignments, basically, you were not, the distance mode did not prepare you for the exam, and that is why you failed and not because you were incompetent.

Participant1: That's the thing.

J: Okay, okay, uhm is there, was there anything difficult about English LIP? Boy2: after a while English LIP was not really that of difficult

Participant1: I found it okay

J: Now, I want to know very specifically, what did you do, I want to know, if you can give us some detail, what did you do, so here you are you came to university for the first time, you come from different regions, which is quite interesting. You come from which region?

Participant 2: Oshikoto

Participant 3: Kavango

Participant 1: I am from Khomas

J: It's so beautiful that you all came from different regions, here you came from PON, you're all from different regions uhm and you all heard now you have to do CUS online and here was the subject, you have never worked on a computer? You've worked on a computer?

Participant 3: Uh,uh I did

J: At school? Have you worked on a computer at school? Were you trained at school to work on a computer?

Participant 3: Not at all

Participant 1: Not at all

Participant 3: Not really clearly

J: Uhm, I want to ask, now, here you have, you have to do this subject online, you failed the subject, so what have you done now to ensure that you don't fail it again. What have you done now to improve your computer skills?

Participant 2: Practice.....you practice more

J: so

Participant 2: Especially the exercise that they put on discussion forum and each student you have to practice that's how you came to succeed.

Participant 1: Actually adding on my view for discussion, the discussion forum, what I did was that, I, I sacrificed my time to be with those that know computers and had to like uhm, when I do something, at times I would like call a friend that knows and I am like, let's do this together and then he teaches me how to do it step by step and then as time goes by I started learning a few things.

There are

those basic things that you could learn by yourself like you feel like it's an error and then you are like, let me repeat it again, things like that and those things like also helped me to improve my skills.

J: Wonderful

Participant 3: Uhm, what I did to improve my skill on the computer use, since they told us, no this is a self- study course, so first of all I just understood that okay, maybe this is now the way, this is how they do it at university, so after I understood that this is the way it is done at university, I just accepted that and start attempting now the exercise that were on the online with the help of friends like with me, friends was really, are the best, have contributed a lot, like when it comes to learning a computer. so I had a lot of exercises, some I took them ah when I was at home even practicing on my PC so how I really improved my PC skills.

J: Okay, it's for me interesting to note, none of you used the assistance of a tutor or a lecturer.

Participant 3: When it comes to CUS, no.

J: May I ask why not?

Participant 1; actually at times, ah, I think lectures never, they didn't like volunteer themselves like to tell students that if you have a certain difficulty you can meet us to improve your problem on this, all they do was like, they upload videos and then you have to watch that particular video and then from that video, it's like if you get that video you are, and then the lecture is not welcoming you and it's like you are filled, you feel like you are not welcome, those are the things that like contributed a bit to that. But if lecturers actually themselves like in the CUS classes, if they could tell the students, if there are further questions that you need to ask you can contact me, you can come to my office.

Girl: they don't have consultation hours.

J: No consultation?

Participant 1: That's the problem

Participant 3: And also I think, why maybe lecturers didn't give us their attention, it's because maybe the wrong perception they have that maybe we have good computer background. I think that's the main reason why. Because like from my class, I was, the tutor just came in class and said, I uploaded an exercise, please attempt it, Friday is a test, and like you can even raise your hand and ask how I can like do that. One of my friends was embarrassed in class because he was asking on how to zip a folder. Probably a first year student who didn't know a computer for sure, telling them, zip that folder, do that. Sir, how can I go like zipping a folder? The lecturer was like, " come on, you don't know how to zip a folder?" and like it was really embarrassing. Then everyone was like, sir we really don't know." All he told us was you must practice, this is a self-study course and there is nothing that I can do, you must just work on your own. You see.

Participant 1: that is the problem actually

J: so there were lecturers, but they were no help.

Participant 3: Yah, they were. When it was class time, they also go in class, they just sit. So all you do is work on your computer exercising and doing those exercises.

J: I just want to ask, I know it's not.... it's very interesting that you said, there's videos, they were there but you were never given an opportunity to talk, or to say I don't understand that, or explain that again. Were you ever allowed to do that, was there a forum where you said, I watched this video but I still don't know how to zip a folder, if we can use that one, can I come see you or can you explain it to me again?

Participant 3: actually I don't think they restricted that, yah; there was that floor, maybe in class or so, if you didn't understand you can ask, but a lot of students, they are in that thing, because learning a computer is something like, not every student is open, after watching a video he go like I don't understand this, in class you say I don't understand this, how can I go about it, it's like tend even to think maybe if I raise people will say this, this person don't know computers even or something, you see. But if it was like now teaching everyone regardless if you knew computer or not, a lot of students could now benefit in that way.

Participant 1: And one of the things they have is, it's the discussion forum, it's like I think it was one of the worst for students to ask questions, like if you go on a discussion forum and then ask, ask questions about the particular that you don't understand, but if you post a question there, it's only

fellow students, it might be 2 to 3 fellow students that would like answer to your questions and then it's like to me it's something, it's not really effective. a discussion forum is not effective. I think what we need to do is like lectures just need to welcome students to ask whatever questions they need to ask. in that way we can

J: Okay

Participant 2: I think, uhm... the tutor need to.....? So that they welcome every students that does not understand the computer.

J: Okay, uhm, for English this is my real one. For English, so you had teachers in grade 12 who were serious about English, serious about helping you pass the exam you said? So their focus was just on you passing your grade 12 national exam?

Participant 3: exactly

J: Not really on prepping, on preparing you on how to apply the skill beyond the grade 12 exam?

Unison: Uhm

J: so, what can we do, what is there, what did you do to improve your English.

Participant 1: Actually, let me start off with my own opinion, in my background actually most of the times I speak English when I am with my friends. There were times I could, I am really a novel of poems and novels so I would read them, it really improved my vocabulary, I became good at English, although I know, the pass when I am not good, English is not our mother tongue, it's actually second language, so it's like you are not perfect at it, but if you tend to speak it more and read, it actually contributes to your skill of speaking English.

Participant 1: just to add on what he has just read. For me I like reading a lot. Every book that I find I just read, so that really helped me to improve my English skill.

J: wonderful

Participant 3: What I really, I did uhm...to improve my English, is just too used a lot the English study guide. I think the English study guide at PON, they are just the best. because uhm... when it comes to materials used in passing English, that's the only study guide that I used, I never used anything apart from reading other stuffs, but otherwise the English study guide was up to study. One thing I don't understand is, those high school teachers, is they aware or knows the standard of English at University? Because I think if they will know the level or the standard of English at the university, I don't think they will hide some of the things on how to answer particular stuffs or how to do

particular things in English. But what I have concluded is that, maybe those teachers in high school they do not have any idea of what is English at the university, or what its content is or how is it, its uhm... questions structure is at the university. I think if they could have that idea, we could even have the same English grade 12 and the first university level like LIP. I don't think that could be really difficult.

Participant 2: And also for me, I am I have got a dictionary on my laptop. I have got a lot of exercises based on English I do upload them and then to help me.

J: Okay, that's very good. Uhm....you mentioned something very uhm interesting that, you think the school teachers, English teachers must be made aware of what we teach at poly or at university level. I am smiling because what we are teaching is technically still school stuff. LIP is technically still school stuff, it's like bridging what should have been done at school, so it's like filling up the gap and then to get you ready to operate at university level. So you think, we should inform your English teachers and say this is what we want students to know when they come to polytechnic or to come to university.

Participant 3: Yah, it's not about informing them on this is what we want, but I think we have like, I understand LIP is like first English level at poly is the same as English in high school. When it comes to topics like grammar but not in the question paper structure, that totally different because I can be good in grammar, I can be good in grammar because what comes in exams is like you find a passage and sort of questions, and if I do not have that really skill on how to answer that particular thing, I would really have problem answering English questions.

J: Did any of you, do you agree or do you disagree that we need to focus more on teaching students how to answer questions.

Participant 3: yah

Participant 1: I agree with his statement

J: Why?

Participant 1: I totally agree with it because if you see like for the questions we do in high school because we focused on the structure which is one of the main thing that we need to focus on. It's really something like would build on LIP and improve tertiary level.

Participant 2: Yah because, our lecture told us that we must start with the long pieces of writing so we must also do that for us to succeed.

J: Last question on this one. In the grade 12 exam, you had no problem answering the grade 12 question papers?

Participant 3: Yah, like in the exams, like grade 12, we had the same problem. If we didn't have the same problem, I don't think we could have the same problem at the University even. The thing is, that skill of answering English questions is just lacking from the high school on how students can answer particular questions in English because all we did from even grade 12, I was taught grammar. Coming here you telling me grammar. for sure, but comes in exam, yes they ask English grammar but when it comes now to answering questions, there is where students fail.

J: Is it because you don't get enough time or it's nothing to do with time?

Participant 3: Yah, something to do with time and also

J: Understanding?

Participant 3: Understanding also, yah.

J: Okay. Anybody else?

J: Okay. So, I really want to use computers, this was my first semester that I have not used computers. I don't know what others have told you about PoL I am sure if you asked other students who have done PoL they would have told you don't miss your practical sessions. And that is...Have you asked others who have done PoL?

Participant 3: Ah

J: Yah, but you should because we place a lot of emphasis on they must know how to use the computer to improve their English, this semester I didn't, I stepped back and I observed what was happening. So I need you to tell me, first of all, should we use computers? Should we continue to use computers to help improve English? Or shall I just stop using, forcing students to use computers?

Participant 3: we will just have to use computer to improve English, yah.

J: Okay

Participant 2: yes, the secret of success lays under uhm... technology. We cannot stop using computers. So we must use it.

J:Okay

Participant1: Yah, I think they can be used but we need to see uhm...what can we do to help people understand the use of computers also. Cause what we basically need to do is like at tertiary we have CUS, we have LIP so there needs to be a link between LIP and CUS. Let me say tutors from CUS and lectures from LIP coming together and then looking at the content of teaching computers and the ones of teaching LIP using computers, so that when they teaches computers on CUS classes they could teach us the same skills that we could also use in LIP.

J: so if we look now at the way forward, how can we help students use computers to improve their English. So I need you to give now advice, specific advice, on what as a lecturer I need to keep bearing in mind, cause I really want to use the computer to teach first year students, I don't want to embarrass students, I don't want to discourage students, I don't want students to feel overwhelmed and scared of computers. Cause I know English is not our mother tongue, it's not even my mother tongue. I don't want to have them struggle with computers and they struggle with this grammar or this language. So I want to use the computers to improve the English. What should I do, how should I do it? What should I bear in mind?

Participant1: the first thing you need to bear in mind is not all students are, not all of us are at the same levels of using computers, and then you as a lecture, you have to welcome your students in such a way that they are not embarrassed, by telling them....let me say things can be done in a fun way but let the fun not go too far, let me say you do it in such a way like doing it in a form of a joke then students are they feel, they feel at home with others around them, they are not embarrassed to ask questions, things like that.

J: Okay

Participant 3: Uhm... I just, just like he have said, as a lecturer telling the first year student, the very first student at the university, some have a very good background of computer, some are not, I think going forward with this, is like a lecturer you must be in a position of coming in class, just start a lesson by saying if we are to start with maybe, how can we, let's go on our poly home or go on the English portal, okay everyone, are you the same, the same with everyone, everyone is like on the same pace, it's like okay, click on how to create blog, come down, go on clicking, go on where how to create blog, go create new entry, put whatsoever and how to participate in forums and like that, that's now how teaching computer is, instead of I want you people to create blogs, like that some of the people will have an idea on what to do but some of them will go like no, first of what a blog is and how can I go about creating a blog. So I think lecturer must be in a position of doing or telling things from step to step, yah. the way to do this is go like this go like this, cause I am sure, the next class or after a week, you come to class and everyone is now able to do it themselves and through that everything which you teach from there, that particular will not have even a problem when it comes to computer.

Participant 2: Uhm... just to add to what he just said. I would encourage lecturer to take them slowly by slowly, just to accommodate students who don't know computer and also to tell those that know computers to help others.

J: That's great, now as you are talking, I am wondering now, shall we make, should we make it compulsory, mandatory, obligatory that each student must have a laptop? Or at least a smartphone or a computer at home?

Participant 3: I think making it compulsory, also create a problem, because at first I don't know now how will you do it like for a student to enter university or to enter PON must a laptop or a smartphone must also be a requirement but it will also create a problem when it comes to, not everyone will have it or afford it, see. I think, like PON have enough libraries... labs for computers, computer labs, English classes as they are scheduled in timetables, I think what will help to be made compulsory is English classes must just be in use of computer rather than maybe putting it mandatory that everyone maybe must have a laptop or a smartphone, I am sure everyone maybe will not have it at the same time like as wanted.

Participant 1: what I wanted to say actually has already been uhm... like even lab session in a particular week that is one of the things that actually it improves the use of computers on LIP.

J: so we shouldn't.... cause I remember there was once talks that we should, they will buy laptops and issue it to all students and then add it to your fees.

Participant 3: yah, that's a good idea, it sounds very good especially for the student who do not have computers, I don't think they will take that as a bad idea, they will really appreciate that. When the PON itself, take that off of buying computers for students and that amount be added to the tuition fees, it's not really a problem. That I am saying that will really improve the computer skills of the student. If every student have a personal computer, I am sure that every, I don't think there will be a student that struggles with computer use.

Participant 1: It is a good idea but one need to look at the resources also. Not all of us are able to, not all of us are bursary holders, not all of us are loan holders, some of us our parents are not working, if it becomes compulsory for you to have a computer and your parent is already struggling to pay the tuition fee of N\$15 000, it becomes a problem when they add an additional N\$4 000 for a computer. It becomes a problem actually; we need to look at both sides.

J: That's why I am asking.

Participant 2: yah the other thing is that they must also tell the student to, they must let them know that this N\$4 000 will be for computer maybe the student will choose either to pay that or not to pay that, because some of the students have already the background of computer, there's no need for them to buy a computer.

J: Okay, that's good. is there anything else that you think we should bear in mind, anything else that I should bear in mind, I have thus far we should bear in mind that students come from different educational backgrounds and have different levels of ICT skills, we should provide detailed explanations, so when we want to use, you all agreed we should use computers in the classroom,

but we should provide detailed explanations on how to use the computer.

Participant 3: Exactly

J: Also we should slow down to make sure, in fact if we want them to create a blog we do it step by step so that everybody is involved, everybody is following, we just don't assume students know how to do a blog. I remember you were given a blog isn't it? For this English course, you were given a blog? Were you shown how to do the blog or?

Participant 3: Yeah, like when it comes to our lecturer they assume you will know that thing already, only say, give us something about topics where you can only choose a topic which you want to talk about then you create your blog and from there it was after a week when we checked now each and everyone's blog and gave marks, yeah.

Participant 1: Yeah, it was like that but for us it was the same, we were never told how to do a blog, you have to ask friends who know, you were like how do I go about creating a blog and friend comes and then helps you and at the end of the day you are done with your blog.

Participant 2: Also two of us to search from the internet on how to do blogs, that's how we get it.

J: So your lecturers for English they give you an instruction, create a blog, here are the topics that you need to discuss in the blog, but they explain the task, the fact that you need to discuss and how you need to discuss the work and what you must do for the task but they did not explain to you how to create the blog itself?

Participants 1 & 3: (In unison) Exactly

J: Did any of you ask them how? I understand the English part, I can do the assignment, I can even do it on PowerPoint to show you but how do I do it on a blog? Blog? How blog?

Participant 1: I never asked.

Participant 3: We didn't really ask but those are some of the questions students now had like those who heard of a blog for the first time, what's this now? Because just a class like this, when a student or a lecturer said, okay, now here are the topics and here are these what you must discuss and this and this and that, so create a blog so at the end of the day, maybe by next week everyone is done, yeah. So everyone start doing, those who know, already logged in a computer, about creating a blog already, now you who do not know, obviously you will not like jump already, asking the lecturer. You will really feel like they will say, this one don't know a computer or what? Obviously

you will just need help from a friend. How can I go like this? I think even me, that's how I was when I was here for the first time. Asking a lecture at first in class, I was not really open to do that, but as we went on, I tend to be now open to lecturers asking whatever I want but not everyone is that open to ask in front of a lot of people, especially when it comes to computer, people are afraid to be known that you don't know computer, no one wants to be known that this one do not know a

computer. Now thinking, if we ask something like that because to a person who know what a blog is, it is a simple thing. But if she ask now, how to create a blog, and they go like how come you do not know this simple thing, unless you do not know a computer obviously, so factors like those ones, yeah, that hinder you from even asking such a simple question.

