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**TEACHERS AND LEARNERS' PERSPECTIVES TOWARDS ENGLISH AS A
LANGUAGE OF LEARNING AND TEACHING: A CASE OF TWO SELECTED
SECONDARY SCHOOLS IN THE AMATHOLE WEST EDUCATION DISTRICT**

BY

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JANUARY 2019

DECLARATION

I, Atinuke Oluwatoyin OSUNKUNLE (201006462), hereby declare that this dissertation titled “Teachers and learners’ perspectives towards English as a language of learning and teaching: a case study of two selected secondary schools in the Amathole West Education District” is my own original work and that it has not been submitted, and will not be presented at any other University for a similar or any other degree award.

Signature: A' O Osunkunle

Date: January 18, 2019



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DEDICATION

I dedicate this Research Project to my FAMILY for the endless support they offered to me while studying for this Degree.



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Acknowledgments

I wish to express my sincere gratitude to my Supervisor, Dr. M.A. Linake for her love, her tireless effort in reading my work, making comments and suggestions towards ensuring the successful completion of this study and its write-up. Without her patience and guidance, this work could not have been successful. Thank you always, Doc! I also want to acknowledge the love and support given by my Husband and Children that enabled me to march on in very difficult situations as I shuttle between Fort Beaufort and Alice most of the times. Thank you for your support and encouragement. I would also like to thank the participants of this study in the two selected schools in the Amathole West Education District for accepting to be part of this study. Without their consent, this study would not have been successful. Thank you! Most importantly, I want to thank God Almighty for everything, especially for giving me the wisdom and strength to carry on when things were tough. All Glory Unto You Oh Lord!



ABSTRACT

The study aimed at examining teachers and learners' perspectives towards English as a language of learning and teaching (LoLT), using two selected secondary schools in the Amathole West Education District as a case study and to see if English is indeed a language of choice among learners and teachers. The researcher employed an interpretative qualitative research paradigm and purposive non-probability sampling method was used to draw samples of participants for in-depth interviews and focus group discussions. The school principal and two teachers were purposively selected in each of the two schools, making a total of two school principals and four teachers that were interviewed. In addition, a member of the School Governing Body (SGB) was selected in each of the two schools and interviewed. The study also had one focus group discussion with learners in each of the two selected schools, making two focus groups in total. All the one-on-one in-depth interviews as well as the focus group discussions with the learners were recorded and then transcribed. The collected data was later analysed thematically to infer the meaning and present the findings. The findings revealed that most of the students in public schools are torn between two divides as they struggle with the use of English as a language of learning and teaching but seem to have no choice, as they all believed that the use of English is quite beneficial to them in many ways. Another critical finding is that some teachers find it difficult to teach in English because they do not have a good command of the language. This makes them to code-switch regularly using IsiXhosa along with English while they are supposed to teach in English. Thus, this affects the learners proper understanding of and grounding in the English language. The study also found out that the schools lack adequate support to ensure the effective use of English for learning and teaching. The study recommended that various support systems from the government are needed in order to ensure the acceptance and successful use of English as LoLT in South African public schools. In this regard, the participants assured that these would result in positive outcomes, as they would provide quality education through government support. The study concluded that English is the preferred LoLT by both teachers and learners, thus, it needs to be prioritised.

Keywords: Perspectives, Teachers, Learners, English, Language of Learning and Teaching, Public Schools.

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CHAPTER 1

INTRODUCTION

1. Introduction and background to the study

This study seeks to examine teachers and learners' perspective of English Language as a language for learning and teaching in public schools, using two secondary schools in the Amathole West Education District as case studies. According to Naidoo (2012), western influences has for many years now been the main reason for the increased use of English as a language of trade and communication around the world. Shin (2008) in Naidoo (2012) also notes that the use of English as a global or common language for all has also been greatly influenced by the demands of participation in a global academic community. This means that there is a kind of demand that learners be equipped with English literacy considering the perceived view that English is a global language.

Based on the above discussion, scholars like Nyika (2015), Serfontein (2013) and Mansor, Badarudin & Mat (2011) have observed that the choice of English language as a language for learning and teaching has become popular in schools because it is seen as the official international language of communication and trade. This has given English a symbolic power that supersedes the power or desire for mother-tongue instruction in South African schools (Naidoo, 2012). In addition, Bourdieu (1991) in Naidoo (2012) states that learners also want to learn in English, considering its acceptance for trade purposes and the supposed social status that it confers on its speakers. This is however not the case in some public schools where some learners battle to speak or learn in English as the researcher observed during her past school teaching experiences. This is one of the key issues that this study seeks to find out. In this regards, Language of Learning and Teaching (LoLT) is defined as the language medium in which learning and teaching, including assessment, takes place (Department of Basic Education, 2010).

There have also been several debates in the past years on the need for a language policy to guide and influence the role and use of language in teaching and learning. The South African Constitution of 1996 encourages public schools to teach students in any of the eleven (11) official languages or their home language. The belief here is that learners would be able to learn better in a language that they comfortably understand (Tshotsho, 2006). To further ensure this, the Department of Education, came up with the Language in Education Policy (LiEP) in 1997 with the aim of advocating for the use of home language as the LoLT. Subsequently, in 2002, the LiEP was revised and the Revised National Curriculum Statement (NCS) came into existence to further ensure that learners are taught in a language that they fully understand and comfortable to learn with (Cole et al, 1978). Education scholars like Myburgh et al (2004) have also noted that the use of home language or a language that the learners are comfortable with would enhance learning and teaching instead of a language that learners do not comfortably understand.

However, despite the fact that South Africa is a multi-lingual and multicultural society, the influence or acceptance of English is clearly seen in the way the younger generation of South Africans have accepted western culture, habits, and dressings as a means of fitting into the global arena (Thompso, 2001). In this regard, the researcher hopes that that this study will offer some insight into the perspectives of teachers and learners on the use of English Language as a second language for learning and teaching in public schools, using two secondary schools in the Amathole West Education District as case studies with the hope of comparing their views. The focus will be on public schools because personal experience confirms that they struggle with the use of English for learning and teaching as it is their First Additional Language.

1.1 English as a Language for Learning and Teaching globally

There has been a rise in the use of English for learning and teaching globally and even by non-English speaking countries. In a report by the British Council and the University of Oxford, the reason has been attributed to the fact that English is being seen as a window to academic and business world (Dearden, 2014).

As noted in this study, some Universities around the world see the use of English as a second language while some use it as a medium of instruction, as a way of enticing foreign English speaking students to study with the aim of improving their global ranking as an international university.

Another reason given is that it helps to improve the exchange of ideas and relations between countries. In this regard, this would promote the existence of an international environment, internationalise their course offer and academic profile. Thus, the researcher wants to note that the use of English for teaching and learning do have an impact on the culture and home language of that particular country. Another key finding from this research conducted by British Council and the University of Oxford is that the preference for English as a second language also fosters inequality between students who are able to speak good English and those who are not. Other issues emanating from the study was to assess the quality or level of English competence of the teachers towards providing quality instruction to the learners (Dearden, 2014).



1.2 English as a Language for Learning and Teaching in Africa

There have been several debates about the use of English as a language for learning and teaching versus the use of African languages. Interestingly, there are views from Africa emphasising the importance of using African languages as a language of learning and teaching in schools but sadly, the use of English and other ex-colonial languages continue to dominate teaching and learning environments in most African countries. In view of this, some view English as a common language that would unite the country and which everyone would be able to speak.

In addition, English has however emerged as a language that has contributed to disunity in most countries due to ongoing debates on whether it should be the language of instruction at the expense of local languages. This is because the use of English has also been responsible for cases of division between those who have access to English and those who do not (Williams, 2004)

Other African countries have also encouraged the use of English with the belief that it would facilitate economic development, which has not been possible in most cases. The researcher, however, wants to point out that effective education will only take place when learners are taught in the language that they are familiar with, which also means that the use of unfamiliar language will no doubt hinder effective learning.

Other debates around the use of English as a medium of instruction/language of learning and teaching in Africa posit that having some knowledge of English and being able to speak it is very essential in modern education, firstly at primary school and then secondary education. Some even see it as a very important step towards getting a white-collar job (Übersicht, 2004). For example, Ghana is working towards the discontinuation of the use of English for teaching and learning in schools with the country's Minister of Education Prof. Jane Naana Opoku Agyemang, confirming this. She was of the view that the educated working class has failed to contribute meaningfully to the development of the country because of the language that was used in teaching them while they were in schools. The Minister was of a strong view that the country will be on a path of development if English is removed as a language for teaching and learning (Essel, 2015).

1.3 English as a language for learning and teaching in South African Schools

The debate on the choice of suitable language for learning and teaching in South Africa will not be complete without referring to the 1976 Soweto uprising as black learners protested against being taught in an unfamiliar language.

This was when the students protested against the use of Afrikaans as a language for learning and teaching in South African schools. Interestingly and forty-two years after, the debate is still on until today.

Despite the introduction of the Bill of Rights in South Africa, which mandates that everyone is entitled to receive an education in an official language of their choice, reverse has been the case as the debate on the right choice of language for learning and teaching continues (Department of Basic Education, 2011; Essel, 2015).

In this regard, the researcher views possibilities because English is the most widely spoken language in the world and a popular medium of instruction in local public schools. It is also important to highlight the fact that using the English language as a language for learning and teaching (LoTL) is seen as a way of giving learners the necessary English proficiency so that they are able to cope well with tertiary education and at international level as well. This is also evident in the fact that English is a global language and most academic books are usually available in English. Scholars such as Naidoo (2012) and Nyika (2015) are of the view that there is a link between the cognitive development of children and language.

In view of this, the researcher believes that learners whose home language is not English will be at a disadvantage, as they will find it difficult to understand concepts being taught in English. In addition to the argument above, the Curriculum and Assessment Policy Statement (CAPS) for Grades 10-12 also stipulates that language learning in Grades 10-12 should include all the official languages in South Africa, namely, Afrikaans, English, IsiNdebele, IsiXhosa, IsiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, SiSwati, Tshivenda and Xitsonga. CAPS also stressed the importance of the use of home language in learning and teaching, which is the language that was first acquired by learners (CAPS Document, 2011).

The above discussion means that English should not be seen as being superior to other South African languages or be seen as more beneficial when used as a language of instruction in schools. Thus, the general belief by scholars is that the use of other African languages also helps to promote the learning of home languages in schools, which also leads to the preservation of culture and traditions, which would normally be lost at the expense of using English as a language of learning and teaching (Anon and Nyika, 2015).

In this light, it must be noted that one of the Provinces in South Africa is not left behind in this debate, as there has been a preference for the use of other African languages for learning and teaching in some schools in the Eastern Cape (Makgato, 2014).

Alidou and Maman, 2003 and Brock-Utne, (2005) in Makgato (2014) also added that even though English is used for learning and teaching in most South African schools, it is important to note that communication between teachers and learners is well understood when the mother tongue or any African language is used.

1.4 Statement of the problem

Scholars like Thomas and Collier (2001) and Nyika (2015) have noted the importance of language as the means by which a person organises thoughts, experiences, and things they learn. Language is very central to various factors such as cognitive, affective and social factors that shape our learning. The researcher wants to note that there would always be a problem when a suitable language is not used in a teaching and learning environment to teach learners, especially in a multilingual country like South Africa. A critical issue that this study seeks to unravel would be to know the learners' preference and perspective of the language of learning and teaching (LOLT) in schools and if they indeed prefer English.



This is important because, in situations where learners do not speak or understand the language of instruction, teaching and learning become a problem and very difficult too (Myburgh, Poggenpoel, and Rensburg, 2004). This study investigated the use of English Language for learning and teaching in South African public schools and the challenges around its usage. Other studies have also shown that some teachers are not well capacitated or well trained to use English effectively for teaching and learning, which is also a problem as it affects the delivery of teaching instruction in the classroom. This means that both teachers and learners have challenges in the classrooms as this affect the learning process because this is the only language for Learning and teaching. Thus, the researcher would like to get the teachers' and learners' perspective towards English as a language of Learning and teaching.

1.5 Purpose of the study

The purpose of this research is to establish the perspectives of teachers and learners on the use of English language for learning and teaching in South African public schools. The study focused on two secondary schools in the Amatole West Education District with the hope of comparing their views.

1.6 Main Research Question:

The main research question that this study seeks to answer is:

How do teachers and learners perceive English as a language for learning and teaching?

1.6.1 Sub-questions:

The sub-questions are:

- What are the challenges faced by the learners on the use of English Language for learning and teaching?
- To what extent do teachers get any support needed in order to change their perception towards English as the language of learning and teaching?
- What are the likely outcomes of using English as a language for learning and teaching?