Participant 2: for me it was not that much difficult because when I clicked there, I just started in the topic and uhm...upload some photos and I just saved my works.

J: so you googled how to do a blog?

Participant 2: yes, I searched it from internet.

J: Aha, I am so thankful for this because I want to say to you, this is exactly, how do I reach that student. I want to reach that student, who is shy. I want to help that student because now the problem is that that student struggles with the computer and doesn't want to ask questions and now that student doesn't complete the activity properly and I give that student a poor mark not knowing, it's the, the student don't have the skill, so now the student every time gets a poor mark not because the student don't understand the work but because he doesn't have the skill to use the computer to finish his work.

Participant 3: Exactly

J: And that is my concern. Are there very....do you think there are few such students?

Participant 3: Exactly

J: Or do you think there's like maybe just one or two in each class or do you think there is more than what we think?

Participant 1: There's more than what you think.

Participant 3: yah, I think there a lot really like, the majority of the class, they are always the minority or the few that uhm... or the small number of the student because I think even in my class if the majority

do not know that particular thing obviously when the lecturer go like, do this, they will go like, no we don't ... or how can we. Obviously someone will ask, how can we go like this someone will go like how can we go like doing this. I think those types of students they are just maybe 3 or 2 in class, so even because one thing that will even hinder you from asking is this, when a lecturer say, okay class I want you to do this, all of a sudden everyone grabs a computer and starts doing it. that even if I don't know, I will not even automatically jump and say, no sir, I don't know how to do this, if everyone is like, after the lecturer said it they are able to do it. I go like no, I won't even like ask the

lecturer so that people see that I don't know, just ask a particular student.

J: You also won't ask?

Participant 2: yes you just ask your colleagues

J: I want to say thank you for your time and I want to encourage you, you know, I want to say I am really appreciative of your time and your honesty and of sharing because I would never know these things, I would always just think, they don't understand the English and that's why I give a poor mark because the work isn't done. I give the instruction, I am told you want to use computers, I bring you to the lab, I give the instruction and then the work isn't done, so I give a poor mark and the student fails and we think the student doesn't understand the work. But it's not really the English it is the, it is the technology, it is the computer that the student is struggling with. So I want to say, thank you very much, for your input and for sharing. What I will do is ,I will type this out and I will let you have a copy of it so that you can have a look and see if I have put down, I will say student A, B or C or student 1, 2 and 3 that you will know this is 1,2 and 3, I will not use your names so that when you read you will remember that, I was 1, he was 2, she was what, that that you can remember that, but I will email it to you so that you can see. And then I want to ask, if there is anything else that you can think of uhm...that you know, or I should have mentioned this, cause this I really struggled with or this actually worked that you please let me know. Send me an email, or phone me or come and pop in, you know where my office is and let me know this.

J: I once again thank you very much for your time and I wish you all the success with your exams and I am sure your lecturers gave you old question....

## Appendix H: Participant Section F Open ended questions

Question 4: Should computers be compulsory in the English class? Why/ why not?

Question 9: What is your favourite use of technology? Why?

Question 10: What is one very essential technology tool each student should have? Why?

Question 12: What do you think should be done at high school to prepare learners for the use of computers at tertiary institutions? Why?

| #ID | Q4  | Q9  | q10   | q12   |
|-----|---|---|---|---|
| 001 | Yes it must because the other time in CUS is not sufficient.  | Cell phone is what I mostly have access to                            | Computer to be able to access to internet for them to get help on their subjects. | They should provide learners with computers and teachers to assist them (computer classes) for them to be able to use computers at high[er] institute. It's nice to start at low level.                     |
| 002 | Yes, because it will help some of us from disadvantaged schools to know a bit about computers.  | Computer, because it is the only device which will help you academic. | Computers, because this will reduce the difficulties we have in computer use.     | The high schools must include computer in their promotional subjects.   |
| 003 | Yes, to improve the skills about computer for every student.  | Computer, because it is faster.                                       | Smartphones, so to have access on internet even at home.                          | Introduce the computer lesson, compulsory 3 times a week, and candidate should know how to make use of the computers from high school.  |
| 004 | No. They should be made to those who had computer backgrounds not all of us are good at it. It becomes more of a problem since students are not all good at English and as well as computers. | Socialising and a bit of reading                                      | Computers. They are effective but more teaching is needed to progress.            | Students at high school should all have computer lessons and more qualified teachers should be hired for this job, it should be compulsory and not a subject paid in its own as done at my previous school. |

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| 005 | Yes, for students to enhance their knowledge and skills regarding computers.  | Laptop and cell phone, make things to be more understandable.  | Phone that has internet, because they are affordable unlike laptops           | They must start tutoring students about basic things of the computer for students to familiarise themselves with computer.                                |
| 006 | Yes, so we can attempt to [do] online activities  | Tablet because its light, I can carry it anywhere I'm going.   | Smart phone, to get access to the internet, for results or just school work.  | I think, computers should be a compulsory subject for all the learners, for them to have that skill of typing fast and better understanding of computers. |
| 007 | Yes, it consumes less time.   | Listening to music and watching videos.  | Phone, for communication with lecturers and friends, etc.                     | Impose the use of computers, so it becomes a habit when they are in tertiary  |
| 008 | Yes, it is good and helps students.   | Cell phone, because it is portable.  | Laptop, to practice always.   | Have computer classes always  |
| 009 | It should. It makes work easier and effective to use.   | Excessing info on the Internet   | A computer or laptop  | They must start with their computer user skills in high school  |
| 010 | Yes, because with computers there is more room to learn something new.  | Cell phone, because it connects the whole world.   | Computer, because the whole educational world is moving towards technology.   | Introduce courses like CUS and ICT and make students aware how important they are to them.  |
| 011 | No, because we are provided with study guide. So if you have the study guide in your pc you can use it but if you have the pretended study guide there is no need to use a pc | Internet because I like to google things for my assignments & sometime Facebooking.                          | Enable the student to study even when they are off-campus (E-learning)        | They should educate learners on how to use a computer at a tertiary education [level].  |
| 012 | Yes, because it can be used as a reference by students to learn.  | Learning because technology use my learning easier by the use of computer, cell phones and other facilities. | A computer, because it will allow the students to make their learning easier. |   |

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| 013 | Yes, because there are a lot of questions in class.   | Checking what's new and happening around the world.                      | A laptop. They are lighter and real time-savers.   |   |
| 014 | Yes, because it helps students to understand more as they google and search for some word meanings which they did not know. | Cell phone because it is portable and simple to operate.                 | Laptop, because it is needed for students to study and search information concerning their studies.                  | They must be provided with computer classes.  |
| 015 | Yes, to improve computer literacy   | Googling help me to find information, about everything, e.g. subjects.   | A smartphone, because a student can google each and every time, and everywhere, to search for a certain information. | All the high school[s] must have a computer subject, and it must be written exam.   |
| 016 | Yes. To be used by students as a search tool when they don't understand.  | Cell phone. It is portable, compared to the laptop.                      | Smart phones[, you] can do everything on it.   | Keep teaching ICT to let learners familiarize themselves with the use of computers and not to experience too much difficult[ies] when they get to the university. |
| 017 | Yes, because they make students concentrate.  | Microsoft excel  | Laptop or table computer. It's very essential when it comes to school work.  | They should attend computer sessions more oftenly [often].  |
| 018 | Not real, sometimes we need to practice on writing.   | Computer, because this device have many features base on learning.       | Computer (laptop) use it to study and type assignments.  | Teach learners on how to use a computer before they come to university.   |
| 019 | Yes, it really help us to get extra information.  | Social networks, we enjoy our time online with our friends.              | Cell phones, because they are affordable and they cannot damage your eyes.   | They have computer labs, where learners can go and use the computers.   |
| 020 | They should be, because they have vast resources that students can use.   | Blogging and social networking, it help[s] me have a lovely social life. | Technology literacy. It helps a student use lots of technology forms.  | They should teach them how to use a computer such as word processing, taking pictures and general computer functions.   |

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| 021 | Yes. With computers you get access internet where you can find more about English. | Google it gives relevant information.  | E-learning in order to study or to get access to notes wherever she/he is.  | All high school must get access to computer and make use of them.   |
| 022 | No. It's not really that productive.   | Phone  | Laptops because of school work.   | Make computer literacy a compulsory subject   |
| 023 | Not really, sure but no, computer should be used with extra time.                  | Computer, because it easily connect to any internet and you can save many documents on it. | Computer. Is very useful because you can save many documents as well as prescribed books, because it's having a big hard drive. | Computer classes should be compulsory and should be for at least 4 days a week. Qualified teachers in computer should teach learners how to type, using Microsoft but not to playing games. |
| 024 | Yes, to get some more skills on how to use a computer.                             | Surfing the net.   | Laptop, it increase activities concerning academic.   | Employ [install] computers at each and every high school. So that students at least have basic knowledge about computers.   |
| 025 | No, some students will not concentrate.  | PC, portable and effective.  | PC, portable  | To know the basic   |
| 026 | Yes, independent learning will take place.   | For social networks  | Laptop/PC to store and do assignments, etc.   | To engage them to utilise school computers.   |
| 027 | Yes!! Because it will make the class interesting                                   | Cell phone, because it's not heavy to carry, and it too private.                           | Personal computer for academic [studies].   | Practical technological skill should take place.  |
| 028 | No, it doesn't require google help.  | Laptop. It can be a cell phone and much more.  | Laptop, makes your work easier.   | Teach them how to use computers. So when they go to universities, they already know how.  |
| 029 | Yes, it should be compulsory simply to hello us search for some information.       |  | Laptop, simply because you can have your summary on your laptop and you can search information from [the] internet with it.     | They should have more computers in schools usable [used] by learners.   |

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| 030 | Not necessarily since a lecturer can explain things. I suggest doing research after class using computers will help.       | Finding new friends online  | I think a tablet will do. It is easy to carry with you around and whenever you need to do something, you have it.                    | There must be computer lessons. It will help learners to become computer literacy [literate] and they will not have computer use problems. |
| 031 | No, because not everyone can afford to buy a computer.   | Learning more especially by making use of the internet.   | Computer because every job would require the use of a computer in the future.  | High school managements should buy computers for the schools and all learners should make use of computers to comple[the] their work.      |
| 032 | No, because it depends on individuals not everyone like using computers.   | Cell phone because it's easy, to use and carry.   | Cell phones with internet.   | There should be computer classes, because it will increase their computer skills.  |
| 033 | No. It can be used sometimes but not always. It may replace lectures, and student-lecturer relationship is very essential. | The internet. There's a lot one can do. Find information, get help, or socialising on social media. | Knowledge on the usage of technology.  | Make more use of technology. They should be taught all the skills needed to use it as well.  |
| 034 | Yes, they always make work easy than using pen and paper.  | Using computer to go for internet   | Smartphone or computer, to make school work easy.  | Computer classes must be there Monday to Friday.   |
| 035 | Yes, it is better than a lecture.  | Academic  | Laptop or tab, for her to know computer well.  | Make computer classes for learners.  |
| 036 | Yes, because it helps in seeing English from another level.  | Cell phone-because it is easier to handle and carry around campus.                                  | Cell phone. Students should have cell phone because it does not cause any distractions in class if it is used for the right purpose. | Learners should learn at least the basics on how to use computers.   |
| 037 | Yes, to make learning interesting.   | A tablet, because it kind [of] like a phone and somehow a computer.                                 | A tab, because it's kinda like a small laptop and it's easy to carry.  | The[y] should start taking computer lessons.   |

|     |   |   |  |   |
|-----|---|---|--|---|
| 038 | No, some activities do help to improve English skills.  | To surf the internet for interesting videos or articles.              | Laptop, portable computer to do work, do research and school activities.                         | Tell students about the importance of computer in tertiary institutions.                                |
| 039 | No, because not everyone favour it.   | Connecting to the far [big] world.                                    | Laptop, flexible, functions like a laptop and more reliable.                                     | They should introduce university curriculum in high school.   |
| 040 | Yes, sometime you have difficult[y] in understand[ing] the concept, so you just down load your notes and read.                                    | Download your assignment based on your assignment.                    | Laptop since library computers they are not enough hence every student must have his/her own pc. | Introduce a subject called computer user skills.  |
| 041 | Not necessary, because it doesn't depend on computer. You can use it in your own time.  | Internet it helps me with my school work.                             | Laptop, it [is] easy on your studies. You don't work hard.                                       | They should give basic skill courses like computer user skills and information competence.              |
| 042 | No, because some students are not used to computers.  | Cell phone because it connects me to social networks.                 | Laptop, because it is he/she stores his/her notes.   | I think computer study should become a promotional subject in order for them to put more effort [in it] |
| 043 | Yes, they help us to be [get] access to information.  | It expose me to the world.  | Cell phone, to make connection.  | They must teach all the learners how to use and the importants[tance] of computers                      |
| 044 | No. Some students are more addicted to social networks, they might end up facebooking since they have computers with them or play games or music. | Computer. I just love searching information with it.                  | Computer, it is better than a phone less calls involved.   | It should be a compulsory subject, because they get to struggle a lot at institutions.                  |
| 045 | Yes, to have more skills  | Database it helps me use less effort.                                 | Microsoft Excel, to represent their work clearly.  | Give them more access to computers and also competent tutors.   |
| 046 | No. Students can listen in class and after the lesson they can use their computers. Computers can be distractive                                  | Googling, it helps me learn more and understand things I do not know. | Laptop, it makes learning easier.  | Grade 12 learners must be trained for basic computer skills.  |

|     |   |   |   |  |
|-----|---|---|---|--|
|     | [distracting] some times.   |   |   |  |
| 047 | No, I personally think [it] is easier to learn from the lecturers | Search information, they give you a range of answers. | Smart phone, can help search the net and can be carried anywhere. | Introduce basic computer skills as a subject at high school. |

## Appendix I: Sample of Student Interview Data Analysis

### C. Technology skills and use (Assess their digital literacy skills)

#### Responses

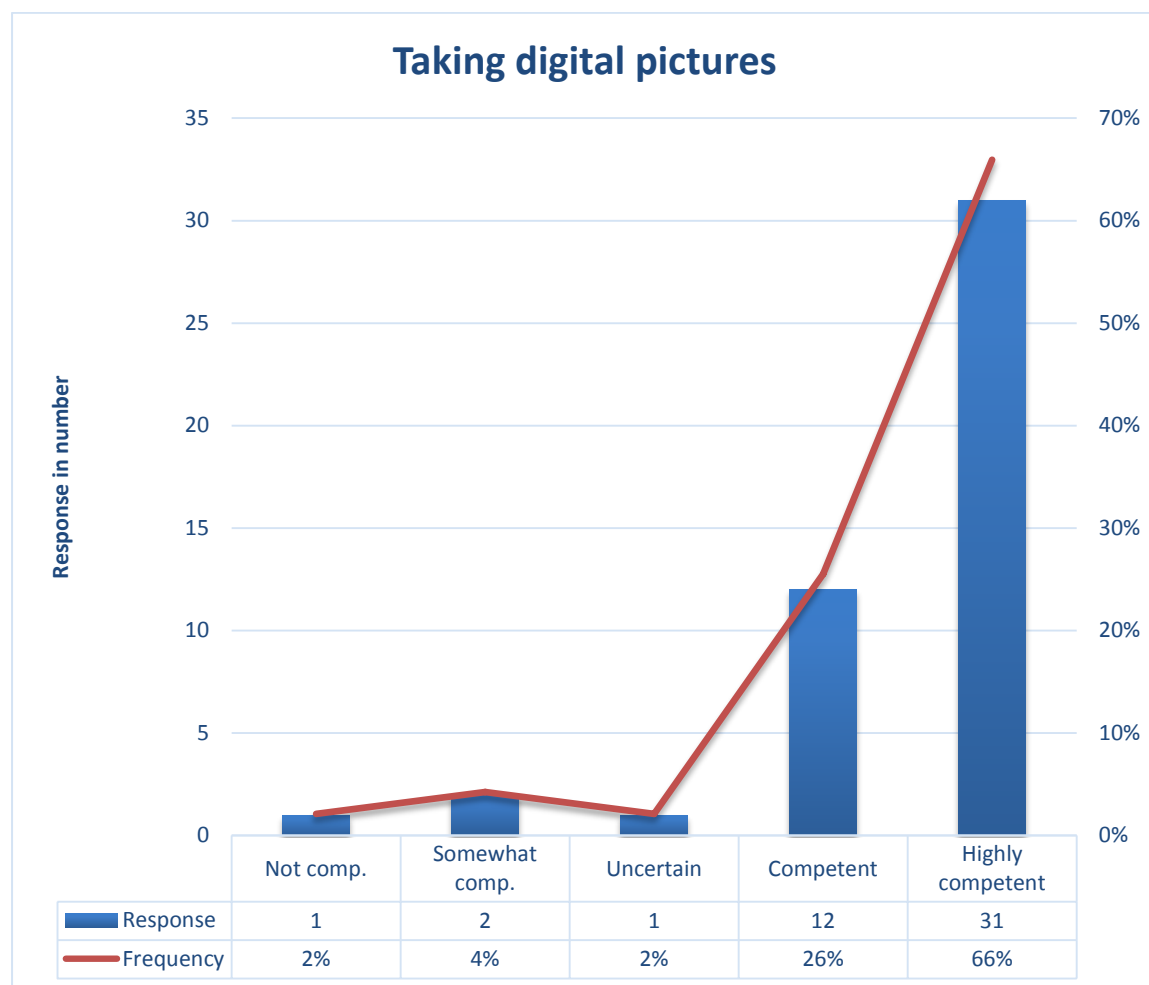
| ID | Responses  |
|----|--|
| 1  | <ul style="list-style-type: none"> <li>• Yah when I passed grade 12, my mother bought me a laptop so that's when I started now to get access to computers yah.</li> <li>• Oh I find it's so important to have an email address, I have been communicating with a lot of things just via my email even the ... is able to reach me just via my email for any information.</li> <li>• Yah, I only have one, at the moment only have one ya, the second one is the ... email and I have a personal email as well.</li> </ul>  |
| 2  | <ul style="list-style-type: none"> <li>• I got to use the laptop after high school, yah December holiday actually after I finished my exam</li> <li>• my cousin told me coz you she was studying here at ...and she told me that if when you go to ... you have to like know how to type use a computer because you will be typing</li> <li>• I own my own pc now finally</li> <li>• yeah it really helps me like, like I know now know how to create a folder on the computer using my laptop and also how to send an email and all those things and how to maybe and also how to do activities maybe online</li> <li>• most of the time I use it for like yah education stuffs, maybe googling , searching for information on a certain topic we did in class specially for regional and local government.</li> <li>• ok, uhm. because ok uhm. in some other cases some lecturers are very fast at lecturing. It can be better if they use maybe computers or smartboards when lecturing and give students activities like online activities to practice on, in that way to enable students to go maybe after class they can go review or go practice again, or maybe if they didn't get anything from the lecturer.</li> <li>• No just, that it's so I don't know, maybe it was just tough in the first semester, since I came here and I didn't know about computers so maybe it just tough. ok let me put it this me. like us, me I am doing public management, i find it useful to learn everything from how to record stuffs in, just all those stuffs in CUS. I think what you all need to do like as public managers is to type fast, how to send an email and maybe create a folder that's the simplest thing, that's all</li> </ul> |
| 3  | <ul style="list-style-type: none"> <li>• Yah, actually I have a PC at home.</li> <li>• I got it last year.</li> <li>• I never bought it actually somebody just gave it to me. You can use, it was like they were interested in my education then they saw that no Thomas is not doing well in CUS.</li> <li>• Ah, right now I have a Blackberry.</li> <li>• Mostly on Facebook and checking celebrity news, sports. Yah. That's that's</li> <li>• technical skills, I can't really tell cause I am not really good at technology</li> <li>• : I can do excel</li> <li>• I can do spreadsheet although I am not 100% good at it. As they say to learn it takes time.</li> <li>• Still developed, uh. ... most of us like, let me say, I am not talking only for myself but as I am looking at my peers, one of the things that we struggle to do is like typing. We still use the eagle method, which is which is something like for a</li> </ul>   |

|   |   |
|---|---|
|   | <p>student at tertiary and you are still using the eagle method, it's just not fine. That's one of the things that we need to develop. Uh, let me say like for the foundation uh... as we use computers, it's like for to teach. Like uh, students, we actually should be, we should develop. Let me say what they are doing in CUS excel, the word document, spreadsheet s, that's something right.</p> <ul style="list-style-type: none"> <li>• And also to, let me say, one of the most important things is we need to learn how to receive, like to send and how to open received emails. Cause most of the students until now, they don't know how to operate on that</li> <li>• Ah, it's not, it's not for most of us.</li> </ul>   |
| 4 | <ul style="list-style-type: none"> <li>• I had a small laptop when I went to combine school I find it very difficult there was no electricity there is no way you can use computers</li> <li>• I own a pc smartphone</li> <li>• to help me with school stuff when I'm at home I can google</li> <li>• , galaxy explore</li> <li>• for school work and when I'm searching for something that is difficult or even when I'm reading newspaper I don't need to go and consult a dictionary it's a waste of time I can go and google last year I had a phone that had a dictionary</li> <li>• I can do my assignment on the computer yeah</li> <li>• yeah it's true we want technology because it's the way we are learning if we didn't know and we graduate then it will be difficult for us in the beginning when we started it was difficult it's always difficult when you start</li> <li>• some days but once I start using internet I find it interesting and forget about other things</li> </ul> |

## Appendix J: Sample Digital literacy: Photo-visual literacy skill

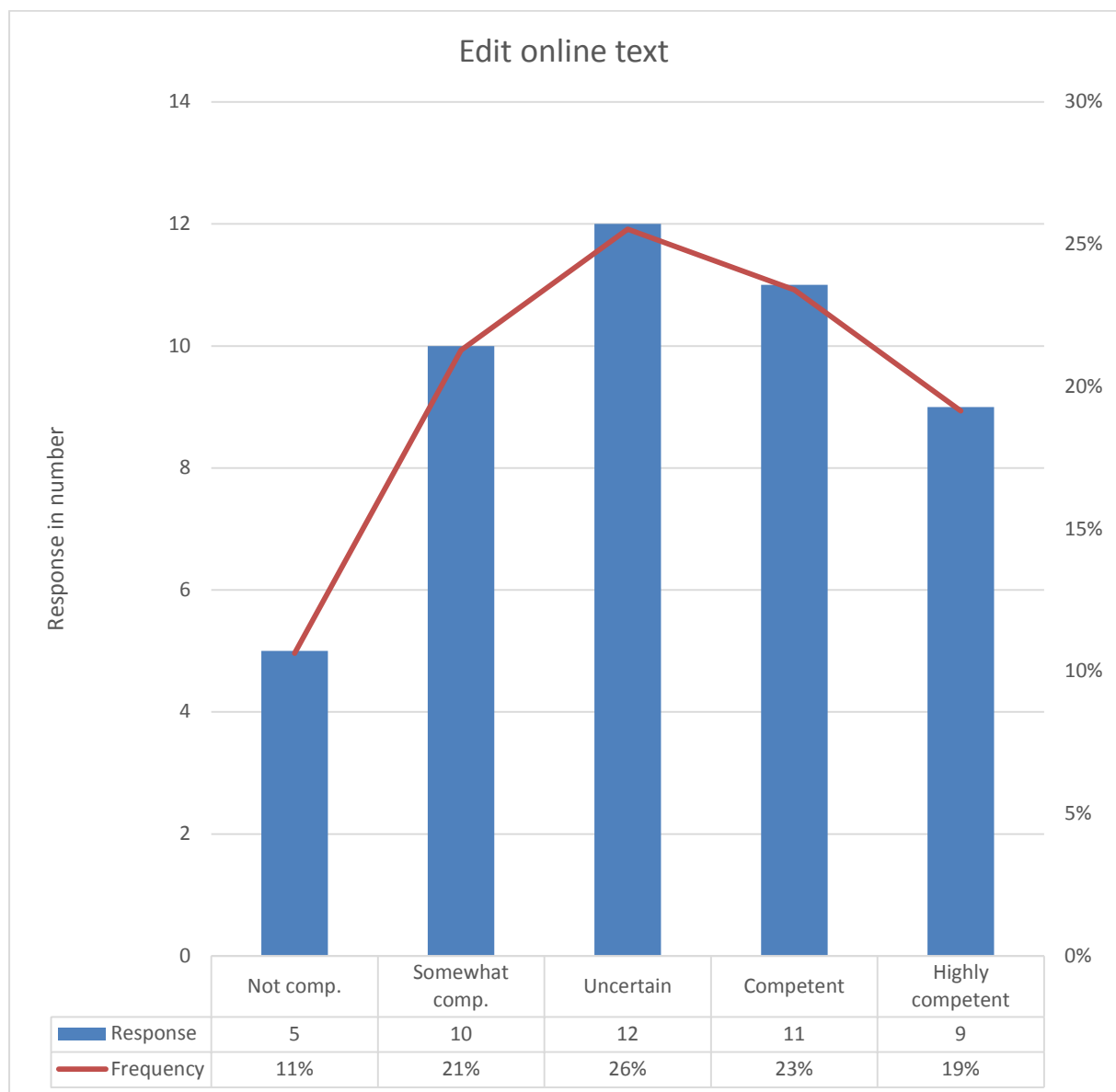
Question Cb: Take pictures with your laptop or smartphone?

| Cb | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 1        | 2%        |
| 2  | Somewhat comp.   | 2        | 4%        |
| 3  | Uncertain        | 1        | 2%        |
| 4  | Competent        | 12       | 26%       |
| 5  | Highly competent | 31       | 66%       |
|    | Total            | 47       | 100%      |



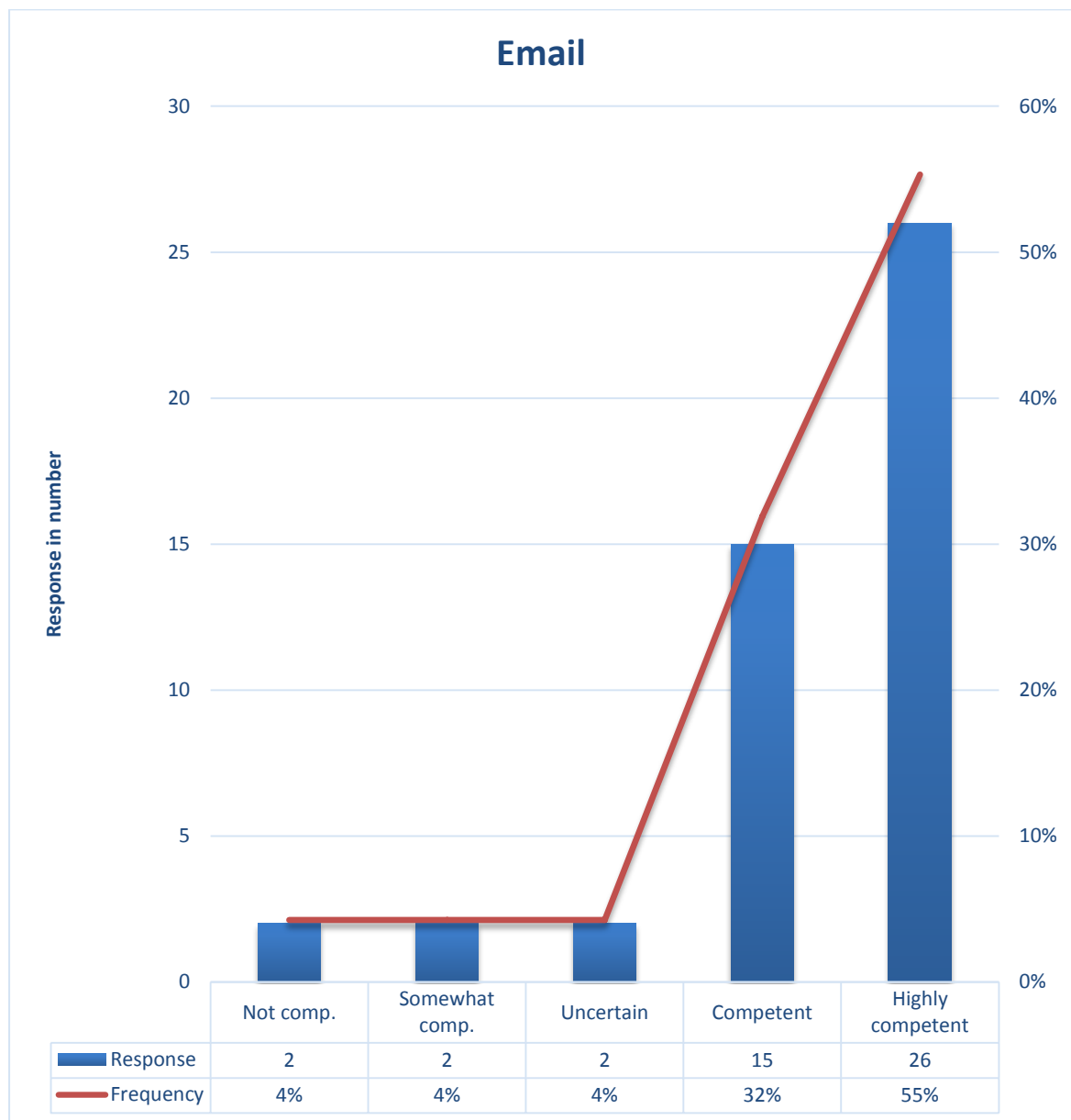
Question Cd: Edit online content

| Cd | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 5        | 11%       |
| 2  | Somewhat comp.   | 10       | 21%       |
| 3  | Uncertain        | 12       | 26%       |
| 4  | Competent        | 11       | 23%       |
| 5  | Highly competent | 9        | 19%       |
|    | Total            | 47       | 100%      |



Question Ce: Email a file to someone?

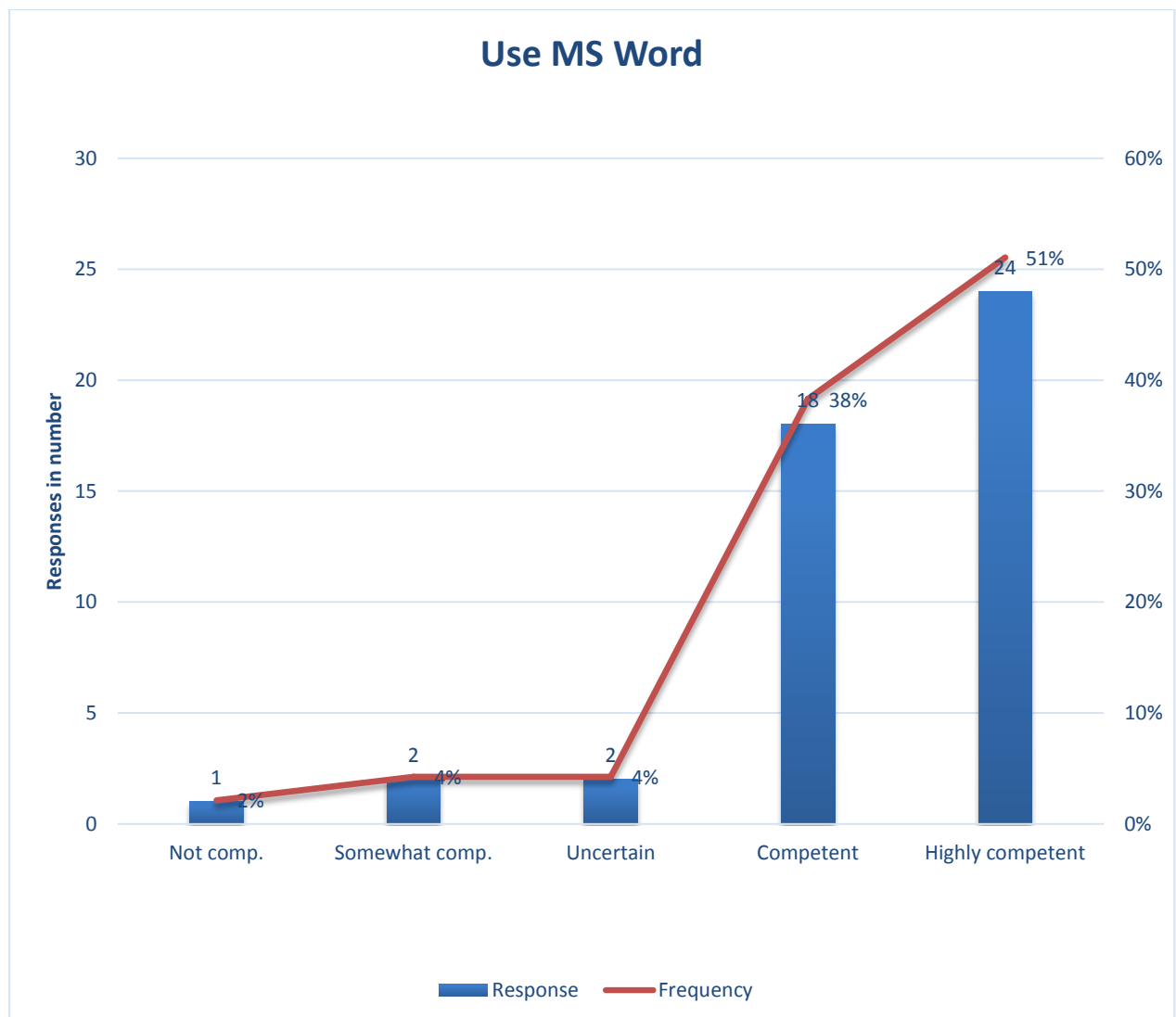
| Ce | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 2        | 4%        |
| 2  | Somewhat comp.   | 2        | 4%        |
| 3  | Uncertain        | 2        | 4%        |
| 4  | Competent        | 15       | 32%       |
| 5  | Highly competent | 26       | 55%       |
|    | Total            | 47       | 100%      |