1.7 Objectives of the study

This study seeks to fulfil the following objectives:

- To find out the challenges faced by the learners on the use of English Language for learning and teaching.
- To investigate whether teachers get any support needed in order to change their perception towards English for learning and teaching.
- To identify the outcomes of using English as a language for learning and teaching.

1.8 Methodology

This study adopted the qualitative research methods and was conducted using the interpretivists approach. Interpretivism focuses on the notion that each individual is capable of constructing her or his own reality and it involves the process of interpretation and emphasising of issues (Du Plooy, 2002). Interpretivism depends more on the use of natural methods of collecting data such as the use of interviews and observations. Interpretivism also allows for sufficient dialogue or engagement between the researcher and the sample involved in the research or the people from whom data will be collected (Bryman, 2004). In this view, this paradigm gave the researcher the opportunity to interpret people's feelings and experiences on issues been investigated or researched on, which is typical of qualitative research method.

In addition, this research made use of non-probability sampling techniques for data collection purpose as it was deemed fit and purposive sampling technique was used. According to Bryman (2004), purposive sampling is usually used when the researcher is aware of the characteristics of the required units of analysis for data collection based on the researcher's knowledge and judgement of the research project. In light of this, participants, which are teachers, learners, the school principals and members of the School Governing Body (SGB), were able to give their perspectives on the use of English as a language for learning and teaching.

This paradigm also allowed the researcher to observe the participants and the emotion and feelings that they showed when giving their views and perspectives as they were interviewed.

Considering the fact that the study aimed to look at the perspectives of teachers and learners on the use of English for learning and teaching in public schools, using two secondary schools in Amatole West Education District as case studies, the researcher believes that qualitative approach was suitable for this research project. It must be noted that qualitative research is usually expressed as an umbrella concept that allows for several types of inquiry in order to help in understanding and explaining the meaning of social phenomena with as little disruption of the natural setting as possible (Berg, 2004).

Another important characteristic of a qualitative approach is that it does not involve the use of numbers when analysing data. Leedy (2001) supported the above argument by noting that the qualitative approach helps researchers to produce findings in words. Thus, the qualitative research method was used for the study whereby data was collected using in-depth interview and the focus group discussion. In addition, the researcher collected data related to the issues being investigated in this study using document analysis. Mouton (2002) notes that document analysis is useful tools for collecting data in qualitative research as it allows researchers to engage with and analyse relevant documents related to the study. Examples of such documents usually looked at in document analysis include official documents, government policies and other forms of written documents.

Data collected was analysed qualitatively with thematic analysis and the researcher was able to come up with suitable themes to analyse and discuss the main findings from the data.

Mouton (2002) noted that thematic analysis is quite helpful when analysing data collected through qualitative research method, especially when in-depth interviews as in this case of this research project, are used as data collection tools or methods. A detailed discussion of the methodology adopted for this study is in Chapter 3.

1.9 Significance of the study

This study is significant as it looked at a very topical issue that focuses on language usage for learning and teaching in both global and South Africa. The study considered several ongoing debates in South Africa and across the world on what should be a suitable language for teaching learners. The findings of this study will therefore, be helpful to education policy makers and to all public schools in both, global and South Africa in particular, Amathole West Education District schools. This study will also contribute to knowledge and ongoing debates around the use of English language for learning and teaching in all public schools in South Africa.

1.10 Delimitation of the study

This study focused on two public secondary schools in Amathole West Education District schools whereby the school principals, teachers, learners, and SGB's were targeted.

1.11 Definition of terms / Key Words

The following terms will be defined accordingly below:

Perspectives, Language of Learning and Teaching, School and Second Language.

1.11.1 Perspectives

Perspective is a particular way of considering something. Perspective is also defined as a way of thinking about something, especially one that is influenced by the type of person you are or by your experiences (Niederhoff, 2011).

1.11.2 Language of Learning and Teaching (LoLT): the language used by the teacher and the pupils for learning/teaching activities in the formal classroom. LoLT is also known traditionally as the medium of instruction. The language used by the teacher and the pupils for learning/teaching activities in the formal classroom (Lueg, and Lueg, 2015).

1.11.3 School: A school is an institution where instruction in a particular field is given and learning takes place. A school is also a place for a regular course of meetings of a teacher or teachers and students for instruction (Palme, 1998).

1.11.4 Second Language

A person's second language or L2 is a language that is not the native language of the speaker, but that is used in the locale of that person. In contrast, a foreign language is a language that is learned in an area where that language is not generally spoken (Nwoye, 1992).

Conclusion

This chapter looked at the introduction and background to this study as well as the problem statement. Other issues discussed in the chapter include the aim and objectives of the study and the related research questions. A brief overview of the research methodology, the significance of the study, the delimitation of the study and definition of key terms were also discussed. The next chapter will seek to review related literature.



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CHAPTER 2

LITERATURE REVIEW

2 Introduction

The previous chapter looked at the introduction and background to this study as well as the problem statement, the aim, and objectives of the study and the related research questions. A brief overview of the research methodology, the significance of the study, the delimitation of the study and definition of key terms were also discussed. This section focuses on reviewing literature related to the study. The chapter starts by looking at the historical background of language usage in South African schools, most importantly during the apartheid era. Other issues looked at are the various education policies on the language of learning and teaching in South Africa. The chapter also discusses the theoretical framework that underpins this study.



2.1 Historical background of language usage in South African schools

History has shown that the usage of language in South African education became prominent with the arrival of the Europeans in the Cape and especially the Dutch people who settled in South Africa in 1652. History also shows that it was only Dutch and English that was used in South African schools at this time and it was after 1925 that Afrikaans was introduced as well (Thompson, 2001). These languages, therefore, served as the mother tongue for the whites and those that were referred to as coloureds then. Policies on mother-tongue education during the apartheid era in South Africa, however, paved the way for little recognition of African languages. Among the policies on mother tongue education was the Bantu Education Act of 1953, which allowed black learners to be taught in their mother-tongue teaching while in lower and higher primary grades of learning (Visagie, 2010).

The Bantu Education Act also stipulated that learning for the black learners must not continue in this mother-tongue beyond the higher primary grades but that learning should thereafter be in English and Afrikaans (Nyika, 2015).

This denied the black learners the opportunity to be taught in their mother-tongue with English and Afrikaans enforced on them. Interestingly, the first schools in South Africa were founded by Christian missionaries who came with various 'European ideas' which have impacted on South African languages. The missionaries were however involved in the identification and recording of South African local languages and grammars which further helped with the development of South African languages and its learning at schools (Nyika, 2015). In this regard, the missionaries helped to 'create' and identify languages of regional dialects such as IsiXhosa, Northern Sotho, Tshivenda, among others and their knowledge was spread across and among South Africans along with European languages such as English (De Wet, 2002; Nyika, 2015).

Since the demise of the apartheid regime and the advent of democracy, South African government has since introduced language policies such as the National Education Policy Act (Act 27 of 1996) which was adopted in 1997. The aim of this policy is to ensure that one language is not given prominence more than the other in South African schools. This means that English cannot be picked or used as a language of learning and teaching in schools at the expense of South African local languages. Based on the discussions above, the act highlights the importance and recognition of South Africa's cultural diversity which should be seen and preserved as a national asset. Thus, it is important to note that European languages such as English also spread amongst the local South African people through missionaries (Nyika, 2015).

2.2 Language Education Policy under Apartheid Era: Towards Addressing the Mother Tongue Issue

The apartheid government entrenched Afrikaans as the language of instruction in South Afrikaans schools with the aim of popularising the language and inculcating its culture in the lives of South African people.

The language policy under apartheid was therefore aimed at characterising the apartheid schooling system and to Afrikanerise South Africa. The aim then was also to stop the dominance of English language and the apartheid government strategically considered the UNESCO proclamation of the optimal language-medium policy and that students learn better when they are taught in their mother-tongue (UNESCO, 1953; De Wet, 2002).

The UNESCO proclamation further revealed that the best medium for teaching a child is through her or his mother-tongue. The apartheid government in South Africa then cited this view and also referred to the traditions of the German, French and British to teach children in their mother tongue, which made them come up with the Bantu Education Policy for teaching children in black schools. This education policy promulgated specifically for black schools, and those, whose first language was a Bantu language, was inferior (Fairclough, 1989).

Language Policies in South Africa were therefore aimed at redressing the inequalities that existed in the South African schooling system under apartheid, where Afrikaans and English were given higher status at the expense of local languages (Tshotsho, 2006). This also means that prior to 1994, Afrikaans and English were the two most recognised languages in South Africa and they also served as the official languages for the country. But after the advent of democracy in 1994, South Africa gave recognition to 11 languages spoken within the country and declared them as official languages and with the same status. The aim here was to give recognition to and promoting the African languages with the aim of addressing the imbalances or inequalities of the past.

In addition, Section 31 of the South African Bill of Human Rights (1995) also stated that:

- Every person shall have the right to use the language of his / her choice
- No person shall be discriminated against on the grounds of language
- Every person has a right to insist that the state communicates with him or her at the national level in the official language of his or her choice.

It must, however, be noted that while the African National Congress (ANC) led South African government is determined to promote and sustain the use of all the eleven languages as official languages, the needed resources are not readily available to achieve this plan. This is evident in the fact that English and Afrikaans are still more preferred than these home languages. As further noted by Tshotsho (2006), most blacks resent the use of their home languages and have consistently adopted the use of English as their language of communication and preferably for the children as school's language of learning and teaching.

Interestingly, some black parents across the country also send their children to English medium schools, as they want their children to be conversant with and speak English. Similarly, De Klerk (2002) in Tshotsho (2006) notes that there is official recognition for English as the language of government and businesses, which shows the value and recognition attached to the use of English. In essence, all these make the possibility of using an African language as a language of learning and teaching to be very difficult and probably impossible. It must, however, be noted that the implementation of government policies towards promoting the use of any language of choice will always be severely hindered with the continuous preference for English.

Historically, the South African government has continuously on many occasions stated that English should be an optional medium of instruction as a language of learning and teaching while at the same time stating that English would remain as the language of education or language of learning and teaching until that time that African languages are amply developed enough and accepted to be fit enough to be used as a language for learning and teaching (Wolff, 2002; Pandor, 2005).

In an effort to further develop the usability of African languages for learning and teaching and towards the implementation of its related policies, the South African government established and provided for Language Centres across the country. It must however be noted that providing funding for the language centres is just one of the interventions, while other pertinent issues should be dealt with appropriately.

For instance, Tshotsho (2006) stated that the government needs to monitor and ensure improvement in how African languages are being taught at both the Primary and Secondary schools across the country.

This also points to the fact that despite the South African government policy on multilingualism, English and Afrikaans have both continued to be used as the language of learning and teaching in South Africa. It must, however, be noted that research has shown that students' good achievements in learning and teaching is greatly influenced by the language used in the process. The researcher agrees with this statement as teaching and learning will be easy and possible when the language of instruction is well understood by the students.

The researcher is also the belief that the use of a language that students are familiar with will aid comprehension and recall of the concepts being taught in class. However, the use of indigenous languages for learning and teaching in South Africa seems like a mirage, more so as there are no books written in the indigenous languages, which then makes the practical implementation of this idea a bit impossible.



However, in situations where the English language has been chosen as the language of learning and teaching, then it becomes important that the students and teachers be very proficient in the language. Ensuring English language proficiency is also very important especially when students would be required to complete tasks in English as well as other related tasks or assignments in other subjects (Tshotsho, 2006). It is also important to note that scholars have over the years highlighted the fact that black students face some difficulties on the use of English language, as there are no support systems available to enhance their understanding of English language and develop the necessary language skills.

In its quest to address the linguistic imbalances of the past, the Department of Education introduced the Language Education Policy of 1992, which gives the students the opportunity to intensively learn in their own language with a second language being introduced as well.

As noted by Tshotsho (2006), the idea of supporting the use of the mother tongue in lieu of English was to allow students to adequately learn most cognitive skills in their own language at a foundational stage of their life. The belief here is also that being taught in the mother tongue would allow for learning support for the students (Tshotsho, 2006: 26). Interestingly, research has however shown that most African parents even demand the use of English in teaching their children and most African children have not been taught in their mother tongue. As noted by Tshotsho (2006) and Meyer (1997), teachers in South African schools use different modes of teaching such as code switching to help students to understand contents written in English and which they are being taught in class.

2.3 Language policy and language of learning and teaching in South African

It is important to note that in the post-apartheid era, South Africa has provisions and policies in place that provide for learners' language rights in South African schools as stipulated in the various language policies, the South African Constitution and the Bill of Rights. For instance, Section 29(2) of the South African Constitution makes provision for learners to be taught in their preferred language.



This part of the constitution states “everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable”. While elaborating on this, Stoop (2017) notes that in order to ensure the realisation of this right, it is important for the state to consider all reasonable educational alternatives, as well as the existence of single medium institutions as well as issues of inequality, practicability and the need to redress the results of past racially discriminatory laws and practices.

It is also important to note that Section 29 (2) of the South African Constitution highlights the relevance and importance of using the mother-tongue in teaching and learning but this will only be possible in situations where it is possible to teach using the mother tongue. As noted by Stoop (2017), practicability in this sense means that learners or their parents as in the case of a minor are given the opportunity to choose their preferred language of instruction.

Practicability could also mean that it is possible to use the mother tongue language without any difficulty at all. It is therefore important that all necessary factors be considered towards ensuring the possibility of using a preferred language for learning and teaching.

It must, however, be noted that this would only be possible with the involvement of and getting necessary input from the learners, their parents or guardians, the teacher, the school principal and the school governing body as well. It is therefore very clear from the above discussions that Section 29(2) indeed seeks to empower and give learning or educational opportunities to learners in South Africa to be taught in the language that they are most comfortable with.

It is also important to highlight that language is a very important component of the teaching and learning process as it helps a person or learner to describe the means by which they learn to organise experiences and thoughts. This is why parents, educators and policy makers are very interested in the kind of language used for learning and teaching in a multi-lingual society like South Africa.



In addition, there has been research conducted to determine the relationship and link between mother-tongue education and learners' academic achievements, which points to a good correlation between the two (Myburgh, Poggenpoel and Van Rensburg, 2004). As further noted by Myburgh et al. (2004), effective learning and teaching would only take place where the language of instruction spoken and understood by the learners is used in the classroom. They further added that students and schools in situations where an unsuitable language is used usually experience school ineffectiveness and low academic achievement. This makes it important and relevant that to encourage the use of home language or a suitable language as the language of learning and teaching (LOLT).

Advocates of using home language or the language that is understood by the learners such as Myburgh et al (2004) have therefore consistently called for a language policy to be put in place to support their view.

As also noted by the World Bank (2005), the belief associated with this call is that there are lots of advantages associated with learning in one's own language, which includes increased access, improved learning outcomes, reduced chances of repetition and drop-out rates, and socio-cultural benefits. It must also be noted that the language policy for schools in South Africa has its roots in some sections of the Constitution of the Republic of South Africa (RSA, 1996a) and the South African Schools Act (SASA) (RSA, 1996b). Interestingly, the Department of Education, at that time created the Language in Education Policy (LiEP) in 1997 and the main aim of the LiEP was to ensure the use of home language as the LoLT. The LiEP, later on, looked at how to make the policy function better by reviewing it to come up with the Revised National Curriculum Statement (NCS) of 2002.

It is also important to note that the South African Constitution of 1996 also made provision for learners to be taught in the official language(s) of their choice in public schools. In addition, and looking critically at the same 1996b Constitution, Section 29(2) of the Bill of Rights also stipulated that learners have a right to receive education or be taught in the official language(s) of their choice in public education institutions. The researcher is also of the view that learning and teaching will effectively take place in situations where learners comfortable with the language of instruction being used in the classroom.

2.4 Importance of English in schools and society

It is a known fact that English is one of the major global languages and incidentally as it is one of the eleven official languages in South Africa. English is therefore useful internationally and the more reason why it has been accorded an important place among South African languages. English is a dominant language despite the fact that it is the home language of a small portion of South African. On a positive note, the use of English enhances international or global communication. However, on a negative note, the use of English could lead to the gradual death of the other official languages, their cultures, and traditions (Serfontein, 2013).

In light of the above, the researcher wants to point out that the importance and dominance of English have spilled over to education as English issued in most cases as the language of education or medium of instruction in South African schools. The case is also the same internationally as English is predominantly used to teach students, the reason being that most books are written in English. This puts tremendous pressure on schools to use English as a medium of instruction. Another reason could be to prepare learners ahead of tertiary education where the language of instruction is predominantly English (Visagie, 2010).

2.5 Scholars' views on the use of English as a language of learning and teaching in schools globally

The concerns around the use of English as a language for teaching and learning globally have also been raised by scholars.

For instance, Chumbow (2013) while researching on mother tongue-based multilingual education and citing studies from Nigeria, Cameroon, Mexico and Philippines note that learners are able to learn better when they are taught in their home language in their early education. Conversely, the study found out that learners who are taught using a foreign language or second languages struggle to learn. Crystal (1999) while looked at the impact of English as a global language on educational policies and practices in some countries around the world noted that there are associated problems and challenges such as the use of inadequately trained teachers.

As noted by Chumbow (2013), in some countries such as Philippines, there has been concern on the effect of English on learners' home language or vernacular languages as well as the language expertise or professional skills of the teachers involved, which in most cases is deemed not to be sufficient enough to provide learners with good acquisition of foreign language such as English. It is important to note that the push to popularise the use of English in schools has been largely due to the effects of globalisation and the general belief that English is a global language with some multinational companies, even in non-English speaking areas such as Latin America making English their official language.

Some countries have however been conscious of the effect of English on their local languages and even on their children or learners, especially when it becomes the medium of instruction in their schools.

For instance, the Philippine government was concerned about having the right choice of medium of instruction in schools towards helping students to stay in school and learn better. This led to the formation of the Philippine Commission on Educational Reform in the year 2000 with the aim of switching from the use of English as a medium of instruction to Filipino and other local /vernacular languages. The aim was also not to threaten the right of children to learn in the language of their choice (Nunan, 2003).

Dearden (2014) while researching and writing on the global phenomenon of the use of English as a language of teaching and learning also adds that English is now being used medium of instruction in some countries to teach subjects like Science, Mathematics, Geography and others instead of being taught as a foreign language. Dearden (2014) however adds that  for learners to be good thinkers that will contribute effectively to teaching and learning, they need to be engaged or taught in a language that they can use freely and comfortably. Duke (1999) in Dearden (2014) stated that the use of a familiar language for learning and teaching would help learners to be able to comfortably reflect on what they are being taught by their teachers. Duke further noted that it would also make learners be able to dialogue with, engage their teachers in discussions, and as well help them to be part of knowledge creation and ownership.

To further, support this argument, Ndamba (1999) and Nyawaranda (2000) notes that in Zimbabwe, learners or children are more comfortable and happy to speak and use their mother tongue for learning purposes at schools than using English. Dearden (2014) adds that there are cases where teachers resort to using the mother tongue for meaningful communication when it becomes difficult to explain concepts or teach their students effectively in English.

2.6 Scholars' views on the use of English as a language of learning and teaching in schools in Africa

The issue of identifying the right for teaching and learning in schools in Africa was debated at the Juba Language-in-Education Conference organised by the British Council, which was held in South Sudan in March 2012 with academics from Sub-Saharan Africa and other education experts in attendance (McIlwraith, 2013). The participants at this conference stressed the need for the integration of African languages and cultures into education systems, as a way of emphasising the importance of home language in teaching and learning, which was approved of implementation by Ministers of Education of 18 African countries. The aim was to ensure that the importance of home language is enshrined in language-in-education policies and practices across Africa.

Some of the resolutions from the conference include the need for language equity and the need to protect, respect and develop all languages while valuing the multilingual nature of African society. The conference also noted that African languages should be used in partnership with other international languages such as English, French etc thereby ensuring a strong model of mother tongue-based multilingual education and throughout Africa. Another key highlight from this conference was that the participants expressed the desire for learners to be taught in the language that they feel comfortable with which will help them to develop academic language proficiency in all the subjects that they are being taught. The belief here is that it is after learners have been able to develop academic reading and writing competency in their home language that they can now go ahead to use or be taught in other languages (McIlwraith, 2013).

In a research focusing on “The language of instruction issue: Reality, aspiration and the wider context”, Ferguson (2013) notes that African countries have always had to deal with the issue of the choice of the right choice of medium of instruction in line with the language policy. Ferguson (2013) adds that the choices in the African context are always more motivated by political, economic and ideological considerations instead of educational considerations and quality.

While looking at the medium of instruction and quality of education, Ferguson (2013) further notes that surveys and literature on educational issues on the medium of instruction have revealed or asserted that primary education and early literacy are usually effective taught when the home language or the language that the pupil is familiar with is used.

The idea here is that teaching or instruction with a home or local language enhances the quality and quantity of teacher and learner interaction in the classroom, which also ensures learning. While quoting Benson (2004) and Alidou et al. (2006), Ferguson (2013) notes the use of home language or language that the child or learner is familiar with also helps to ensure proper cognitive development and fostering of literacy as well as a smooth transition between home and school.

Ferguson (2013) further notes that empirical evidence from across Africa support these views, while citing Mozambique (Benson 2004), Burkina Faso (Alidou and Brock Utne 2006), Nigeria (Fafunwa et al. 1989), Botswana (Prophet and Dow 1994), Zambia (Williams 1996; , whose studies confirmed that pupils usually perform better educationally when the language or medium of instruction being used to teach them is their home language or a familiar language that they are familiar with. In addition, Ferguson (2013) indicates that there is evidence from countries such as Zambia that teaching, learning, and subsequently educational progress can be hindered with English as a medium of instruction, considering the fact that teaching skills in English may not be sufficient enough for it to be used an educational medium.

The conclusion here is that the use of English as language of teaching and learning will not be useful in a teaching and learning environment unless certain critical issues are addressed such as the improvement of the English proficiency of teachers, possibly through training as well as the provision of sufficient quantity of relevant textbooks appropriate to second language users.

Similarly, Chumbow's (2013) study on mother tongue-based multilingual education shows that children who are taught in their home language in their early education are likely to learn better than those taught using foreign language or second languages, with examples from the IFE Project in Nigeria as cited by Afolayan (1976) and the PPROPELCA Project in Cameroon as cited by Tadadjeu (1990).

2.7 Scholars' views on the use of English as a language for learning and teaching in Schools in South Africa

In a study focusing on teaching and learning in the language of a learner's choice in South African public schools, Serfontein (2013) noted that while African communities such as South Africa may continuously emphasise the importance of their local languages, they still encourage the use of English as a medium of instruction in schools. In addition, Van Tonder (1999) was of the view that most schools encourage the use of English through the incorrect impression that English is very vital for career opportunities and successes.



Other reasons given for the choice of English as a medium of instruction above local languages is that allows the students or 'beneficiaries' to have social status as well as lift them from poverty (Benson 2004). From the parents' point of view, Serfontein (2013) also notes that some parents are not so bothered about what language is used for teaching and learning by the schools to be attended by their children as they see it as something that they can't control or influence but which the school enforces.

In addition, Nyamende (2008) asserts that even the society; especially the educated people accept the use of English as a medium of instruction and associates the use of indigenous languages with illiteracy, ignorance, and backwardness. As further, noted by Nyamende (2008), some parents or people are ashamed to identify themselves with the indigenous languages as they have high regard for the English Language. This also in some ways impact on learners' decision not to feel like associating with, speak or be taught in any of the indigenous languages, thereby motivating their choice of English as a medium of instruction.

On the other hand, Tulasiewicz and Adams (2005) highlighted that learners or schools preference of using other languages such as English at the expense of local language or mother tongue should be seen as a loss of identity for educators and learners. In a study on the choice of medium of instruction, Makalela (2005) notes that despite the fact that most learners have their mother tongues which range from Sesotho, Sepedi, Setswana, Tshivenda, and IsiNdebele, the choice of medium of instruction was still English for the majority of the learners. Makalela (2005) further states that local indigenous languages are not always preferred or used as a medium of instruction in most schools, even though the South African Constitution provides for the choice of language of instruction.

Makalela (2005) also highlighted the difficulties associated with teaching and being taught in a language other than the home language of the learners. This view is supported by the findings of Nel and Muller (2010) who conducted a study among student-teachers on what should be the appropriate medium of instruction. In this study, the student teachers noted that while they recognise the importance of home language and cultural identity, they still prefer to use English as a medium of instruction at schools even though they are fully aware that they lack sufficient capacity to teach well in English. However, Makalela (2005) was able to find out the same study that most learners would prefer to be taught in their home language, which they see as being part of their cultural identity.

2.8 English as a Language for Learning and Teaching globally

There has been a rise in the use of English for learning and teaching globally and even by non-English speaking countries. In a report by the British Council and the University of Oxford, the reason has been attributed to the fact that English is being seen as a window to academic and business world (Dearden, 2014).

Some Universities around the world see the use of English as a second language while some use it as a medium of instruction, as a way of enticing foreign English speaking students to study with the aim of improving their global ranking as an international university.