## Appendix K: Branching literacy skill

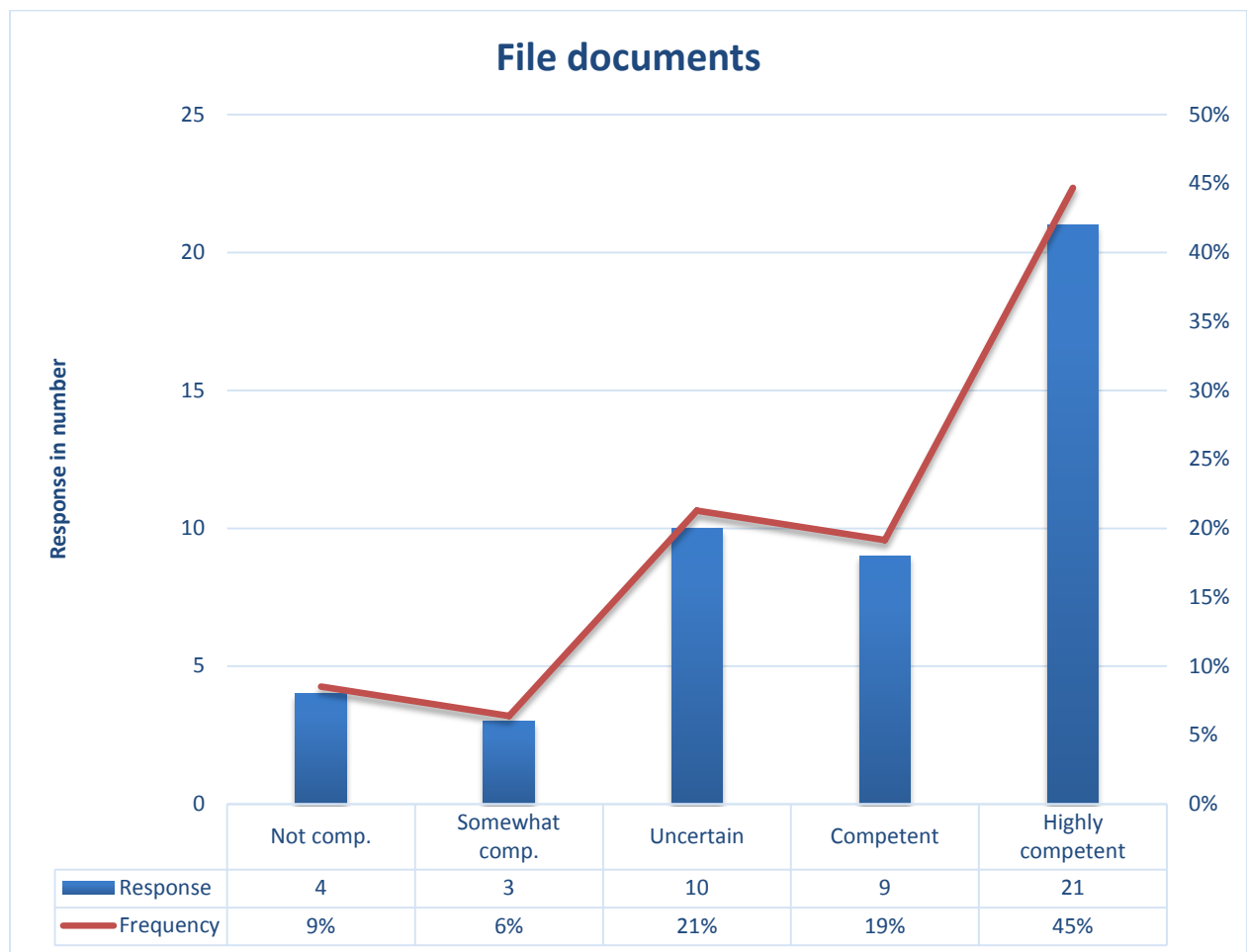
Question Ca: Produce text using Microsoft Word?

| Ca | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 1        | 2%        |
| 2  | Somewhat comp.   | 2        | 4%        |
| 3  | Uncertain        | 2        | 4%        |
| 4  | Competent        | 18       | 38%       |
| 5  | Highly competent | 24       | 51%       |
|    | Total            | 47       | 100%      |



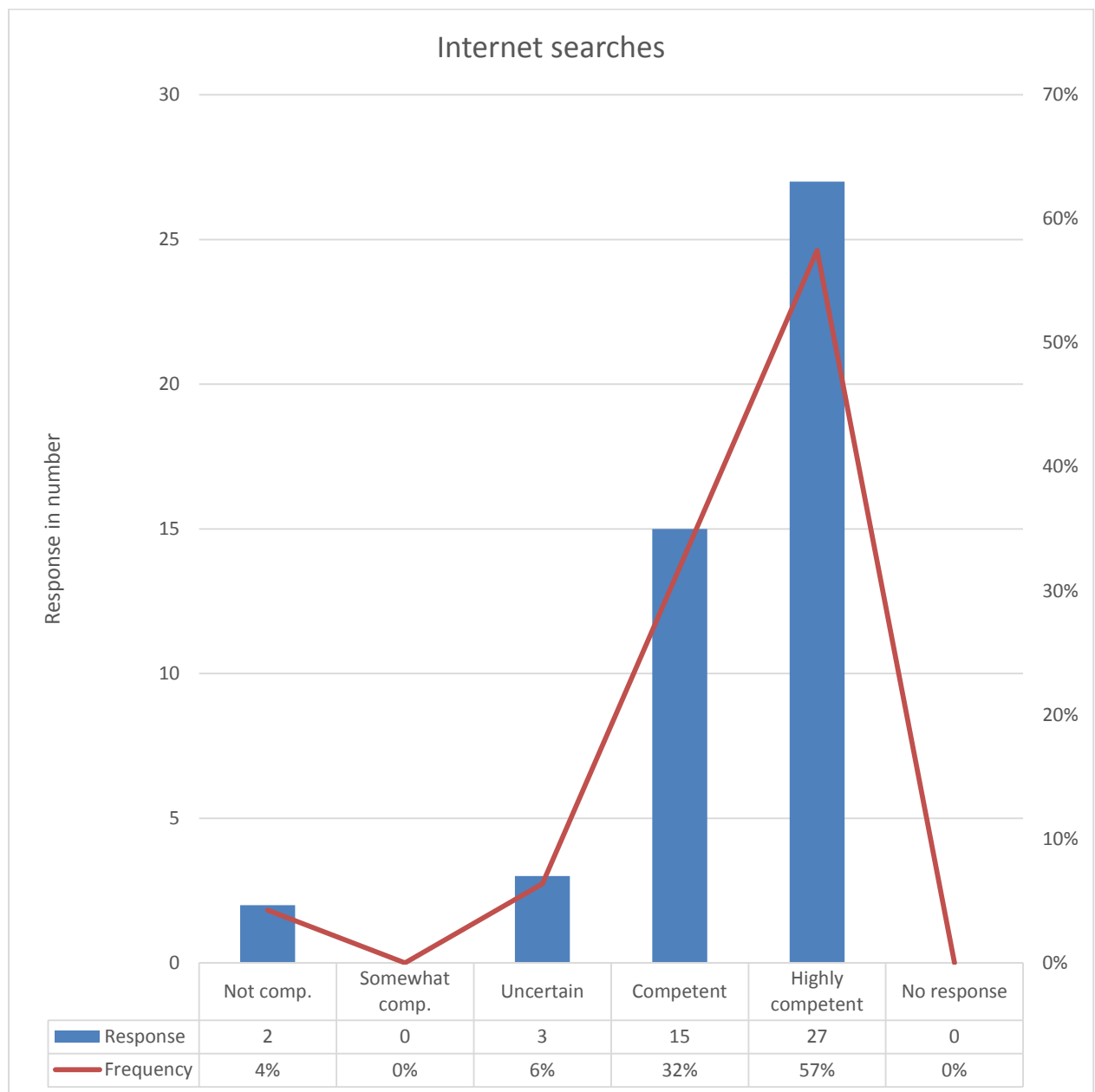
Question Cf: File electronic documents in computer folders?

| Cf | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 4        | 9%        |
| 2  | Somewhat comp.   | 3        | 6%        |
| 3  | Uncertain        | 10       | 21%       |
| 4  | Competent        | 9        | 19%       |
| 5  | Highly competent | 21       | 45%       |
|    | Total            | 47       | 100%      |



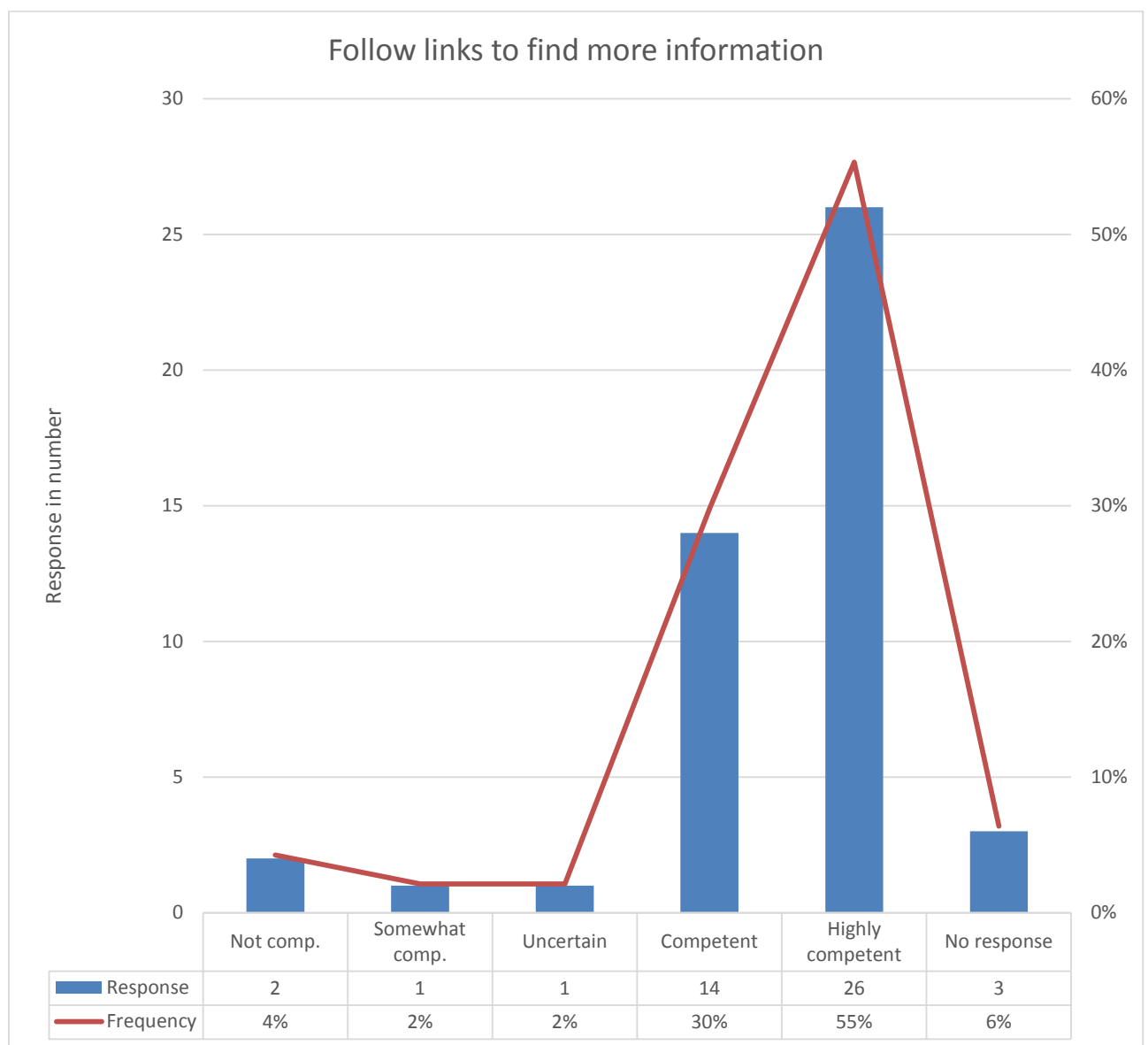
Question Ct: Search various websites for information?

| Ct | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 2        | 4%        |
| 2  | Somewhat comp.   | 0        | 0%        |
| 3  | Uncertain        | 3        | 6%        |
| 4  | Competent        | 15       | 32%       |
| 5  | Highly competent | 27       | 57%       |
| 0  | No response      | 0        | 0%        |
|    | Total            | 47       | 100%      |



Question Cu: Follow links to find other sources of information?

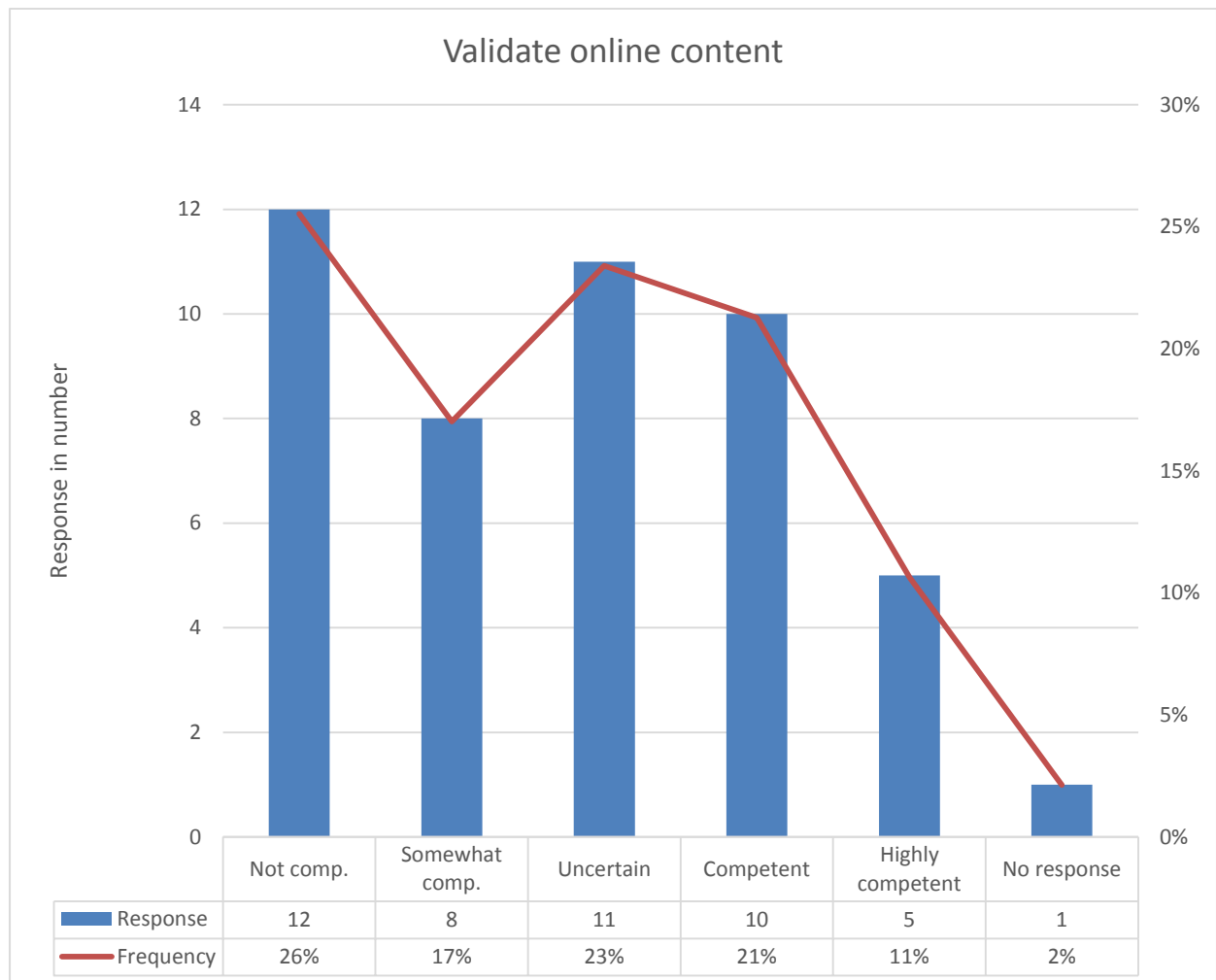
| Cu | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 2        | 4%        |
| 2  | Somewhat comp.   | 1        | 2%        |
| 3  | Uncertain        | 1        | 2%        |
| 4  | Competent        | 14       | 30%       |
| 5  | Highly competent | 26       | 55%       |
| 0  | No response      | 3        | 6%        |
|    | Total            | 47       | 100%      |