Another reason given is that it helps to improve the exchange of ideas and relations between countries. As much as this would promote the existence of an international environment, internationalise their course offer and academic profile, the researcher wants to note that the use of English teaching and learning do have an impact on the culture and home language of that particular country. Another key finding from this research conducted by British Council and the University of Oxford is that the preference for English as a second language also fosters inequality between students who are able to speak good English and those who are not. Other issues emanating from the study was to assess the quality or level of English competence of the teachers towards providing quality instruction to the learners (Dearden, 2014).

2.9 English as a Language for Learning and Teaching in Africa

There have been several debates about the use of English as a language versus the use of African languages. Interestingly, there are views from Africa emphasising the importance of using African languages as a language of learning and teaching in schools but sadly, the use of English and other ex-colonial languages continue to dominate teaching and learning environments in most African countries. Nevertheless, while some view English as a common language that would unite the country and which everyone would be able to speak, English has emerged as a language that has contributed to disunity in most countries due to ongoing debates on whether it should be the language of instruction at the expense of local languages.

This is because the use of English has also been responsible for cases of division between those who have access to English and those who do not (Williams, 2004). Other African countries have also encouraged the use of English with the belief that it would facilitate economic development, which has not been possible in most cases. The researcher wants to point out that effective education will only take place when learners are taught in the language that they are familiar with, which also means that the use of unfamiliar language will no doubt hinder effective learning.

Other debates around the use of English as a medium of instruction/language of learning and teaching in Africa posit that having some knowledge of English and being able to speak it is very essential in modern education, firstly at primary school and then secondary education.

Some even see it as a very important step towards getting a white-collar job (Übersicht, 2004). For example, Ghana is working towards the discontinuation of the use of English for teaching and learning in schools with the country's Minister of Education in Ghana, Prof. Jane Naana Opoku Agyemang, confirming this. She was of the view that the educated working class has failed to contribute meaningfully to the development of the country because of the language that was used in teaching them while they were in schools. The Minister was of a strong view that the country will be on a path of development if English is removed as a language for teaching and learning (Essel, 2015).

2.10 English as a language for learning and teaching in South African Schools



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The debate on the choice of suitable language for learning and teaching in South Africa will not be complete without referring to the 1976 Soweto uprising as black learners protested against being taught in an unfamiliar language. This was when the students protested against the use of Afrikaans as a language for learning and teaching in South African schools. Interestingly and forty-two years after, the debate is still on until today.

Despite the introduction of the Bill of Rights in South Africa, which mandates that everyone be entitled to receive an education in an official language of their choice, the reverse has been the case (Essel, 2015). This in the researcher's view is possibly due to the fact that English is the most widely spoken the language in the world and a popular medium of instruction in local public schools.

It is also important to highlight the fact that using the English language as a language for learning and teaching (LoTL) is seen as a way of giving learners the necessary English proficiency so that they are able to cope well with tertiary education and at international level as well. This is also evident in the fact that English is a global language and most academic books are usually available in English. Scholars such as Naidoo (2012) and Nyika (2015) are of the view that there is a link between the cognitive development of children and language. In view of this, the researcher believes that learners whose home language is not English will be at a disadvantage, as they will find it difficult to understand concepts being taught in English.

In addition to the argument above is that the Curriculum and Assessment Policy Statement (CAPS) for Grades 10-12 also stipulates that language learning in Grades 10-12 should include all the official languages in South Africa, namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda and Xitsonga. CAPS also stressed the importance of the use of Home Language in learning and teaching, which is the language that was first acquired by learners (CAPS Document, 2011). This means that English should not be seen as being superior to other South African languages or be seen as more beneficial when used as a language of instruction in schools.

Thus, the general belief by scholars is that the use of other African languages also helps to promote the learning of home languages in schools, which also leads to the preservation of culture and traditions, which would normally be lost at the expense of using English as a language of teaching and learning (Anon and Nyika, 2015).

In this light, it must be noted that one of the Provinces in South Africa is not left behind in this debate, as there has been a preference for the use of other African languages for teaching in some schools in the Eastern Cape (Makgato, 2014). Alidou and Maman, 2003 and Brock-Utne, (2005) in Makgato (2014) also add that even though English is used for teaching and learning in most South African schools, it is important to note that communication between teachers and learners is well understood when the mother tongue or any African language is used.

2.11 Perceptions of teachers and learners on English as a language of learning and teaching

When looking at the language of learning and teaching, it is always important to consider the views of teachers and learners. As noted by Marungudzi (2009), in addition to knowing the view of teachers in terms of the language of learning and teaching, it is also important to evaluate issues around curriculum implementation to know if this is acceptable by the various stakeholders before it goes on to affect or influence the kind of the language that is used for teaching and learning. Meyer (1998) also notes that in South Africa, teachers are concerned about the use of English as the language of learning and teaching.

Despite the fact that the South African constitution recognizes English as a language of learning and teaching (LoLT), the general practice has always been to use English and a native language for learning and teaching purposes. Meyer (1998) further found out that teachers and learners would not really support the use of English as a language of learning and teaching due to the various classroom realities such as lack of English proficiency on the part of the teachers and learners.



For instance, Meyer (1998) notes that most textbooks are written in English, which makes teaching and learning difficult in such cases discussed above. On the other hand, there has also been a call from teachers and parents for the policy of English as the language of learning and teaching. This confirms the importance of English as being seen as the key to success and upward mobility. In addition, Ejieh (2004) in a study looking at the perspectives of teachers on policy issues in education in Nigeria notes that there is always a preference for the use of English as the language of learning and teaching. This is similar to what Meyer (1998) also found out that despite all the challenges around the use of English, learning materials are mostly produced in English and the teaching policy also favours the use of English.

Most countries are also experiencing the same problem and a similar study in Hong Kong attests to this as Poon (1999) and Tse et al. (2007) note that there is a preference for the use of Chinese Medium of Instruction (CMI) instead of English.

The belief here is that students have low proficiency in English, which should invariably hinder the use of English as the language of learning and teaching. Similarly, in Tanzania, the government policy on education and most importantly on teaching and learning shows that there is a student-teacher preference for the use of local language instead of English (Marungudzi). As further noted by Marungudzi (2009), the level of English's knowledge among teachers and students is low, which makes its usage for teaching, and learning very difficult. This means that the perspective of learners and teachers on English as the language of learning and teaching was seen as crucial towards determining or choosing the language of instruction.

Additionally, Meyer (1998) stated that it is always difficult to make learners learn in English and that their views from his study confirm this. While citing a study by Chiwome and Thondhlana's (1992), Marungudzi (2009) found out that students and teachers in Zimbabwean secondary schools use English as the language of teaching and learning, even when teaching Shona. They noted that both students and teachers were of the view that it would have been better to just use Shona as the language of teaching and learning.



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2.12 Analysing the concept 'perspective', language and language usage

The issue of language and language usage continue to attract many debates considering the fact that people usually have different attitudes or perception towards languages. Interestingly, these perceptions or attitudes are at times cross-cultural in nature and do influence how people behave towards such languages while the speakers of such languages are not spared in the process (Clark, 1996; Ngidi, 2007) go a long way in influencing them to behave in a certain manner towards the language itself and people who speak that particular language. According to Damask and Mellet (1982:21) in Ngidi (2007), perspectives refers to a cognitive act which involves the interaction between man and the world they live in and how these interactions are influenced by the human senses as man makes contact with various objects.

In addition, Forgas and Melamed (1976:3) in Ngidi (2007) are of the view that perspectives refer to the views that human comes up with as influenced by the information that a person acquires from the environment, which then becomes experiences.

In light of these definitions, the researcher is of the belief that perspectives are in some ways built on cognitive components, that is closely linked with attitudes and which influences human thinking and the way we react or respond to issues around us. It can be said that perspectives can include our attitudes, thoughts and how we feel towards something, which could also affect our attitudes or action. The researcher is further of the belief that humans also have perspectives on languages being spoken around them and more so when learners and teachers for learning and teaching in schools and this use these languages is what this study seeks to find.

2.3 The link between perspectives, attitudes and languages

Rajecki (1982: 33) in Ngidi (2007) defines attitude as “the way in which a person thinks (cognitive component) feels (affective component) and intends to behave (behavioural component) towards something”. In light of this, Ngidi (2007) notes that it is not an easy thing to alter one’s attitudes towards something as they influence our perspectives. Ngidi (2007) further notes that attitudes and perspectives are closely linked and are easily manifested especially when they are held in respect of language. The reason given for this behaviour is that as children or people grow up in a particular environment or community, they acquire the language of that environment or community and become aware of other languages and attitudes and perspectives are developed along the way, which could be positive or negative. These views become an intimate part of people’s lives, are usually held on to very resolutely, and then go on to influence the perspectives people have towards such language as they become aware of the challenges or prospects of such languages.

Looking at the link between attitudes, perspectives, and languages, it is important to note that people's attitudes or perspectives need to be listened to and respected and not be treated as being irrelevant as their views represent the core values that they have acquired or grown up with. The researcher is of the belief that such views should be looked at with a new perspective towards seeing the positive or valuable contributions of considering such views. Doughty and Thomson (1973: 19) in Ngidi (2007) also supports this view by noting that people's existing attitudes and assumptions should not be under attack or need to be defended, but these views should instead be encouraged and seen in the light of new light of possible contributions of using such languages.

This, in essence, is because of the great value that people attach to their own language, which they have heard right from birth and spoken in their environment (Ngidi, 2007). In light of these discussions and considering the focus of this study, the researcher wants to note that the classroom or teaching and learning environment portray a similar situation where learners are also attached in some ways to their mother tongue or the language that they have acquired from birth or as they grow up.



The view here is that such learners learn and become speakers of a particular language mainly because they grow up with it and would in most cases above all prefer to use the language for all purposes. Doughty and Thomson (1973) in Ngidi (2007) are of the view that learners usually bring this knowledge of being comfortable in and preferring their home language or mother tongue to the classroom. As noted by Tshotsho (2006), learners are mostly well capacitated to successfully and comfortably use such mother tongue for learning as well as for other human purposes or endeavours.

The food for thought or concern here is that once a learner begins to develop a new perspective towards the usage of a particular language, and then there is a shift in attitude to that particular language, which then becomes a key influence in preventing the effective use of such language for learning and teaching.

This in my view also means that there is always a great consequence when languages are evaluated positively or negatively and this affects the speakers of such languages as well.

2. 4 Evaluating people's language preference for learning and teaching

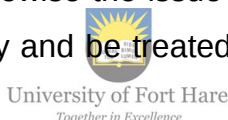
There is an ongoing debate to find out people's preference in terms of the language of instruction as some people favour the use of the mother tongue while some people favour the use of the English language. In a study conducted by Jansen (2000) among students in some selected South African higher institution of learning, the findings revealed that although students would have preferred their various mother tongues or African languages, the global yearning for proficiency in English is always pulling factor that makes most students to prefer English.

Based on the discussion earlier on in this chapter, the general belief is that English is the world lingua franca language that is spoken most around the world and even in workplaces. English is a kind of unifying language that the world cannot avoid. This puts a demand on everyone to learn the language and be proficient in it (Fleisch, 2008). While reporting on a study conducted by Mparutsa, Thondhlana and Crawhall (1987:328) about language attitudes of secondary students in Zimbabwe, Ngidi (2007), noted that the findings revealed that many students preferred to be taught in English instead of their home language, Shona. As further noted by Ngidi (2007), this actually reflects the general view or belief being proficient or having a certificate in any indigenous language would not likely help young people to be employable and that English is the language of economic opportunity and advancement. The belief here is that learners need to learn and be proficient in English if they are to successfully enter the job market.

2.5 Language as a fundamental right

It is also important for this study to discuss the issue of language as a fundamental right in South Africa. It is important to note from the onset that the South African Constitution makes provision for the promotion, protection, and usage of any of South Africa's eleven official languages without favouring one above the other. These official languages are Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa, and isiZulu as stated in Section 6 of the Constitution (Stoop, 2017; South African Constitution of 1996).

Historically, the African languages were diminished in the past at the expense of English language, which was in common use for official purposes and more acceptable too. However, since the advent of democracy in 1994, the South African government has put strategies and policies in place to ensure all the imbalances of the past are addressed in every sphere of life, of which language usage is one. This means that just as the South African government takes the issue of affirmative action very seriously on some issues, likewise the issue of language, which means that all these languages must enjoy parity and be treated equitably when it comes to using them for learning and teaching.



In addition, Section 9 of the South African Constitution also documents the need to ensure giving same importance and preference to all the eleven official languages and that no may discriminate unfairly, directly or indirectly, against anyone on several grounds, including language and this in many ways stresses the view of the government in this regard. As the researcher has mentioned earlier on, this also means in terms of teaching and learning, learners should also have the right to education in the language of their choice.

Stoop (2017) also notes that Section 29(2) of the South African Constitution gives provision for learners in public education institutions to receive education in the official language or languages of their choice especially where such education is reasonably practicable.

While still dwelling on the issue the issue of language and constitutional rights, Stoop (2017) further stated that Section 30 of the South African Constitution stipulates that everyone have the right to use any of the official languages to participate in the cultural life of their choice, more so as the Bill of Rights stipulates this.

As further highlighted by Stoop (2017), Section 31 of the South African Constitution also stated that people or citizens may not be denied the right, with other members of that community to enjoy their culture, practise their religion and use their language; and also to form, join and maintain cultural, religious and linguistic associations and other organs of civil society. This part of the constitution, in essence, implies that persons belonging to a cultural, religious or linguistic community have the rights to freely make use of any language of their choice as they engage in cultural, religious and other forms of activities.

2.6 Challenges associated with language usage in South African Schools

It is important to note that there are certain challenges that would normally impede a successful and effective access to, and implementation of, this right to a choice of language for learning. This is because there are single-medium institutions, which offer to teach and learning in a single medium which could be Afrikaans or English only. Another important thing to note is that in most cases, South African school system and curriculum requires that all learners learn at least two languages, which are namely a first language and an additional or second language.

It must however be noted that reading, writing, speaking and listening are very central to understanding and use of any language for learning and teaching, whether in English or mother-tongue education. In situations where learners are not able to use any language effectively, then learning and teaching will be greatly hampered. Recent Progress in International Reading Literacy Study (PIRLS) shows that South African learners are not coping with reading and writing in English and other official languages with a lowest international benchmark. Howie *et al* (2017) noted that learners even perform a bit better writing tests in English while those who use the other nine official languages performed badly.

2.7 Theoretical Framework: Bruner's Theory of Learning and Development

Bruner's Theory of Learning and Development underpin this study. Rhalmi (2011) notes that Jerome Bruner is learning theory has direct implications on the teaching practices employed in schools and that its main ideas focus on the fact that learning is an active process that provides a platform for learners to select and transform information as they are taught in the classroom. The theory also states that learners use prior experience or knowledge to fit or understand new information into the pre-existing structures during the learning and teaching process. This in essence also explains the importance of language in learning and teaching as learners would understand better if they are taught in a language that they understand (Bruner, 1966). This therefore means that language acquisition and its subsequent understanding and use are very important and central to learning and teaching.

In light of this, Bruner's learning theory also posits that instructions or language being used for learning and teaching must be appropriate or suitable to enhance learning. Bruner is also of the view that being aware of the learners' learning modes such as enactive, iconic and symbolic will help teachers to plan and prepare appropriate materials and use a suitable language of instruction that will enhance learning and teaching (Bruner, 1961).

Bruner (1961) also notes that it is important for teachers to revisit learning and teaching materials to make them more suitable to enhance knowledge. He also talked about the importance of re-introducing vocabulary and grammar to help learners to have a good comprehension of what they are being taught and at the same time be able to remember and retain the knowledge that they have acquired in the classroom. These also point to the fact that using a suitable language for learning and teaching or teaching learners in a language that they understand and are comfortable with, is very important to enhance learning.

This is what Bruner also posits in his theory of learning (Bruner, 1966). In this regard, Bruner was also of the view that learning materials must be prepared and presented in a way that learners will have the opportunity to acquire and construct knowledge and the researcher is of the view that the use of appropriate language for learning and teaching would no doubt play a very important role in ensuring this. Bruner added that students' prior experiences, which in my view may include the language that they know, are helpful to learn and build new knowledge and be able to categorise new information and this will help the learners to transform their learning and learn better. Bruner (1961) also notes that the purpose of education is not just about imparting knowledge on the learners, but also to help a child or learner to think critically and also be able to solve problems as they engage with situations in and outside the classroom.

In addition, Bruner (1960) is of the view that certain topics being taught at schools are seen as being very difficult to understand and that it is important that teachers must only teach such topics or subjects only when they believe that the child has reached the appropriate state of cognitive maturity, with the use of appropriate language playing a very important role. McLeod (2008) further noted that Bruner is of the view that the role of the teacher should be to facilitate the learning process with well-designed lessons and activities that will help students to know and understand the relationship what they are being taught in the classroom with language playing an important role in the process.

In addition, Bruner notes that the level of the intellectual development of a learner is influenced and determined by the amount of appropriate instruction as well as practice or experience given to that learner. Bruner further adds that when information is presented and explained to learners using the right way, and language, it becomes very easy for such learner to understand a concept like an adult would easily understand such concepts. His theory stresses the role and importance of the use of suitable language for learning and teaching purposes.

In light of these views, the researcher wants to also note that a particular language cannot just be imposed on learners by educators or certain policies, but that there must be a reason why that language has been chosen. The researcher is also of the view that there might be complications arising from the use of an unsuitable language. This theory has helped this study to understand and examine the various debates around the use of English Language as a language for teaching and learning in South African public schools and if it is acceptable or there are challenges around the usage.

1.8 Conclusion

This chapter focused on reviewing literature related to this study. Some key issues like the historical background of language usage in South Africa, language education policy under the apartheid era and scholars views on the use of English Language for learning and teaching were discussed. The theoretical framework that underpinned this study was also discussed. The next Chapter will seek to discuss the research methodology used in this study and would show how the data was collected.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The previous chapter focused on reviewing literature related to this study. Some key issues like the historical background of language usage in South Africa, language education policy under the apartheid era and scholars views on the use of English Language for learning and teaching were discussed. In addition, the chapter discussed the theoretical framework that underpinned this study. This chapter is aimed at discussing the research methodology that was adopted to carry out this study. Some of the key issues that would be discussed in this chapter include the research design, the data collection methods used as well as the data analysis method. In addition, this chapter would discuss the sampling and sampling procedures used as well as the ethical issues relating to this study.



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3.1 Research Methodology

Research methodology shows the systematic ways followed by the researcher in a research project towards planning for and carrying out research work. This echoes the views of Panneerselvan (2004:02), who defined the research methodology as a “system of models, procedures, and techniques used to find the results of a research problem”. Scholars have also noted that research methods can be qualitative or quantitative in nature (Panneerselvan, 2004; Mouton, 2002). In this study, the researcher deemed it fit to use qualitative research methods, particularly the use of in-depth interviews and focus group discussion as research methods for the collection of research data.

3.2 Research Paradigm

A paradigm refers to a worldview or perspective through which the complexity of the real world can be studied and well understood (Patton, 1990). It is an interpretative framework through which guides the way things are done (Guba, 1990).

Maree (2007) also noted that paradigms are a set of assumptions or thought patterns about fundamental aspects of reality, which in turn leads to a particular worldview. Paradigms are philosophical assumptions that guide thoughts and actions.

In addition, Bloomberg and Volpe (2012) stated that a research paradigm refers to the shared assumptions, concepts, values, and practices or perspectives that researchers believe as being most suitable for conducting a particular study. Bryman (2004) noted that there are four major paradigms, namely, critical theory, positivism, constructivism, which is also referred to as interpretivism and post positivism.

Researchers have noted that the positivist paradigm of exploring social reality is based on the philosophical ideas of the French Philosopher August Comte who notes that observation and reason are the best means of understanding human behavior. Positivist paradigm is of the view that true knowledge is based on experience and that researchers can obtain this through observation and experiment. From the ontological perspectives, positivists are of the view that reality could be measured objectively and it is quantifiable (Bloomberg and Volpe, 2012). In addition, Positivism adopts scientific methods and uses quantification to show precision in the research work. Positivism is focused on uncovering the truth and presenting it by empirical means.

Researchers have however found some weaknesses with positivism by noting that observations or empiricism and objectivity are not suitable for a social phenomenon, which tests human behavior. The belief here is that it is difficult, if not impossible to have confidence in claims to objectivity and observation or empiricism when used in both the social and natural sciences. Another disadvantage is that some scholars believe that researchers tend to be inflexible since positivism is of the view that everything can be measured and calculated in research (Patton, 1990).

This, in essence, makes positivists see things just as they are without looking at or explaining another phenomenon. Positivism paradigm fits more into quantitative and therefore not suitable for this study, which has adopted a qualitative research method.

Critical theory or critical inquiry is based on relativism postulating that reality is socially constructed through the media, institutions, and society. Critical researchers usually adopt the ethical, moral, political standard to judge the research situation. Critical theorists also focus their research on social, economic, political and cultural contexts and thus develop connections among various disciplines (Bloomberg and Volpe, 2012). Another advantage of this approach is to identify, contest and help to solve gross power imbalance in the society. It must be noted that each of these paradigms has both advantages and disadvantages with unique role contributing to provide researchers with a holistic framework and multiple views to addressing key social issues. Post-positivism is a critique of both the ontological and epistemological foundations of theories of knowledge. Post-positivism focuses on a range of perspectives that commonly reject the positivist claims on empiricism and observation (Patton, 1990; Du Plooy, 2002).



Thus, this study was conducted using the interpretivism approach. Interpretivism focuses on the notion that each individual is capable of constructing her or his own reality and it involves the process of interpretation and emphasising of issues (Du Plooy, 2002). Interpretivism also depends more on the use of natural methods of collecting data such as the use of interviews and observations. Interpretivism also allows for sufficient dialogue or engagement between the researcher and the sample involved in the research or the people from whom data will be collected (Bryman, 2004). This paradigm informed this study by giving the researcher the opportunity to interpret people's feelings and experiences on issues being investigated or researched, which is typical of qualitative research method. Feelings and experiences of the participants on the use of English language for learning and teaching were thus revealed in this study through the interviews and focus group conducted.

3.2.1 Justification for Interpretivism

The choice of interpretivism for this study was because it gave the researcher the opportunity to be able to conduct a face-to-face interview with the research participants such as school principals, teachers and members of the school governing body as well as focus group interviews for the selected learners. This gave the participants the opportunity of expressing their views on the matter being investigated. In this regard, all the participants were able to give their views on the use of English Language as a language for learning and teaching in public schools and whether there are challenges or not. This paradigm also allowed the researcher to see the emotion and feelings that the research participants showed when giving their views and perspectives as they were interviewed. This is very important, as the researcher was able to combine evidence from the research participants towards answering the research questions (Du Plooy, 2002; Bryman, 2004).

3.3 Research Design

Scholars like Bryman (2004) and Du Plooy (2002) have described research design as a form of plan, blueprint, or systematic guide that a researcher must follow on how research should be conducted. Research design provided the researcher with a research outline or plan that should be carefully followed by the conceptualization of the study. The research plan is as follow: the research title; aim; research objectives as well as research questions or hypothesis. In view of this, this plan helped the researcher to go through other stages of research as well as the collection and analysis of data. It can be said that research design is at the Centre of research studies. This study has chosen a descriptive qualitative approach and subsequently utilized related qualitative research techniques towards providing answers to the research questions while also collecting and analysing data.

In addition, a case study has been chosen as part of the research design for this study. It involves the description of relationships that exist and which the researcher investigated. Thus, a case study provides researchers with the opportunity to have an in-depth or detailed investigation or analysis of a subject, which is the case that is being, studied in this regard (Du Plooy, 2002).

Bryman (2004), further state that researchers when there use case studies is a need to explore, investigate or make inquiries around an issue through detailed analysis of a case, which could be an organisation, an individual, action or an event. A case study allows a researcher to avoid working on a broad research area and thus be able to focus on narrowed down a researchable topic or studying one aspect of a problem. In this regard, it was also necessary for the researcher to narrow down the focus area for the study with a case study, as it was impossible to involve all the schools in Amathole West Education District.

3.4 Research Approach

This study used qualitative research approach, whereby focus group interview and in-depth interviews were adopted for the collection of research data from learners, Principals, teachers and members of the school governing body in the two selected high schools in Amathole West Education District. Thus, qualitative research is usually expressed as an umbrella concept that allows for several types of inquiry in order to help in understanding and explaining the meaning of social phenomena with as little disruption of the natural setting as possible (Mouton, 2002).



Another important characteristic of a qualitative approach is that it does not involve the use of numbers when analysing data. Leedy (2001) who stated that the qualitative approach helps researchers to produce findings in words highlights this. This is considering the fact that another important characteristic of the qualitative approach is that it allows researchers to discover underlying motivations, feelings, values, attitudes, and perceptions of research participants (Du Plooy, 2002; Mouton, 2002). The use of the qualitative research method has helped this study to get answers to the research questions about the complex nature of the phenomena being investigated.

3.4.1 Justification for using a qualitative approach

The justification for the use of qualitative approach in this study is because it usually helps to answer the 'why' and 'how' questions of human behavior, experience and opinion which are also related to this study (Leedy, 2001; Mouton, 2002). The use of a qualitative approach helped the researcher to acquire in-depth description and understanding of the phenomenon being investigated and not just gathering of limited and restricted data through questionnaires.