## Appendix L: Information literacy skill

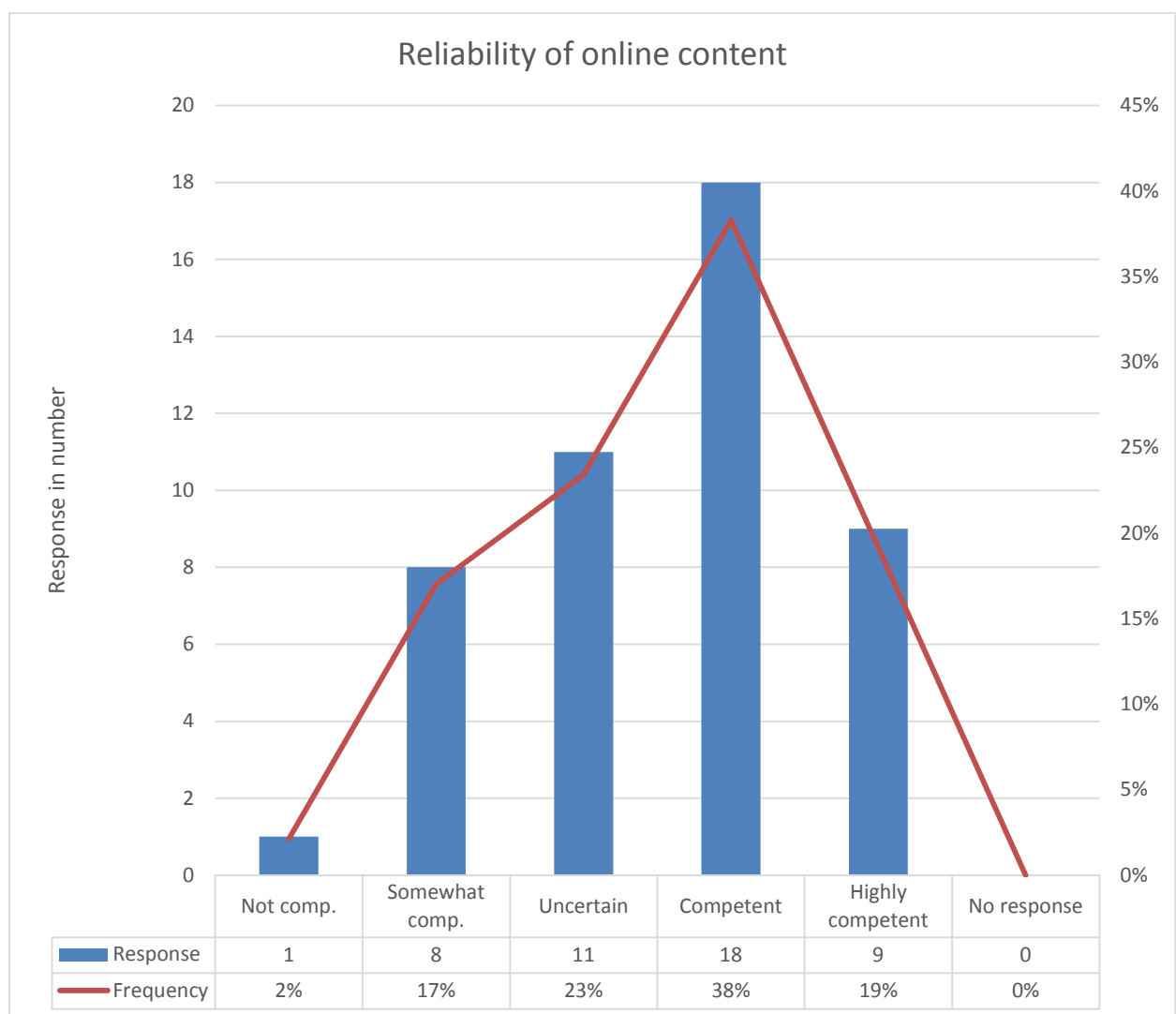
Question Ck: Accept all information on the internet to be true and valuable?

| Ck | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 12       | 26%       |
| 2  | Somewhat comp.   | 8        | 17%       |
| 3  | Uncertain        | 11       | 23%       |
| 4  | Competent        | 10       | 21%       |
| 5  | Highly competent | 5        | 11%       |
| 0  | No response      | 1        | 2%        |
|    | Total            | 47       | 100%      |



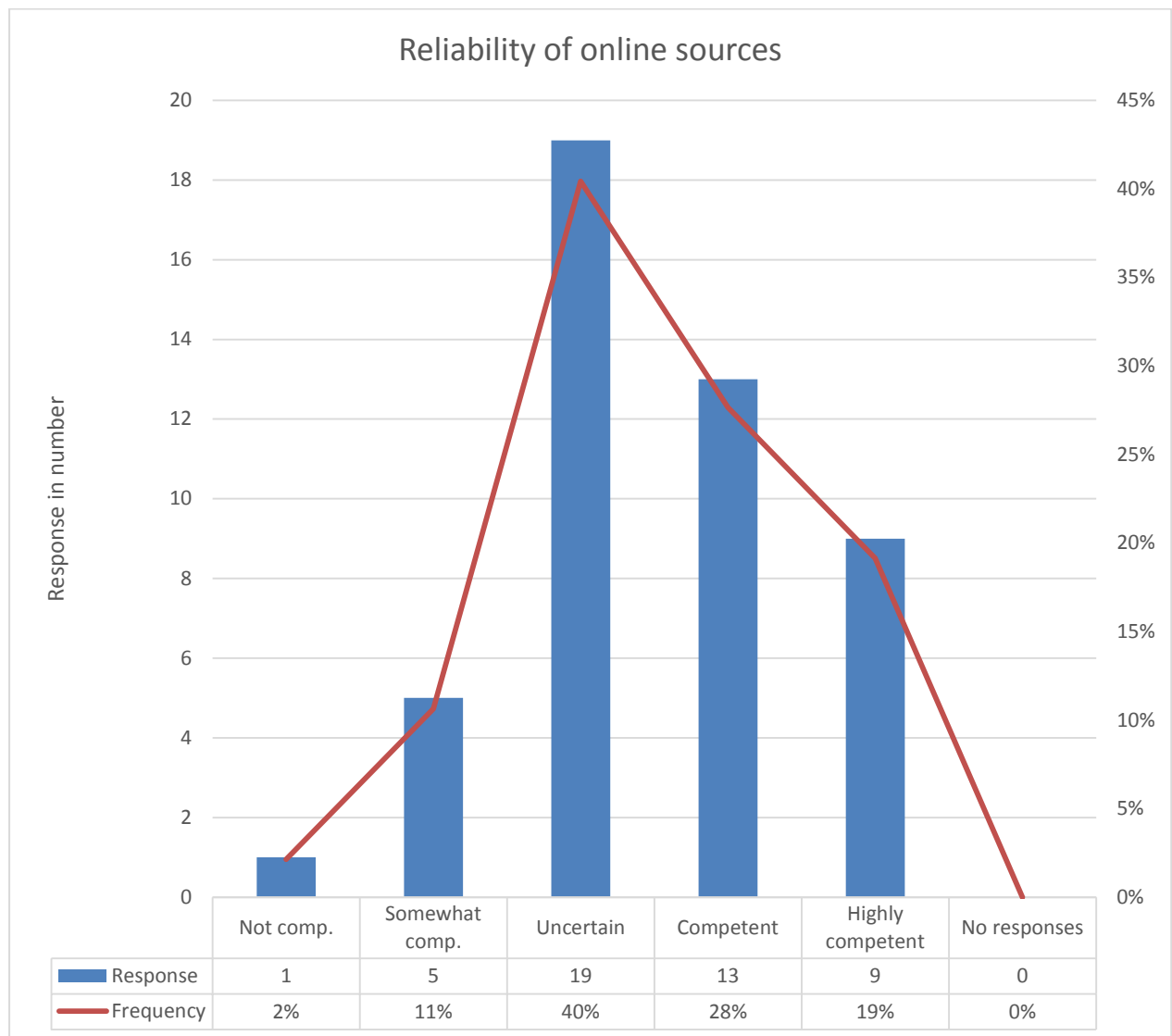
Question C1: Judge the reliability of information found on the internet?

| Cl | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 1        | 2%        |
| 2  | Somewhat comp.   | 8        | 17%       |
| 3  | Uncertain        | 11       | 23%       |
| 4  | Competent        | 18       | 38%       |
| 5  | Highly competent | 9        | 19%       |
| 0  | No response      | 0        | 0%        |
|    | Total            | 47       | 100%      |



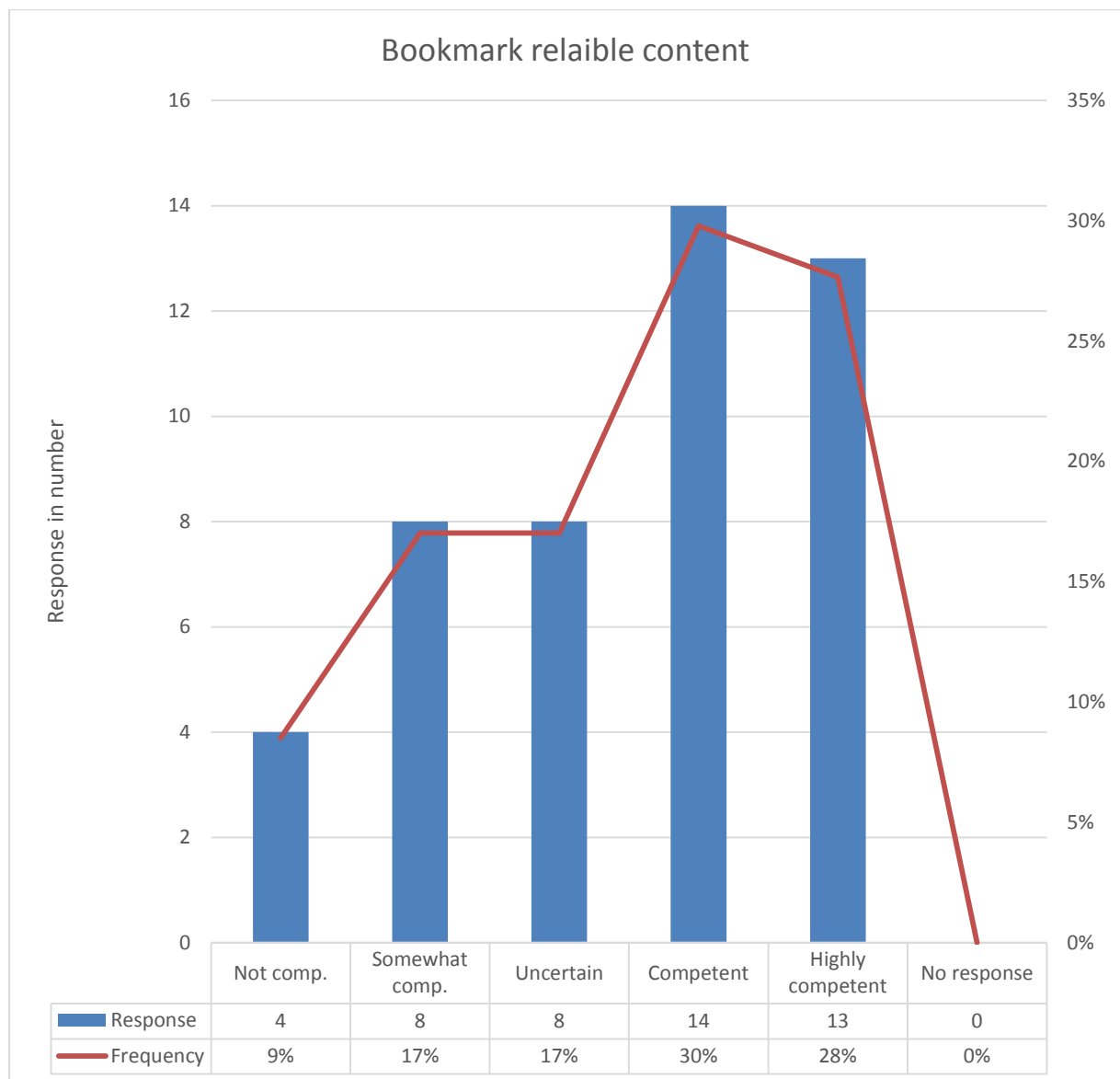
Question Cm: Identify online sources of reliable content?

| Cm | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 1        | 2%        |
| 2  | Somewhat comp.   | 5        | 11%       |
| 3  | Uncertain        | 19       | 40%       |
| 4  | Competent        | 13       | 28%       |
| 5  | Highly competent | 9        | 19%       |
| 0  | No responses     | 0        | 0%        |
|    | Total            | 47       | 100%      |



Question Cn: Bookmark online sources of reliable content?