In addition, qualitative approach gave the researcher the opportunity to qualitatively analyse data and provide quotes from the participants as they express their views. In view of this, this approach has helped the researcher to know the views of research participants on the topic being investigated and discover underlying motivations, feelings, values, attitudes, and perspectives towards the use of English Language in their school. Thus, the use of a qualitative research approach helped the researcher to get answers to research questions about the complex nature of the phenomena being investigated.



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3.5 Sample and Sampling Procedure

Sampling procedure focused on the steps taken by the researcher towards drawing a sample from the research population. It is important to note that involving a whole population is not always possible when conducting research and this is why sampling is used to draw a portion of that particular population. Du Plooy (2002) notes that various methods are usually used to draw a sample from a given population and that the aim is for that sample to represent the entire population. Mouton (2002) also stated that a sample usually comprises elements of a population that are deemed fit to be included in a study. A researcher studies this selected sample from the whole population and the needed data is thus collected from this chosen sample. The researcher also wants to highlight that as this is a qualitative study, it was imperative that qualitative non-probability sampling methods be employed.

3.5.1 Sample Technique

There are different types of sampling techniques but this study made use of non-probability sampling, as it is more suitable. Mouton (2002), note that the sampling technique focuses on specifying the number of groups or people to be considered as samples for a study with the aim of ensuring the representativeness of the whole population. Mouton (2002) further notes that the identification and selection of samples or research participants are usually done purposively or with a criterion. This study adopted a purposive sampling method to draw samples as it was deemed fit for qualitative sampling and data collection.

3.5.2 Sample Size

The sample size for a study usually consists of the actual number of people that are selected or picked from the entire study population that the researcher intends to collect data from. Having considered the population size of each school, the researcher concluded that it would suffice to include one school principal, two teachers, and one School Governing Board (SGB) member in each of the two selected high schools for the in-depth interview while eight students in each school formed part of the focus group discussion. This makes twenty-four (24) participants in total for this study from the two selected schools as the sample size for this study, knowing fully well that these participants would be able to give first-hand information regarding the study focus, considering their experience. The selected Principals and teachers are university graduates and they all have over 15 years teaching experience and the teachers teach in Grade 11.

3.5.3 Purposive Sampling

The sampling of participants for this study was done with purposive sampling in the form of non-probability sampling method, which is a form of qualitative research approach.

Purposive sampling is usually used or applies well when the researcher is aware of the characteristics of the required units of analysis for data collection based on the researcher's knowledge and judgement of the research project (Bryman, 2004). In essence, it is relevant to this study as it allowed the researcher to make a judgment on who should constitute the research sample and that would be able to provide the necessary data. Mouton (2002) and Du Plooy (2002) also support the researcher's view as they both noted that this type of sampling technique allows the researcher to use his/her knowledge of the research process to make a calculated judgment and decision on who should be part of the research sample. For the purpose of this study, one school principal, two teachers, and one School Governing Board (SGB) member in each of the two selected high schools were purposively chosen as samples for this study and interviewed accordingly. In addition, a focus group consisting of eight learners was conducted in each of the two selected schools. During the sampling process, the researcher made her judgment in choosing the sample or the right individuals who could provide her/him with the needed information considering their experiences.



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3.6 Data collection methods

Data collection techniques are the research tools that the researcher makes use of to gather raw data from the research participants (Du Plooy, 2002). It is an important part of any research work as the researcher sets out to collect data and which then subsequently leads to data analysis and discovery of interesting findings. In this study, researcher thought deeply about the study at hand and identified suitable methodology and methods of data collection in order to get rich and relevant data. Mouton (2002) note that the researcher must be able to have a suitable sampling method in place, which would enable her/him to have the right sample and while also identifying the right tools to use in collecting data.

Looking at both qualitative and quantitative research methodologies, various data collection methods are available such as the use of questionnaires, content analysis, personal/in-depth interviews, focus group discussions, document analysis amongst others (Berg, 2004).

However, for the purpose of this study, in-depth interviews, focus groups and document analysis were used as data collection instruments and they are discussed in details below.

3.6.1 Interview

The Interview is one of the most widely used methods of collecting data and it is qualitative in nature. It usually allows researchers to have face-to-face interactions with the research participants and observe them as well. Scholars like Mouton (2002) have noted that in-depth interviews usually help to get direct information from the research participant as the researcher interacts with the selected person/s on a one on one basis. This means that interviews provide for a dialogical conversation between the researcher and the participant as questions are asked and answer given.

There are structured, semi-structured and unstructured interviews, but for the purpose of this study, the researcher made use of semi-structured interviews. This type of interview was guided by a set of compiled questions, also known as the interview guide. It is important to note that semi structured interviews allow for flexibility and the opportunity to ask to follow up questions (Berg, 2004). Thus, the researcher made use of interviews as they gave instant data. In this light, the presence of the researcher during the interview helped to make clarity where the respondent failed to understand. The researcher was able to write the views of the respondents on paper and recorded it on tape with the permission of the person being interviewed (interviewee).

Based on the discussion above, the semi-structured interviews were used to two school principals (See Appendix C for the interview guide), two school teachers (See Appendix D for the interview guide), and one SGB member (See Appendix E for the interview guide), in each of the two selected schools to identify their views on the use of English as a language of learning and teaching.

The participants managed to share their classroom experience (principals and teachers) on the issue, where necessary. The interview guide consists of open-ended questions that are compiled to collect the needed data from the research participants.

During the process of the interview, the researcher, managed to ask questions and made follow ups, or probing questions to assist interviewees. The researcher did this when she/he wanted to get more information and for the clarity on the questions being asked. The interview sessions were also recorded and transcribed later on. This helped to make sure that all the responses are well captured. This is an advantage in qualitative study whereas in a quantitative study, data collection was done using questionnaires whereby respondents are limited to ticking fixed options, which may not be able to provide the needed answers.

3.6.2 Focus group Interview

This study made use of another qualitative data collection tool, which is the focus group interview. This tool allowed for interactions and discussions between the researcher and the learners in a form of group discussion. In this regard, focus group interview or discussion is also used to collect data from research participants Punch (2013). Various authors on its usefulness as a research tool note focus group. For instance, Patton (2002) notes that the focus group interview provides opportunities or platform for discussions among the participants within the group. The researcher alludes to Patton that this kind of rich discussion and interactions allowed participants to open up on issues, gave their views and perceptions, which in turn enhance the quality of data collected. This was also the case in this study as learners who form part of the focus group were able to respond to the questions while giving their views on the use of English as a language of learning and teaching. Thus, the focus group discussions were interesting and ran smoothly without any challenges as the researcher managed to guide them.

Mouton (2002) support the above arguments by noting that a focus group is a very important and useful data collection tool if it is carefully planned and designed by the researcher. It usually helps to obtain perceptions or views of subjects on a defined area of interest or study in an environment that is conducive and non-threatening for participants to express their views and thus give relevant opinions on issues being investigated (Mouton, 2002). In this regard, this study made use of focus group discussion as indicated earlier on as one of the data collection tools. The researcher could confirm that it was helpful as learners in the focus groups were able to give their candid views on the use of English as a language for learning and teaching. The use of focus group discussion has helped to create a fuller, deeper understanding of the phenomenon being studied while at the same time, stimulating a spontaneous exchange of ideas, thoughts, and attitudes among the participants. This study conducted one focus group discussion in each of the two selected schools to gather data from learners. See Appendix B for the focus group discussion guide.

3.6.3 Document Analysis



To complement the interviews and focus group discussion, the researcher decided to conduct document analysis of related government education policies to know the position of the government on the use of English as a language of learning and teaching. It must be noted that researchers to collect data related to the issues being investigated in research also use document analysis. Mouton (2002) notes that document analysis are useful tools for collecting data in qualitative research and it allows researchers to engage with and analyse relevant documents related to the study. Examples of such documents are official documents, government policies and other forms of written documents.

Document analysis is relevant to this study as the researcher was able to analyse policy documents such as Government White Papers on education and other documents relating to the use of English as a language of learning and teaching. All these documents helped to shed light on the issue being researched and to have a good understanding of the study.

Interestingly, the data obtained from the analysis of these documents was helpful in guiding the researcher during the interviews and focus group discussions.

3.7 Reliability and Validity of Research Instruments

In any research endeavor, it is important that researchers strive to ensure the reliability and validity of research instruments being used in order to guarantee the dependability, trustworthiness, credibility, confirmability as well as the transferability of research findings (Johnson-Conley, 2009). While reliability and validity of research instruments are very central to the success of any qualitative or quantitative study, the researcher wants to note these important concepts were considered in this study as a means of assessing the quality of the research techniques employed as well as the research findings that emerged later on.

Based on the above discussion, validity is measured in terms of credibility, trustworthiness or correctness of the research techniques used and the findings. There are two forms of validity, namely internal and external validity (Du Plooy, 2002). Internal validity refers the degree to which a study measures what it is supposed to measure while external validity refers to the degree to which the findings of the study are generalisable to a broader population and similar studies or situations (Du Plooy, 2002). This, in essence, means that the findings of a study that uses some research techniques and data collection methods must be comparable to the findings of other researchers that have used similar research techniques and instruments in a related study.

Reliability, on the other hand, includes stability and representativeness of research findings (Panneerselvam, 2004). The researcher also considered the need for validity and reliability as data collection tools used in this study have been used to collect data by researchers in similar studies and with relevant findings arrived. Thus, the researcher confirms that qualitative research deals with reasoning and meaning of data collected, and the chosen data collection tools used in this study are deemed suitable and have helped to ensure the reliability of the research findings.

3.8 Data Analysis Method

Data analysis is an important phase in any research project as it is a process whereby the researcher looks at the data collected and then narrow it down into a manageable and meaningful data (Maree, 2007). In this regard, a qualitative research method was used for this study and the data collected was analysed qualitatively using thematic analysis. During the data analysis process, the researcher reduced data in order to become more meaningful as answers were provided to the research questions. In addition, textual materials were grouped into themes for analysis and the researcher was quite familiar with the themes and how they relate to the study, which made the process much easier.

It is important to note that during the data collection process, the in-depth interviews and focus group discussions were recorded after the participants consented to it and this was to ensure that all the information and views are properly captured and then transcribed by the researcher. The aim of recording the interview sessions was to ensure that detailed responses from the participants in the in-depth interview and focus group discussions are well captured without missing any form of details. The researcher then listened to the recorded sessions and then transcribed it, writing out the responses of the participants. This, in turn, helped the researcher to be sure that the views of the participants are well considered in the analysis.

In this view, the researcher was able to note and write down some key issues or views raised by the participants. The researcher then proceeded to use thematic analysis to analyse data. The researcher also came up with suitable themes to analyse and discuss the main findings that emerged from the data that was collected from the participants. Thus, the researcher considered the research aim, objectives and questions when coming up with the themes as they helped to provide insights into critical issues around this study and unravel the issues and challenges around the use of English Language as a language for learning and teaching in the selected public schools.

Mouton (2002) further note that thematic analysis is helpful when analysing data collected through qualitative research method, especially when in-depth interviews or focus group interview, as in the case of this research project, are used as data collection tools or methods. The identification of themes should be made possible as data should be converted and categories identified (Mouton, 2002). This was also made possible as the researcher organized and coded the collected data while also identifying pertinent issues that emerged from the discussions and interviews with research participants, which invariably helped with the identification of themes. With reference to this study, it is important to note that data analysis also involved descriptive analysis of themes gathered from the data and suitable headings were subsequently given to them as research findings are reported.

3.8.1 Ensuring rigour while interpreting and coding data

The researcher used open coding to identify themes that emerged from the focus group and interview sessions. The researcher also want to note that codes were not just randomly picked or used, but were carefully formulated, taking into consideration the objectives of the study and the corresponding research questions. In addition, noteworthy is the fact that similar themes were grouped together as research findings were presented. This process is also supported by Mouton (2002) who notes that qualitative data analysis usually involve identifying, sorting, filtering and searching for patterns in the collected data. It must be noted that qualitative data analysis, using thematic analysis has its own rigor, thoroughness or consistency, which researchers need to pay attention to. Thus, this study considered this view, as the researcher read through transcribed data several times to ensure familiarity and adequate knowledge and understanding of data collected.

3.8.2 Credibility and trustworthiness

It is important that any research be credible and trusted. In light of this, the researcher ensured that the study being carried out is trustworthy and with reliable findings, which can be transferred to another context. Trustworthiness is how a researcher is able to persuade her/his research participants, including her/ himself that the results or findings of the study are credible and reliable. Thus, credibility and trustworthiness of any study are ensured when participants are given opportunities to gain access to the findings put together by the researcher and give their approval (Bryman, 2004). In view of this discussion, the researcher strived to guide against any form of data manipulation and be very objective in presenting the views of the research participants as reflected in the data collected.

3.9 Ethical considerations

The researcher followed the guidelines for ethical conduct in research and was well informed by the ethical principles, which entail respect for persons and distributive justice. The researcher paid attention to ethical rules and regulations that govern the conduct of research at the University of Port Hare whereby he/she applied for ethical clearance from the University Research and Ethics Committee (UREC) which was approved. An ethical clearance certificate with reference number LIN031SOSU01 was subsequently issued for this study (See Appendix A). Ethical issues addressed by the study are discussed below:

3.9.1 Confidentiality and Anonymity

This study strived to ensure the confidentiality and anonymity of the research participants. Confidentiality is the concealment of information that is discussed between researcher and research participants during data collection (Mouton, 2002). The researcher assured the participants that the research information to be collected during the interview would be kept confidential and reported anonymously without disclosing names or particulars of participants more so as schools are involved and sensitive issues are also discussed. Thus, the researcher used pseudonyms for both participants and schools were involved in the study.

The researcher sought for the consent of the focus groups and interview participants to record the interview sessions using a tape recorder. The researcher explained to them that this was to help the researcher to be able to have firsthand information from the participants and with the opportunity to be able to access the information again when necessary. This is one of the advantages of qualitative data collection tools such as in-depth interviews and focus group discussions when they are recorded unlike with quantitative data collection tools. Interestingly, the participants agreed to have the sessions recorded.

It was also important to inform the research participants of their responsibility to ensure confidentiality and not disclose any personal information or research findings with anyone outside the focus group discussions. Thus, the researcher made it clear to the participants that the recordings would be destroyed soon after the completion of the study, knowing the sensitive nature of the document.

3.9.2 Informed Consent



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Another important principle this study followed was the issue of informed consent, which must be obtained from the participants. According to Mouton (2002), it is important for researchers to obtain permission or informed consent from the participants by making them be aware of the procedures, benefits and the risks that the study may have. The researcher ensured this by making the participants during the interview and focus group to be aware of all these. In addition, participants were made aware of the nature and rationale of the study as well as the potential benefits and dangers as part of getting informed consent. This is important for the researcher not to force or coerce the participants but allowed them to willingly agree to participate in the study. Thus, the participants agreed to participate, and they were given informed consent forms to fill and sign and then confirmed their willingness to participate.

3.9.3 Voluntary Participation

Similar to informed consent is voluntary participation, which highlights the fact that would-be research participants have the right to accept or decline to participate in any research project without being forced. This means that, in this study, informed consent was sought from the participants and it was only when they agreed to participate that they were included in the study. Voluntary participation means that researchers should not in any way persuade or motivate people to participate in any study as this may hinder good and ethical participation by would-be participants and this was also strictly adhered to in this study (Mouton, 2002; Bryman, 2004).

It becomes important that participants be made to be aware of the research objectives of the study so that they are able to make informed choices on their participation, which the researcher also did. In view of this, the researcher was able to go ahead with the collection of data after receiving confirmation from the participants that they are willing to participate while making them be aware that they are free to terminate their participation or withdraw at any time without any fear or intimidation.



3.9.4 Avoidance of harm

Another important ethical consideration to note is to avoid any form of harm to the research participants. Harm could be emotional, physical or psychological in nature and it is important that research participants be not made to pass through situations like this to avoid any disruption to the research process (Bloomberg and Volpe, 2012). Bloomberg and Volpe further indicate that research participants do feel hurt or harmed if they are not aware that they are being studied or that they are part of a research study without their knowledge. Thus, the researcher made the participants aware of the research process, sought for their consent and protected them from any form of harm. This in many ways ensured the success of this research project as all participants agreed to carry on with the study after the researcher explained everything to them.

3.10 Negotiating entry into the research site

The researcher managed to negotiate an entrance into two schools before the actual data collected as a process to seek permission from the intended participants to be part of the study. Thus, the researcher gained entrance into an educational institution where teaching and learning is taking place. This was also done with an understanding that the researcher should be aware that there might be distractions and other occurrences related to teaching and learning, such as coming in contact with learners, teachers, classrooms, and others. In this regard, the researcher made the intended participants be aware of the research plans and data collection strategies or methods and that their schools would be involved in. The researcher further requested permission from the Amathole West Education District Director and the University of Fort Hare to conduct the study in the two schools that were involved.

Permission was requested from gatekeepers, participants, and this letter/permission helped the researcher to gain entry into the research sites. Based on discussed under ethical considerations above,  issues such as getting the consent of participants, anonymity, and confidentiality, voluntary participation and withdrawal were all considered in this study when dealing with research participants.

3.11 Conclusion

This chapter looked at the research methodology employed in this study. It further discussed the research paradigm, research design, as well as data collection and data analysis methods used. The researcher also attempted to show and justify the research procedures employed. The chapter also discussed in details the qualitative approach and design, which was solely adopted in this study, while also highlighting the choice and use of purposive sampling method to pick the research participants. Other related issues discussed are the research population, the sampling procedures, and the research tools used to collect data as well as the analysis of the data. In addition, this chapter discussed the ethical considerations, which were adhered to while carrying out this study. The next chapter is based on presenting the data collected and its subsequent analysis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Introduction

The previous chapter discussed the research methodology that was adopted to carry out this study. Some of the key issues discussed include the research design, the data collection methods used as well as the data analysis method. In addition, the chapter discussed the sampling and sampling procedures used as well as the ethical issues relating to this study. The study aimed at examining teachers and learners' perspectives towards English as a language of learning and teaching (LoLT), using two selected secondary schools in the Amathole West Education District as a case study and to see if English is indeed a language of choice among learners and teachers. Key research questions / objectives of the study was to ask participants on how teachers and learners perceive English as a language for learning and teaching; to know the challenges faced by the learners on the use of English Language for learning and teaching; to know the extent to which teachers get any support needed in order to change their perception towards English as the language of learning and teaching and to know the likely outcomes of using English as a language for learning and teaching.

Thus, this chapter will focus on analysing the data that was collected from the interviews conducted with the school principals, selected teachers, and members of school governing body from the two selected high schools in Amathole West Education District. This chapter will also focus on presenting the data collected from the focus group discussion that was conducted among learners in the two selected schools from the Amathole West Education District. The interviews and focus group discussions were recorded to ensure that the researcher was able to collect data in a verbatim form. These interviews were then transcribed and analysed accordingly. In this regard, this study adopted a qualitative research method approach and data was collected using qualitative data collection tools. The data was categorised and analysed qualitatively using thematic analysis with suitable themes identified.

It is also important to note that the identified themes are aligned below towards ensuring that the study's research questions are answered and the research objectives are properly addressed. Thus, different themes would be presented below and the participants' responses. In addition, the responses would be interpreted and analysed thereafter by using the relevant codes according to different themes.

4.2 THE DATA PRESENTATION AND ANALYSIS FROM FOCUS GROUPS FOR TWO SCHOOLS

The data was collected from two schools in the Amathole West Education District whereby two focus groups were used. That means one focus group per school and each group was made up of eight (8) learners. The two schools were given pseudonyms as **School A** and **B** to ensure confidentiality, and anonymity as a way of avoiding disclosing names or particulars of participants and schools that are involved. Another reason was for ethical consideration and to avoid any form of harm to the research participants and schools involved. Thus, the data would be presented and analysed below using pseudonyms.



4.2.1 Detailed of the data presentation and analysis of focus groups with learners in School A & B

Below is the detailed presentation and analysis of data for the first and second focus group discussions conducted with participants that are learners from School A and School B on the themes highlighted below.

4.2.1.1 Learners' views on the use of English as a language for learning and teaching in public schools

It was important to find out the views of participants (learners) from the two selected schools on the use of English as a language for learning and teaching in public schools. In response to this, most of the participants from **School A** were of the view that the use of English is a good decision. Below are the responses of the learners from **School A** whereby they were given pseudonyms as Learner 1 to 8.

Responses:

Learner 1:

“English is a global language. We have to use English in school... that is the way we can communicate with each other”

Learner 2:

“English is an official language.... it’s good for us to use English because it’s the only way to talk to each other, for example, if I apply for a job and my boss is not a IsiXhosa person, it will be difficult to communicate if there was no use of the English language”.

Learner 3:

“English is spoken all over the world by different people, race, and gender and the only language to communicate with each other is English, English is a worldwide language”.



Learner 4:

“In school we have different subjects like Technology, and these subjects can’t be explained in other languages like IsiXhosa but only in English that is why we need to use English in school”.

Learner 5, 6, 7 and 8:

These learners are of the view that English should be easy to be used in public schools, because students from different schools, private and public will all go to university and when we get thee we meet different races which we need to communicate in English to understand each other.

Based on the responses above, the participants were of the view that English is an important and popular language that is spoken in most parts of the world and that they need to learn and speak English.

In addition, the views of participants in the second focus group conducted among **School B** learners are also similar to the above views expressed by **School A** learners except for learner 8 who had a different view.

Below are the responses of the learners from **School B** whereby learners were also given pseudonyms as Learner 1 to 8.

Responses

Learner 1 and 2:

“In our own point of view, English should be a language of learning and teaching, because it is an international language”.



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Learner 3:

“I also think that English should be a language for learning and teaching because we are not going to be in high school forever and will have to leave and interact with other people that don’t understand our language and only speak English, so if we don’t understand English we won’t be able to communicate with them”.

Learner 4:

“I will start by asking a question, how are we to talk to people or interact with people from other countries if we don’t know how to speak in English, because we have different races, culture, provinces, so I think English should be a language for learning and teaching”.

Learner 5:

“As I see it, English should be a language for learning and teaching, because some learners do not speak IsiXhosa, for instance I am a Tswana and I don’t understand IsiXhosa, so we have to communicate in English in order to understand each other”.

Learners 6 and 7:

“We do agree that English should be the language of learning and teaching and that it should be taught in in schools because it is a global language that would help us to communicate with people from outside South Africa”.

Learner 8:

“I think English should not be the only language to use at schools; other language should be welcomed also because some of the learners may not understand English they may prefer their language better”.

Based on the responses above, only learner 8 had a different view from others. He unanimously noted vehemently that English should not be the language of learning and teaching or the only language used for learning and teaching, as it is very difficult to understand it and not easy to express himself in English. Others seem not to have any problem with English being used throughout.

Scholars like Serfontein (2013) and Nyika (2015) support the views of these participants from School A and B as they noted that the use of English as a language of learning and teaching is very important considering the fact that English is seen as a global language. This means that most of the learners preferred to be taught in English as a medium of instructions.

4.2.1.2 Participants view the use of English as a language for learning and teaching in their school

Another important focus of this research was to the participants' (leaners) views on the use of English as a language for learning and teaching in their own schools. Most of the participants from the two selected schools alluded to the fact that English is mostly used as a language for learning and teaching in their schools. Below are the responses of the leaners from school A.

From School A, the focus group participants confirmed their acceptance and the use of English for learning and teaching, noting that learners have come from different races and cultural groups and that English is the unifying language that teachers can use to reach out and teach every one.

Responses

Learner 1:

"I think English should be used in our school properly, because we come from different races, our teachers should teach us in English so that other races can understand us".

Some of the participants indicated that their teachers use both English and IsiXhosa at the same time when teaching and they seem not to have a problem with that as it helps them to understand things better and participate during the lesson.

Below are the participants' responses to confirm the statement above:



Learners 2, 3, 4, 5, 6, 7 and 8 shared similar views:

These learners stated that they needed to be taught in English so that they can be able to communicate outside the school, but when teachers teach in English, they mix it with IsiXhosa for us to understand some difficult words. These learners noted that in their school, they use English as a language for learning and teaching although at times the teachers mixed it with IsiXhosa, if there's one word that they don't understand.

All the learners above highlighted that English language is not their mother tongue and it is difficult for them to understand some of the concepts in English. That is the reason their teachers use IsiXhosa to make them understand better and interact during the lesson. The views of the participants from School A were similar to the views of School B participants as they expressed their views on the use of English as a language for learning and teaching in their schools. They like the fact that their teachers use more IsiXhosa to teach them instead of English.

Responses

Learner 1:

“The way I see it is that our teachers don’t use English all the time, they mix it with IsiXhosa so that we can understand the context”.

Learner 2:

“Our teachers teach in IsiXhosa most of the time and it will affect us because when we are going to write exams we won’t be able to understand the words that are there and we will get confused because we don’t know how to answer the questions in English”.

Learner 3:

“English is not used that much to teach us in our school, because our teachers explain to us in IsiXhosa and even our English teacher also does that even if it is English class”.



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Learner 4:

“Our teachers don’t teach us much in English they often use IsiXhosa, there is only one teacher who doesn’t teach in IsiXhosa and that is because she doesn’t understand IsiXhosa”.