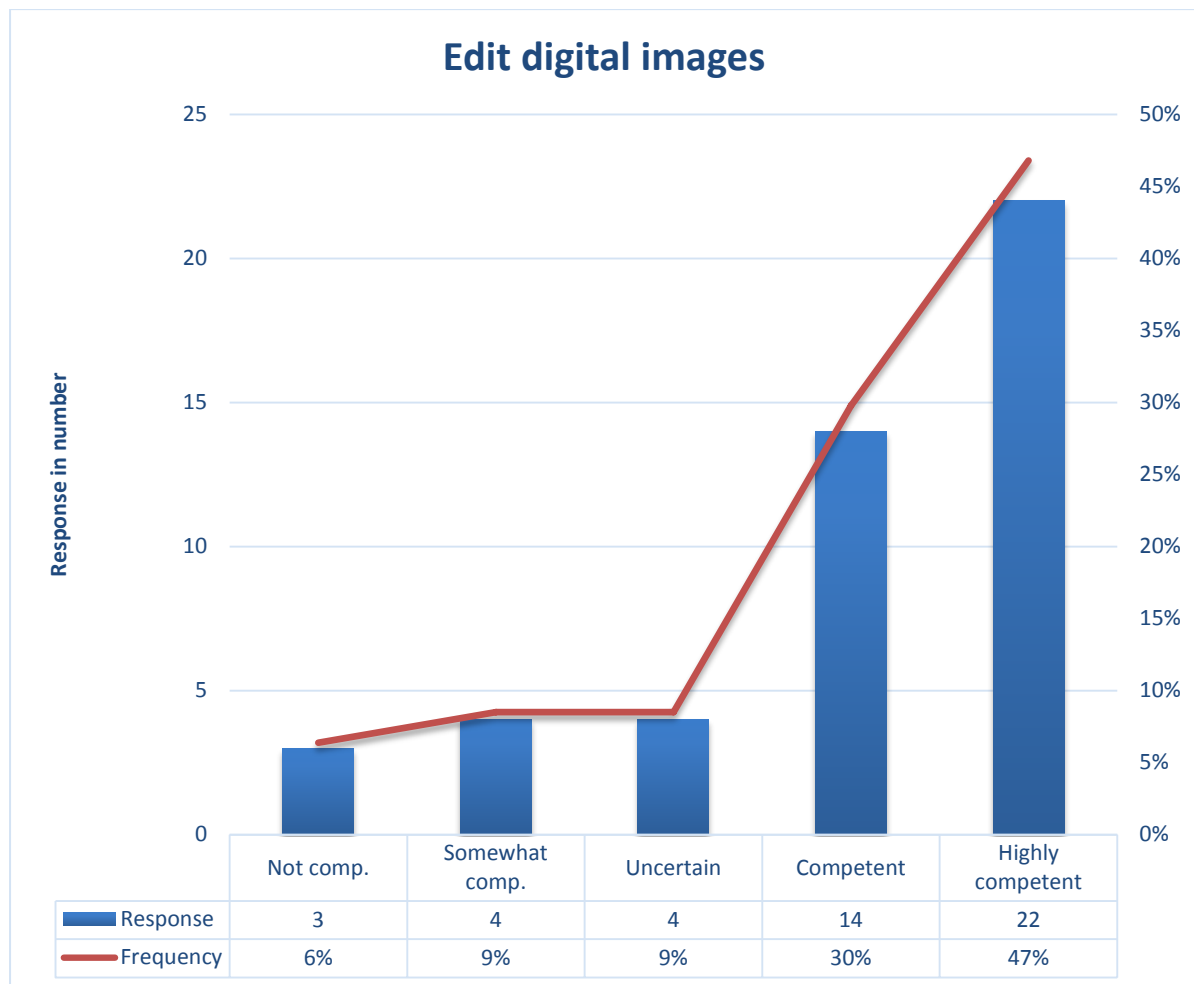
| Cn | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 4        | 9%        |
| 2  | Somewhat comp.   | 8        | 17%       |
| 3  | Uncertain        | 8        | 17%       |
| 4  | Competent        | 14       | 30%       |
| 5  | Highly competent | 13       | 28%       |
| 0  | No response      | 0        | 0%        |
|    | Total            | 47       | 100%      |



## Appendix M: Reproduction literacy skill

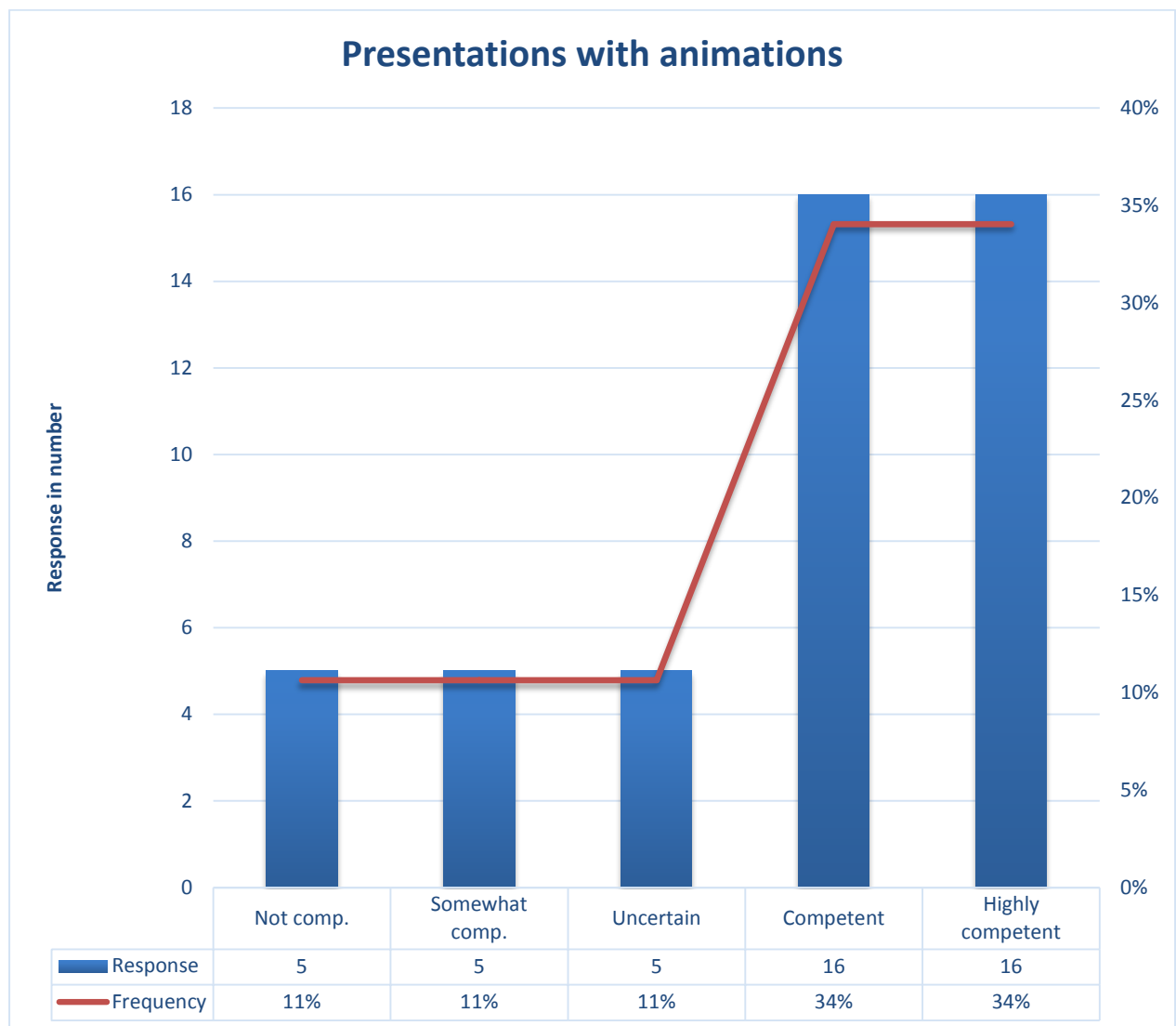
Question Cc: Edit digital photos or other digital images?

| Cc | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 3        | 6%        |
| 2  | Somewhat comp.   | 4        | 9%        |
| 3  | Uncertain        | 4        | 9%        |
| 4  | Competent        | 14       | 30%       |
| 5  | Highly competent | 22       | 47%       |
|    | Total            | 47       | 100%      |



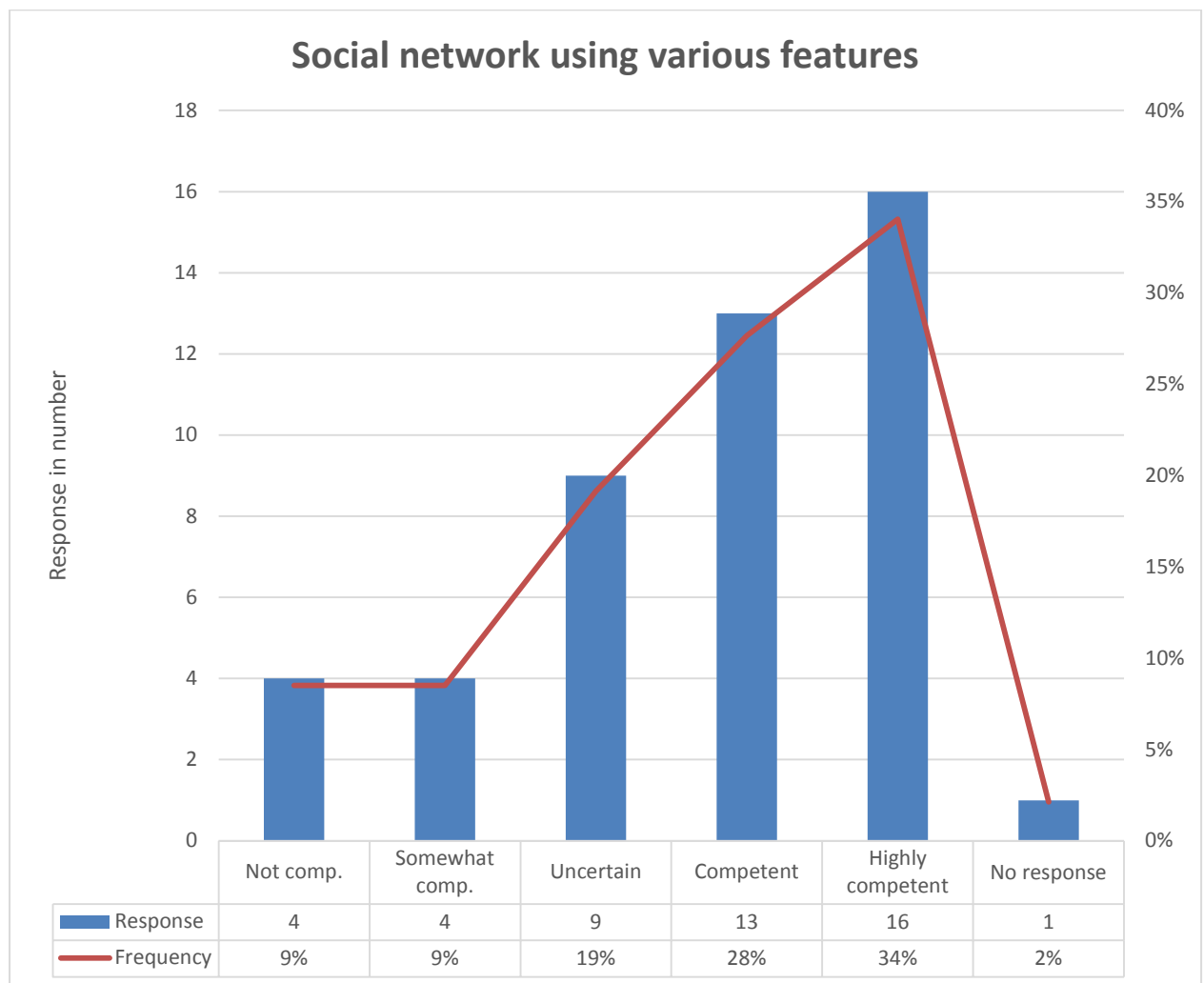
Question Cg: Create presentations with animations?

| Cg | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 5        | 11%       |
| 2  | Somewhat comp.   | 5        | 11%       |
| 3  | Uncertain        | 5        | 11%       |
| 4  | Competent        | 16       | 34%       |
| 5  | Highly competent | 16       | 34%       |
|    | Total            | 47       | 100%      |



Question Cj: Participate in social networks and use most of their features?

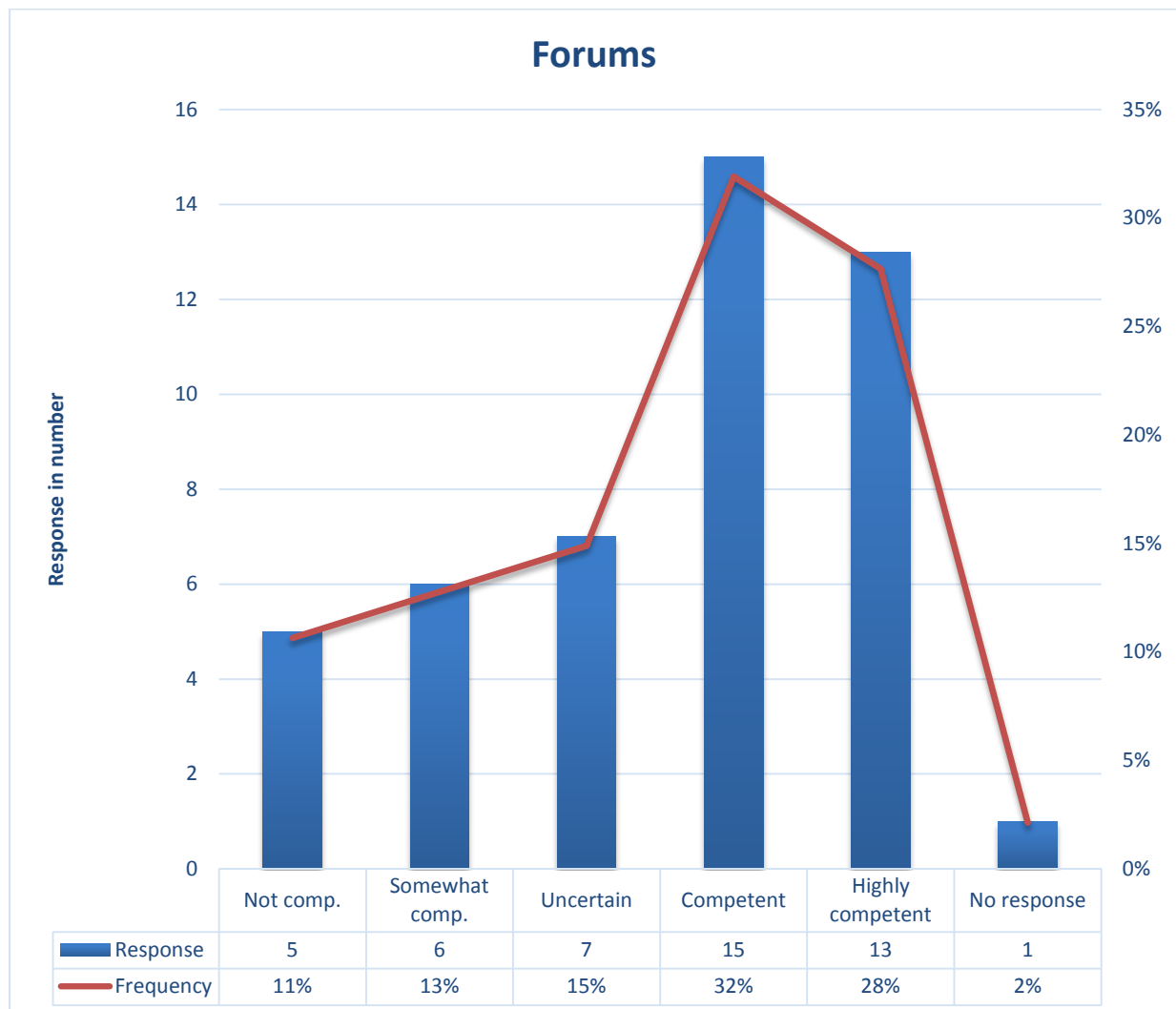
| Cj | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 4        | 9%        |
| 2  | Somewhat comp.   | 4        | 9%        |
| 3  | Uncertain        | 9        | 19%       |
| 4  | Competent        | 13       | 28%       |
| 5  | Highly competent | 16       | 34%       |
| 0  | No response      | 1        | 2%        |
|    | Total            | 47       | 100%      |



## Appendix N: Socio-emotional literacy skill

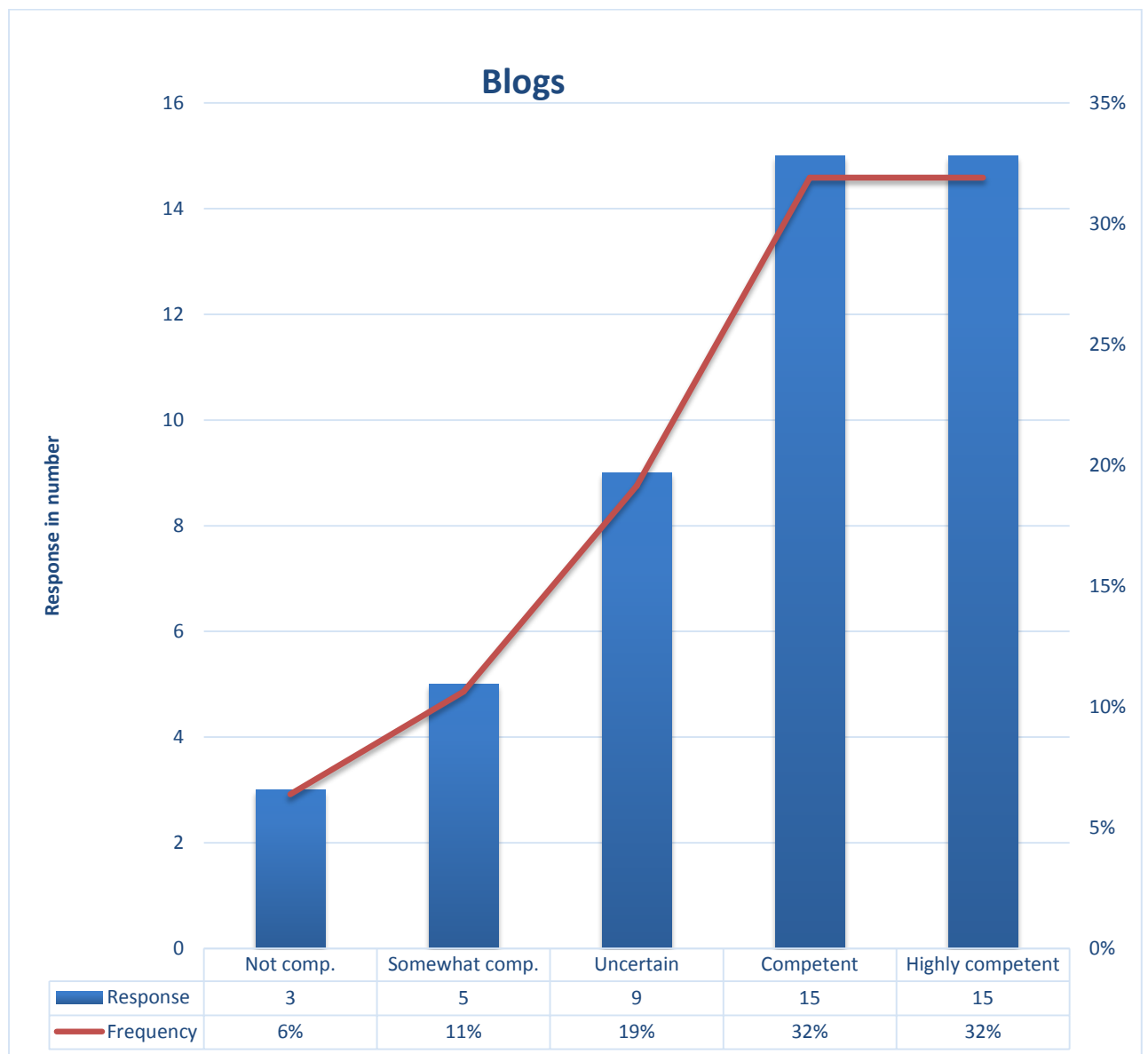
Question Ch: Participate in forums?

| Ch | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 5        | 11%       |
| 2  | Somewhat comp.   | 6        | 13%       |
| 3  | Uncertain        | 7        | 15%       |
| 4  | Competent        | 15       | 32%       |
| 5  | Highly competent | 13       | 28%       |
| 0  | No response      | 1        | 2%        |
|    | Total            | 47       | 100%      |



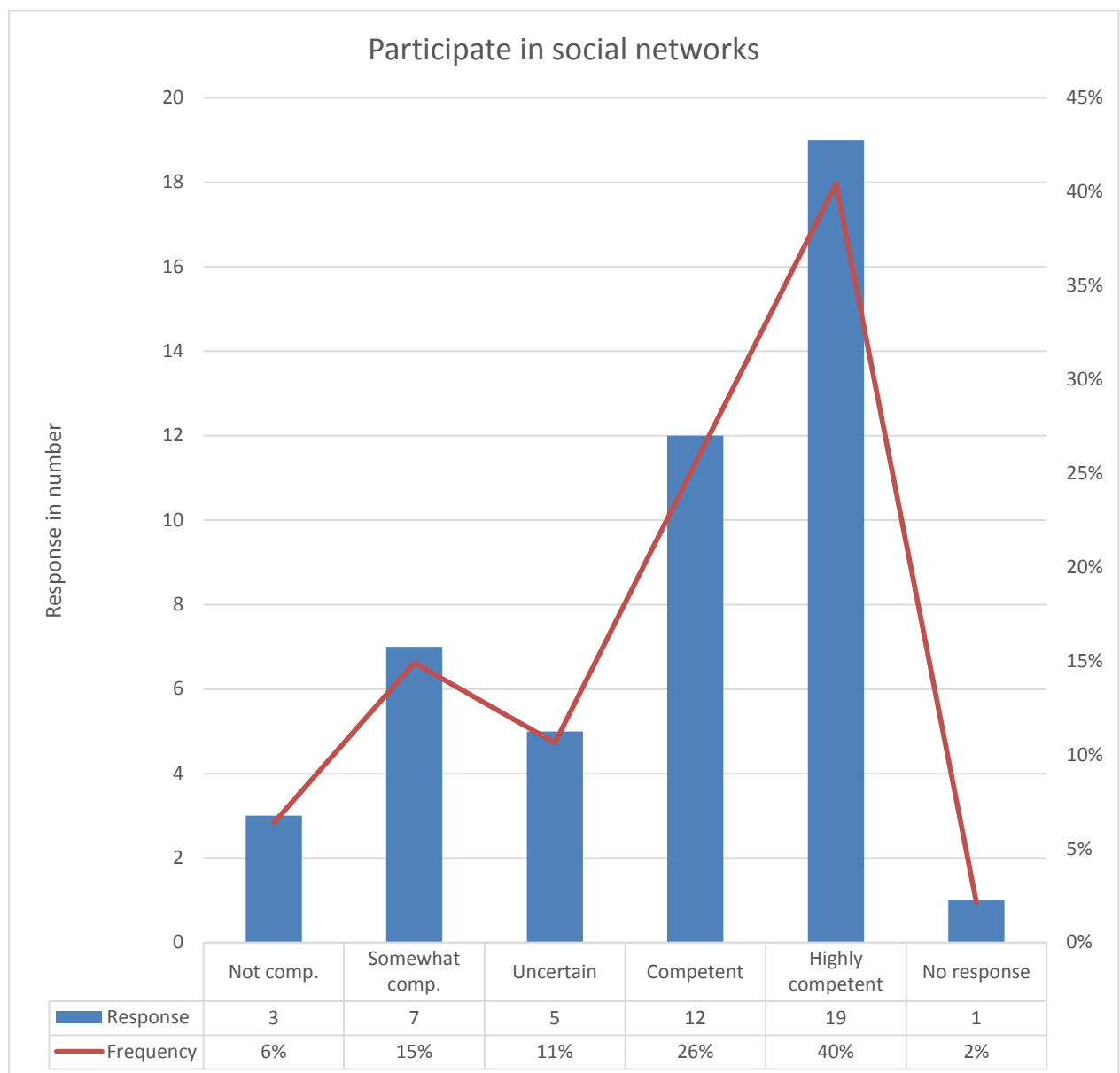
Question Ci: Create and maintain a blog?

| Ci | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 3        | 6%        |
| 2  | Somewhat comp.   | 5        | 11%       |
| 3  | Uncertain        | 9        | 19%       |
| 4  | Competent        | 15       | 32%       |
| 5  | Highly competent | 15       | 32%       |
|    | Total            | 47       | 100%      |



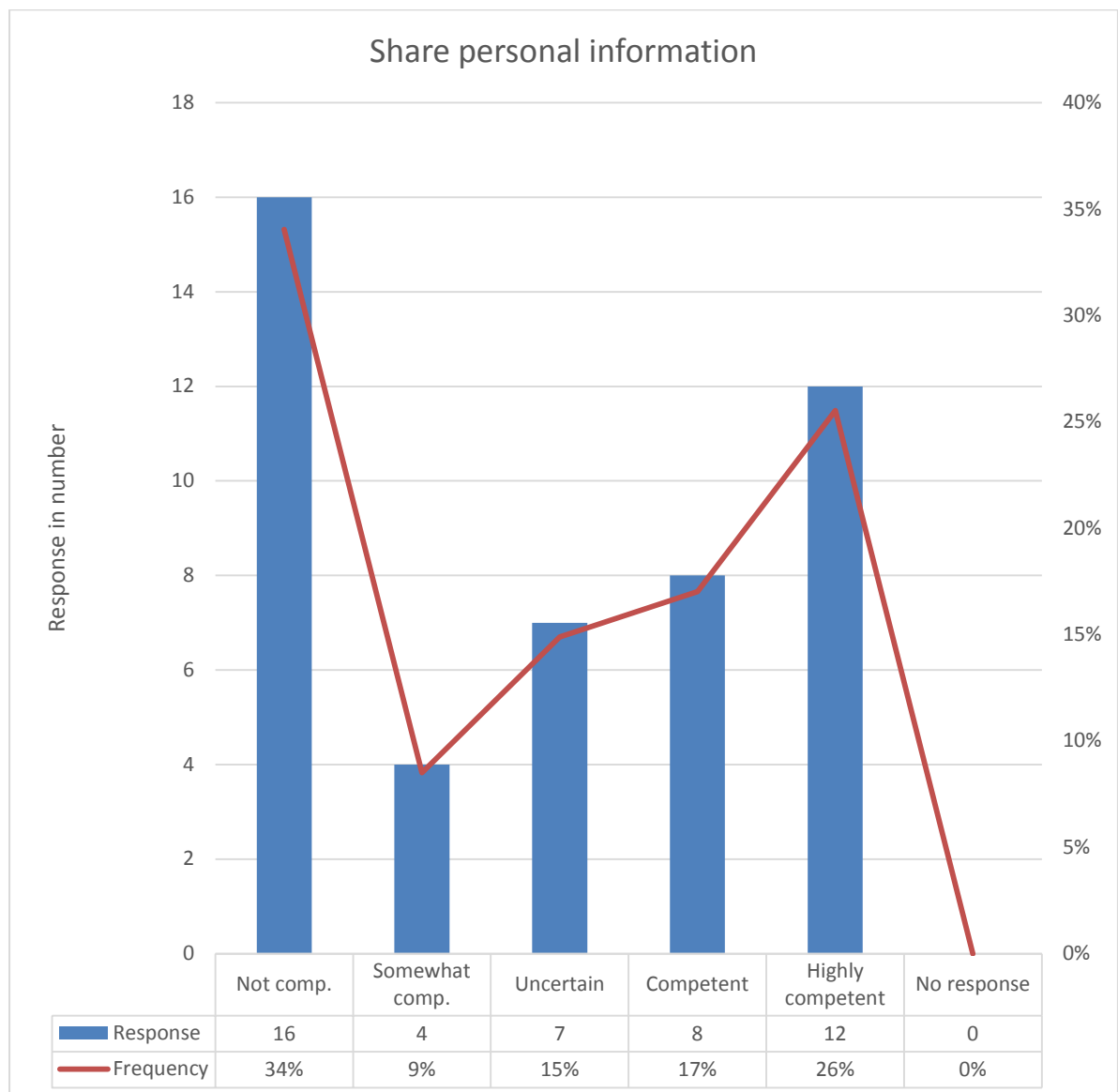
Question Cp: Participate in social networks

| Cp | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 3        | 6%        |
| 2  | Somewhat comp.   | 7        | 15%       |
| 3  | Uncertain        | 5        | 11%       |
| 4  | Competent        | 12       | 26%       |
| 5  | Highly competent | 19       | 40%       |
| 0  | No response      | 1        | 2%        |
|    | Total            | 47       | 100%      |



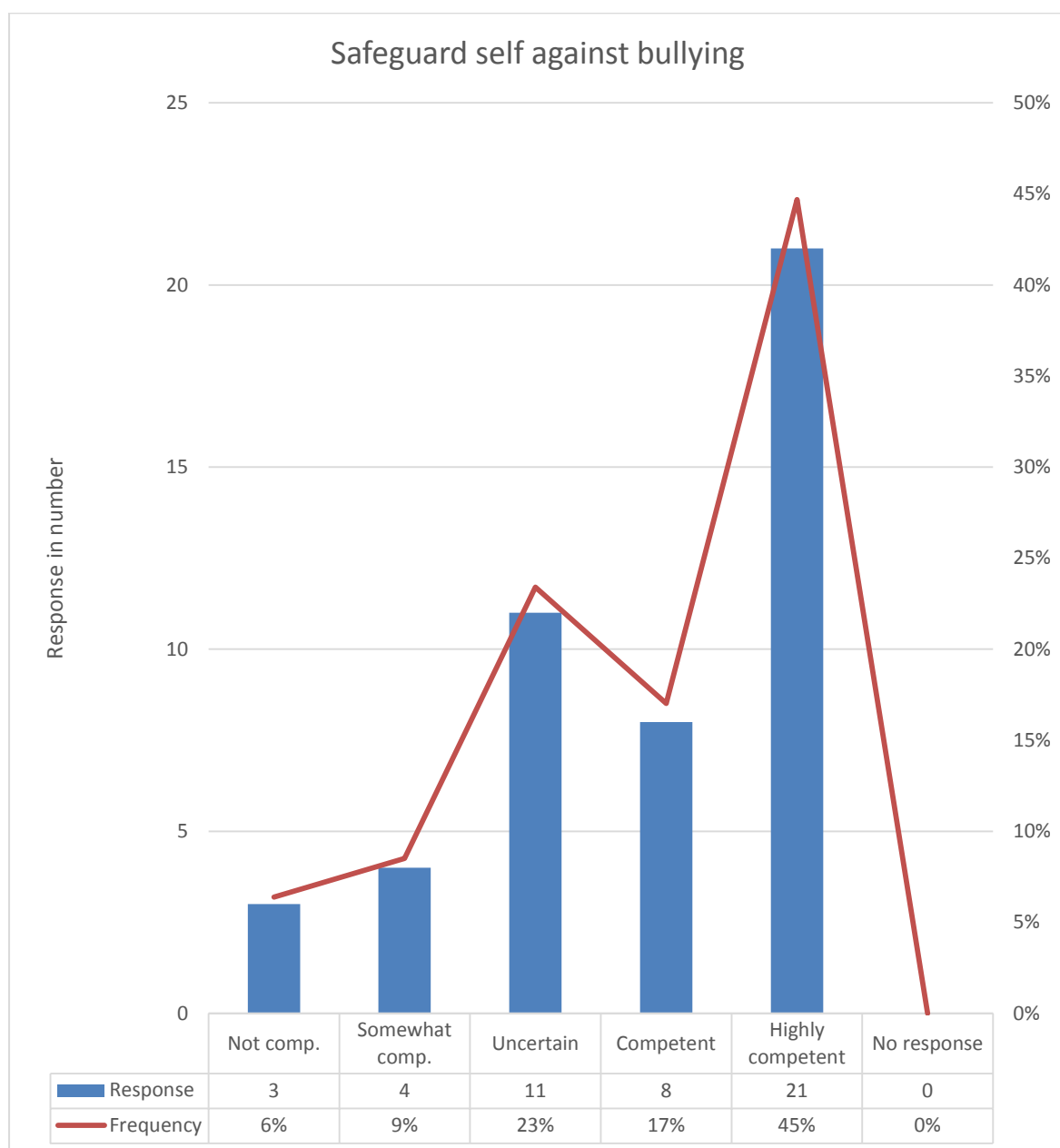
Question Co: Share personal information online?

| Co | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 16       | 34%       |
| 2  | Somewhat comp.   | 4        | 9%        |
| 3  | Uncertain        | 7        | 15%       |
| 4  | Competent        | 8        | 17%       |
| 5  | Highly competent | 12       | 26%       |
| 0  | No response      | 0        | 0%        |
|    | Total            | 47       | 100%      |



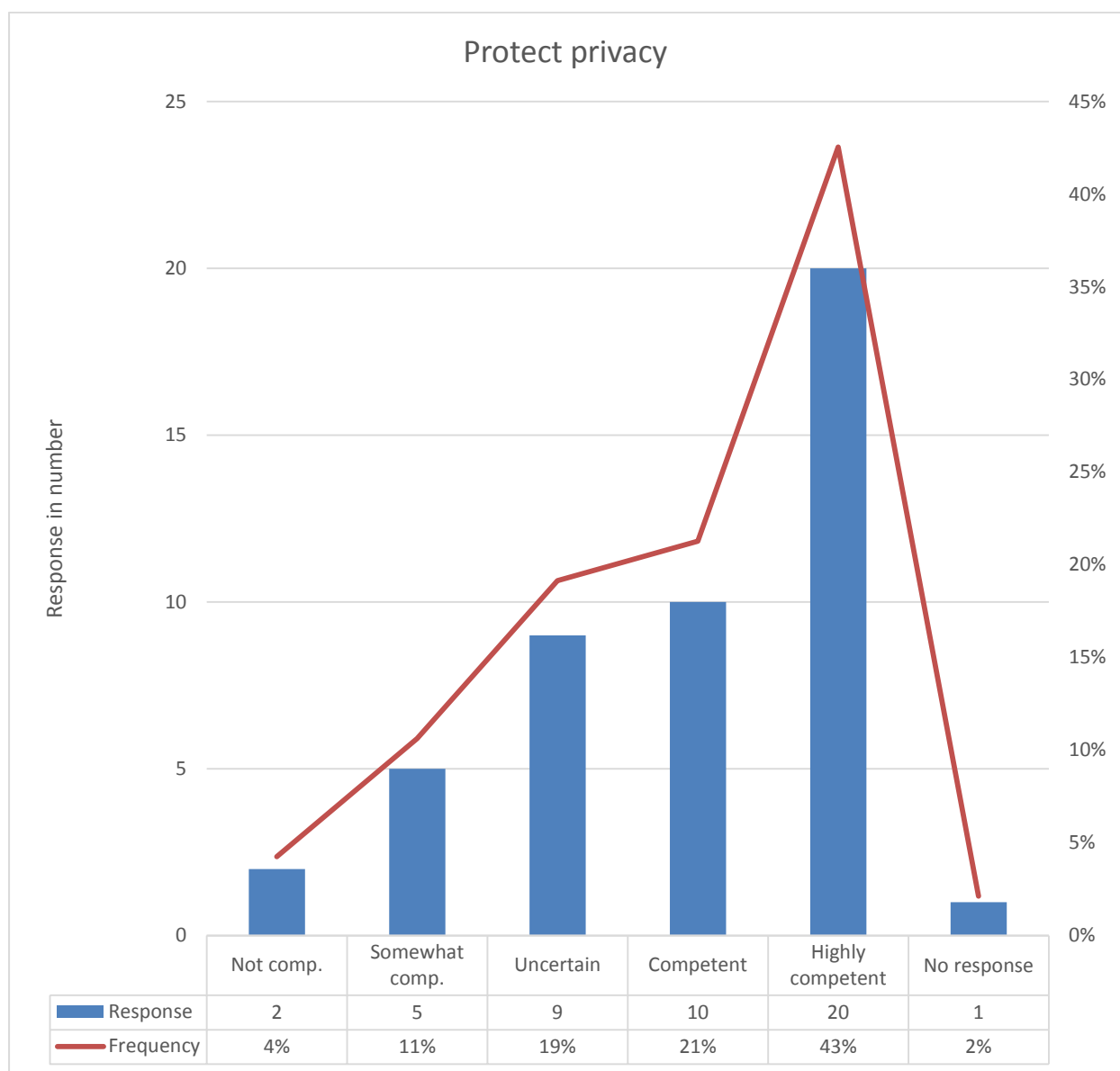
Question Cq: Use the internet safely to protect yourself against bullying?

| Cq | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 3        | 6%        |
| 2  | Somewhat comp.   | 4        | 9%        |
| 3  | Uncertain        | 11       | 23%       |
| 4  | Competent        | 8        | 17%       |
| 5  | Highly competent | 21       | 45%       |
| 0  | No response      | 0        | 0%        |
|    | Total            | 47       | 100%      |



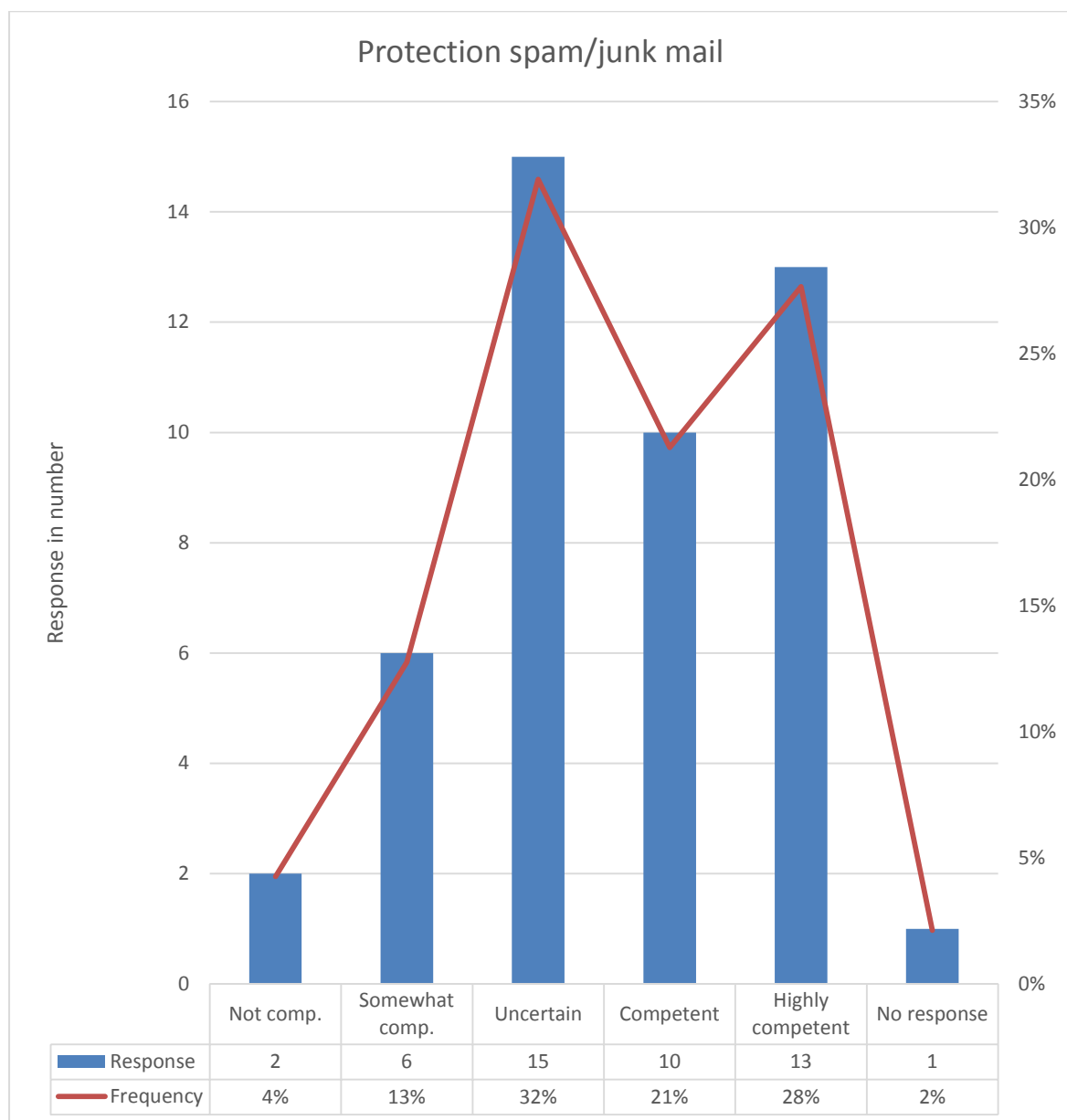
Question Cr: Use the internet to protect your privacy?

| Cr | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 2        | 4%        |
| 2  | Somewhat comp.   | 5        | 11%       |
| 3  | Uncertain        | 9        | 19%       |
| 4  | Competent        | 10       | 21%       |
| 5  | Highly competent | 20       | 43%       |
| 0  | No response      | 1        | 2%        |
|    | Total            | 47       | 100%      |



Question Cs: Protect yourself against spam and junk mail?

| Cs | Criteria         | Response | Frequency |
|----|------------------|----------|-----------|
| 1  | Not comp.        | 2        | 4%        |
| 2  | Somewhat comp.   | 6        | 13%       |
| 3  | Uncertain        | 15       | 32%       |
| 4  | Competent        | 10       | 21%       |
| 5  | Highly competent | 13       | 28%       |
| 0  | No response      | 1        | 2%        |
|    | Total            | 47       | 100%      |



## Appendix O: Faculty Interview Protocol

### Interview Protocol *Faculty Interview Protocol*

Interviewee:.....  
Interviewer: .....

Date: .....  
Time:.....

Place:.....

---

#### Questionnaire section used

- A. Background
- B. Exposure to ICTs at school
- C. Skills and use
- D. Technology for learning
- E. CC 3 forms
- F. CC shape DL development

Other topics discussed?:.....

Post interview comments or leads:...

Title: The use of Bourdieu's Cultural capital to develop digital literacy skills to assist with English language acquisition at a Higher Institute of Learning

#### Introductory Protocol

Welcome to this interview session and thank you for your time.

Your responses are very important to help us improve the quality of our teaching content. Thus I would like your permission to record this interview. Only my supervisor and I will have access to the tapes.

Please sign the release form.

In addition, since we have no intention to cause you any harm or embarrassment, I need you to sign the consent form.

This interview should last about 50 minutes. I have set some questions I need you to answer.

#### A. Background

1. Which subject(s) do you teach?
2. How long have you been teaching this subject(s)?
3. Briefly tell the purpose of this subject you teach?
4. What is your understanding of digital literacy skills?

#### B. Students' skills and use

1. What type of digital literacy skills do you think should students have before coming to this Institution? Why?
2. What do students struggle with the most with the use of computers in class? Why?
3. What type of help should be given to students to help them cope in a technological learning environment?
4. Have you made any changes to your course to accommodate students' use of computers? What?

5. What do you think should schools do to prepare learners for the use of computers in the class? Why?
6. What have you observed, are some of the things first year students do to cope with the use of technology on campus?
7. What should lecturers keep in mind when they incorporate the use of computers in their classes? Why?
8. Was there ever something you had assumed students should be able to do and found they couldn't do it? What was it?
9. Do you see a change in the type of digital literacy skills new students have compared to the previous group of new students? What?
10. What advice would you give prospective students to prepare themselves for the incorporation of technology at this Institution?
11. Should students own technological tools? If yes what and why?
12. Do you think we should continue to use technology in the classroom? Why?

### The End

Thank you for your time and for sharing valuable information with me. I'm going to rewrite this interview out. I'm going to compare your responses to the others to review all the suggestions made. I would like to ask if I may contact you for a shorter follow up interview should I have any further questions. Also, if you think of anything else related to our discussion today, please feel free to share it with me.  
Once again thank you very much for your time and help.

## Appendix P: Participant of Faculty Interview Analysis

| Faculty Interview   |   |             |
|---|---|-------------|
| Research question 3: How do first year students use their CC to become dig lit at University? |   |             |
| ID  | Response  | Question B1 |
| 1   | Because somehow it wasn't really a situation where there were any pre-requisite skills, because even particularly the students who are actually supposed to do this course, are students we assumed do not have any computer skills. But what I think what we wanted; you know it's more from a psychological perspective; we wanted the student to be prepared to be willing to learn this skill; to acquire such skills, right. They start with the non-existing skills, whatsoever, orientation session, compulsory; and they are really treated as students who have never interacted with a computer.  |             |
| 2   | Before coming, I believe there must be a level of exposure to you know what a computer is, how to operate you know, a computer basically just the fundamental you know aspects or principals you know I believe that really helps the students by the time they come to us, so in my opinion, a little bit of exposure.   |             |
| ID  |   | Question B4 |
| 1   | <p>But we discovered most of those challenges we've faced at the beginning were due to, um because some of the tutors were not so, were not so aware of their assistance in delivering the course. Because as much as we say, it's purely on-line, they, idea is it's a facilitated on-line delivery.</p> <p>It's the normal four-hour sessions that they have for classes but this time it's done in lab sessions. The first one, the primary one is for the first week, the entire first week when the semester starts, there is a compulsory orientation session for students.</p> <p>The next stage was, instead of the content also being heavily practical, it's been streamed in such a way that it gradually, the computer skill requirement, that it gradually increases. ... the group of tutors are now consistent. ... we've emphasized that each of the components, the learning outcomes, there's a text based version, there's also a presentation format, there's also video format and there's also an audio format for each and every one of the component that the student has to study. So there is no need for the student just to have to deal with text on-line.</p> |             |
| 2   | Yes, I believe so because I believe when we moved over when we transitioned into turning this course into an eLearning course as opposed to or moving from the traditional to the eLearning, I think that what it means for the students is, you know on the onset, he/she is if I may say is forced to get to know what is a mouse, what is a keyboard. From the beginning already because usually from the traditional face to face and when the course was still PIS, we gradually moved them over into the practical side of the course meaning you start with the theory, and which is not, which is okay, but I feel, now that it's eLearning from the onset they are required already so they don't have to wait two three months, they are already sort of forced to know, okay, I need to know what a click is because I've got to navigate  |             |

## Appendix Q: Consent Form for Research Participants



FACULTY OF HUMANITIES

Consent to be a Research Participant

---

Study Topic: The use of Bourdieu's cultural capital to determine first year students' digital literacy in the English class: A case study of a Higher Institute of Learning in Namibia.

Researcher: Juliet M. Eiseb [julieteiseb@polytechnic.edu.na]

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### Purpose

I found that many students coming to the English lab sessions still struggle with basic ICT functions. Namibia's ICT policy states that all students coming to university should have a certain level of computer proficiency. The content we upload assumes that all students will be able to cope, yet this is not the case. Thus I would like to find out the actual digital literacy students have. In addition, I want to find out how they use their cultural capital to cope in the lab sessions.

### Procedure

You will be asked to complete a questionnaire, which will take about 20 minutes to complete. In addition, you will be asked to attend an interview session, which will last about 45 minutes. Then I would like you to form part of a very small select group to join in a group discussion, which will last about 60 minutes. With your permission, I would like to view your academic record. I would also like to record the interview and the group discussion sessions. This will help me to correctly, transcribe the sessions to ensure that I have accurately noted your views.

### Risks

I have no intention to put you at risk or to embarrass you. However, you might feel that a question is too personal which might make you feel some uneasiness. Please note you are under no obligation to answer questions that makes you feel uncomfortable.

### Benefits

Please note that there is no direct benefit to you. However, your participation will help us create course content that is at the right level of the student' digital literacy proficiency. This study might also sensitise lecturers to create appropriate material to help students cope equally well in the class.

### Confidentiality

All information shared will be kept confidential. No references will be made to an individual by name. To further protect the identity of participants, pseudonyms will be used. Questionnaires, interview recordings and transcriptions will be kept in a safe place.

### Participation

Please note that participation in this study is voluntary. Should you feel that you no longer wish to be a part of this study, you may withdraw without any threat to your class status.

Further information

If you need to ask me more questions of clarity, you are more than welcome to contact me at [jeiseb@polytechnic.edu.na](mailto:jeiseb@polytechnic.edu.na).

I confirm that I have read, understood, and received a copy of this consent form. The content was explained to me and possible questions were answered. I am willing to participate in this study of my own free will.

Name [Print]: .....

Signature:.....

Date: .....

Witness Name: .....

Witness Signature:.....

Date: .....

Q. You feel empowered to work on your own after class on the Internet to complete tasks

| Question Df | Criteria    | Frequency | Response |
|-------------|-------------|-----------|----------|
| 0           | no response | 2%        | 1        |
| 1           | Yes         | 85%       | 40       |
| 2           | No          | 13%       | 6        |
|             |             | 100%      | 47       |

Q. It makes lessons more interesting?

| Question Dg | Criteria    | Frequency | Response |
|-------------|-------------|-----------|----------|
| 0           | no response | 4%        | 2        |
| 1           | Yes         | 85%       | 40       |
| 2           | no          | 11%       | 5        |
|             |             | 100%      | 47       |

Q. It is easier to learn English using technology?

| Question Dh | Criteria    | Frequency | Response |
|-------------|-------------|-----------|----------|
| 0           | no response | 4%        | 2        |
| 1           | Yes         | 85%       | 40       |
| 2           | No          | 11%       | 5        |
|             |             | 100%      | 47       |

## Appendix R: Participant Section D, Opinions on technology in English classes

Q. You concentrate more on what you are learning?

| Question Da | Criteria | Frequency | Responses |
|-------------|----------|-----------|-----------|
| 1           | Yes      | 80%       | 36        |
| 2           | No       | 20%       | 9         |
|             |          | 100%      | 45        |

Q. You try harder to complete all the given tasks?

| Question Db | Criteria    | Frequency | Response |
|-------------|-------------|-----------|----------|
| 0           | no response | 4%        | 2        |
| 1           | Yes         | 62%       | 29       |
| 2           | no          | 34%       | 16       |
|             |             | 100%      | 47       |

Q. You understand more easily what you are learning?

| Question Dc | Criteria    | Frequency | Response |
|-------------|-------------|-----------|----------|
| 0           | no response | 4%        | 2        |
| 1           | Yes         | 68%       | 32       |
| 2           | no          | 28%       | 13       |
|             |             | 100%      | 47       |

Q. You remember more easily what you have learnt?

| Question Dd | Criteria | Frequency | Response |
|-------------|----------|-----------|----------|
| 1           | Yes      | 64%       | 29       |
| 2           | no       | 36%       | 16       |
|             |          | 100%      | 45       |

Q. You feel more confident to work with other students to complete online tasks?

| Question De | Criteria    | Frequency | Response |
|-------------|-------------|-----------|----------|
| 0           | no response | 4%        | 2        |
| 1           | Yes         | 74%       | 35       |
| 2           | No          | 21%       | 10       |
|             |             | 100%      | 47       |