Learners 5, 6, 7 and 8 shared similar view below:

These learners stated that most teachers’ code-switch when teaching while some don’t even use English at all when teaching.

The participants were also unanimous in their views to note that most of their teachers often use IsiXhosa to teach them and code-switch during the lessons except for learner 4 who indicated that there is only one teacher who does not teach in IsiXhosa because she is not a Xhosa and does not understand it.

Scholars such as Mahlalela-Thusi (2002) and Makgato (2014) noted that the some teachers are not well trained in English and this makes them not to be confident to teach in English. This practice affects the use of English for teaching and learning, as they will emphasise some of the things in their own native languages. This in some ways confirms the views of the learners on why their teachers do not fully teach them in English, instead, they mix IsiXhosa and English most of the time.

4.2.1.3 Participants' views on the importance of English as a language for learning and teaching

It was also important to find out from the participants' (learner) views on the importance of English as a language for learning and teaching. Interestingly, most of the participants from **School A** were of the view that English is an important language, which should be used for learning and teaching. Below are their responses.

Responses



Learner 1:

"In terms of communication, English is very important because we have different races which they don't understand our language (IsiXhosa) so we have to communicate in English".

Learner 2:

"English is very important because you don't know where you are going to be in the future and the place we may find ourselves may not understand your native language but only English".

Learner 3:

"English is a global language and is also an official language in South Africa, so it is important for learners to learn English to be able to stand among others".

Learner 4:

“English will help you to communicate better in the world with others that don’t understand your mother tongue, so English is very important”.

Learner 5, 6, 7 and 8 shared similar views below:

As our classmates said, English is very important because you may find yourself in Joburg or Limpopo, or Venda where they don’t understand IsiXhosa. In that case English will be suitable to communicate. English is important because if you cannot speak English, you see yourself as being local and at times inferior to stand among friends.

The views of the participants from **School A** were similar in some ways to the views of **School B** participants as they also unanimously expressed their views on the importance of the use of English as a language for learning and teaching in their school. Below are their responses.

Responses**Learner 1 and 2 shared similar view:**

“We see English as an important language because we can go to other places where they don’t understand our language but understand English, so it is good to be taught in English”.

Learner 3:

“As my friends have said, English is very important and it is also good to be taught in English because of the different cultures and races in the world”.

Learner 4 and 5 shared similar view:

“English is very important because we have different cultures and races and English could be used as a common language”.

Some participants in **School B** also added that using English as a language of learning and teaching is very important as it helps their understanding of the language which also makes them to be ready to communicate well with people within and outside the country.

Learner 6:

“I think English is important, when we are out of school and we want to write our CVs, a CV is written in English so if I don’t understand English it will be difficult for me and also to communicate with other people”.

Learner 7 and 8 shared same view:

“English is very important because it is a global language and so I think it is important that we are taught in English”.

The above views showed that learners are of the belief that English is an important language that is recognised nationally and globally for communication, especially among people from different cultures and nationalities. The learners would therefore also want to be proficient in it so that they are also able to communicate with diverse people. Scholars like Cuimmins (2000) and Crystal (2003) also shared similar views while highlighting the importance of English language as an important lingua franca that most people seek to be proficient in.

4.2.1.4 Participants’ view on the impact of the use of English on learning and teaching

It was important to find out from the participants about the impact of the use of English on teaching and learning and in response to this, most of the participants were of the view that there is positive impact. Below are their responses.

Responses

Learner 1:

“It has impact because it makes us to know more vocabulary and improves also our communication with others”.

Learner 2:

“For me, when you are taught in English, you gain more experience and also our teacher also are improving the level of their teaching”.

Learner 3, 4 and 5 shared same view:

“English does have impact on learning. It does not only improve your vocabulary but also makes you to understand English in terms of communication”.

Learner 6:

*“English has a huge impact on teaching and learning just because we have different races so when we are taught in English **all of us** can understand each other”.*



Learner 7:

“I think English has an impact on learning and teaching because it develops our understanding”.

The general view of these participants is that they accept the use of English as a language of learning and teaching as they believed that it is beneficial to them in many ways as they are taught in the classroom and even outside the classroom as they communicate with non-local language speakers.

When asked similar question, the participants from **School B** also responded that the use of English for learning and teaching does have positive impact on them and it is beneficial to them in many ways. Below are their views:

Responses

Learner 1 and 2 shared same view:

“It does have an impact because now I am speaking English with you, even though we are not English we embrace it and love it”.

Learner 3, 4, 5 and 6 shared similar views:

“English is an international language and so we need it for learning and teaching. Even documents are usually written in English and so we must know English to survive anywhere we go”.

Learner 7:

“It has an impact because if you can’t speak English that means you can’t express yourself”.

Learner 8:

“The impact of English is that it will help us to work anywhere and communicate with different people”.



From the above analysis, it becomes clear that most of the participants do confirm that the use of English as a language of learning and teaching is very important as it helps their knowledge and understanding of the language itself as well as helping them with learning of other subjects.

Scholars like Serfontein (2013) and Mansor, Badarudin & Mat (2011) have also observed that the use of English as a language for learning and teaching has become popular in schools because it is seen as the official international language of communication and trade, which makes students not wanting to be left behind. In addition, Naidoo (2012) also noted that the general belief that English is a global language has given it a symbolic power that supersedes the power or desire for mother-tongue instruction in South African schools.

4.2.1.5 Extent to which learners enjoy being taught in English

It was very important to ask the participants the extent to which they enjoy being taught in English and most of the participants stated that they enjoyed being in English, even though there are challenges at times.

Responses

Learner 1:

“It is enjoyable and fun if you understand the language very well, it’s also interesting at times”.

Learner 2

“English is enjoyable when you understand and you can be able to interpret yourself, but at times it is not enjoyable when you find some words difficult to explain”.

Learner 3

“It is enjoyable to some extent if our teachers will continue teaching us in English and stop mixing it with Xhosa”.



Learner 4 and 8 gave similar views

“English is enjoyable if you find the right teacher to teach you in the language, but we find it not enjoyable when the wrong teacher is teaching us English. We can say that English is enjoyable because it will make us to understand other people that do not speak your language”.

Learner 5 and 6 however had other views which are similar

“I think for it is not enjoyable, I would have preferred to be taught in my mother tongue to be able to understand better” (Learner 5).

“For me also it is not enjoyable because English is very difficult to understand but I know that if I am taught in my language, I will understand better than English” (Learner 6).

When asked similar question to know the extent to which they enjoyed being taught in English, participants (learners) from **School B** also gave their views, which are similar in most cases to that of **School A** participants. Their views are below:

Responses

Learner 1:

"I enjoy it being taught in English... I really enjoy it, because I want to learn harder words that I hear from American songs".

Learner 2

"I also enjoy English, I enjoy it when our teacher teaches us in English".

In addition, Learner 5, 6 and 7 also expressed their happiness at being taught in English

"We enjoy being taught in English, we won't say that English is the language that we use to express ourselves but we enjoy it when we are in class".



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There was however contrary views from learners 3 and 4

These learners stated that they don't really enjoy being taught in English.

"I do not enjoy being taught in English because of the difficult words that I don't understand and it takes time for me to understand what have been taught in class"
(Learner 3).

"I don't enjoy being taught in English" (Learner 4).

The analysis above shows mixed reactions from the participants as some of them are comfortable being taught in English while some don't and this affects the teaching and learning process. Bourdieu (1991) noted that most learners would always want to be taught in English while some would not be so comfortable with it. This view is also shared by Alexander (2005) while comparing views of learners across South Africa.

4.2.1.6 Challenges that teachers and learners face on the use of English as a language of learning and teaching

It was also important to find out the challenges that teachers and learners face on the use of English as a language of learning and teaching and the participants were asked mention these challenges. In response to this question, the participants (learners) gave various views. From **School A**, most of the participants mentioned some challenges that are personal and institutional. Below are their views.

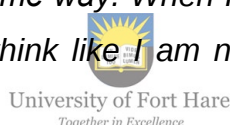
Responses

Learner 1:

“The challenges learners face is that we laugh at each other so that is why some learners refuse to speak in English”

Learner 2:

“We can’t speak English in the same way. When I make a simple mistake and other students laugh, it will make me think like I am not like others and I must exclude myself from others”.



Learner 3:

“The challenges that we face is that it is difficult to understand some words... you have to have dictionary and we laugh at each other when making mistakes and that will lead to low self-esteem. It also scares learners to come to school because of the use of English”.

Learner 4, 5, 6 and 7 also mentioned similar challenges relating to understanding English itself.

“English has many difficult vocabularies which you need to go and look for the meaning and try to practice it so that you won’t forget it again. Some learners find English difficult when it comes to communication and some learners are really enjoying it”.

“The challenges that I will underline is that, it is the understanding of bombastic words in English. The challenge is that when writing exams, there may be difficult words that you don’t understand and you can’t ask your teacher about it and the end we may fail because of those words that we don’t understand”.

“To me, the challenges come from our teachers because they don’t teach us properly in English. They always mix with IsiXhosa and Afrikaans and the exam is going to be written in English. So, it is a challenge to learners to understand the word in IsiXhosa and find it difficult to translate it into English”.

“I think our teachers must teach us only in English if it is not a IsiXhosa class. It will help us to have less challenges in understanding English”.

Learner 8 gave another view by noting that

“Another challenge that I will say is that some learners come from homes where their parents don’t understand English. To those learners, English will be difficult for them and also at school, the teachers mix English with IsiXhosa language”.



When asked similar question to know the challenges that teachers and learners face on the use of English as a language of learning and teaching, the participants from **School B** also mentioned the challenges which are similar in most cases to that of **School A** participants. Their views are below.

Responses

Learner 1:

“My challenge is that to interpret and to explain big words in English, I find it so difficult”.

Learner 2 and 3 have similar views about the challenges that they are facing

“My challenge is that I’m trying to pronounce hard words and it is difficult to understand them at times and also to remember them when it is time for me to use them” (Learner 2).

“My challenge is also the same as my friend because I find it difficult to pronounce certain word and understand certain word (Learner 3).

Learner 4

“I have challenges to communicate among people because I feel that if I make mistake they will laugh at me. But in my own corner, I try to express myself. But whenever I am speaking with my classmate, I am always afraid of making mistake”.

Learner 5

“There are some hard words that you can’t even find them in the dictionary. So it is difficult for me to explain those words if I see them in the examination”.

Learner 6, 7 and 8 also expressed similar views

These learners stated that they find it difficult to understand and speak English because of some hard words that they come across and because English is not their mother-tongue.



For instance, Learner 8 stated that

“I am a black person and English is not my mother-tongue. The fact is that I am still trying to understand English very well”.

All the above views point to the fact that learners face various challenges as they learn in English and also attempt to speak the language. While there are challenges among their peers who laugh at them when they make mistakes, there are also challenges on their teachers who mix English and IsiXhosa language when teaching them.

Most of the views shared by the participants are in line with some scholars’ thoughts on challenges faced by learners and teachers as English is used for learning and teaching in South Africa public schools. Mahlalela-Thusi (2002) and Murray (2002) both noted that there are language issues that affect South African education and that some of these challenges have their roots old apartheid style of education with some imbalances yet to be fully corrected.

4.2.1.7 Participants' views on availability of learner support towards making the use of English as a language for learning and teaching more acceptable

It was also important to find the participants' views on availability of learner support towards making the use of English as a language for learning and teaching more acceptable. This also required them to mention the type of support that they get from the Department of Education on the use of English for learning and teaching. In response to this question, some participants gave similar views on provision of textbooks which are below.

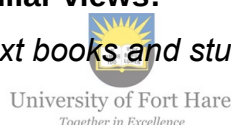
Responses

Learner 1, 6 and 8 shared similar views:

"We will say we do get support from the Department of Education because they supply us textbooks and other books to be able to understand English".

Learner 2 and 4 also shared similar views:

"They do support. They provide text books and study guide".



Learner 3 and 5 had similar views:

'They do support us with textbooks although the books may not be enough for us to share at times".

Learner 7 had different view:

"Teachers also go to workshops where they are taught how to use English for their teaching and have better understanding".

When asked similar question to know the kind of learner support that are available towards making the use of English as a language for learning and teaching more acceptable, participants from **School B** mentioned some of the available support which are in some cases similar to that of **School A** participants. Their views are below.

Responses

Learner 1 and 2 had same views :

“We do have support from the Department of Education because of the textbooks they gave us. There are glossaries in the new textbooks which indicate the meaning of difficult words”.

Learner 3 and 5 shared similar views:

“The Department organises workshops for our teacher which they go to make better to be better in what they are doing. They also organise gatherings for us too as learners”.

Learner 4:

“The Department of Education are trying their best, they try to give us well trained teachers, they also do programmes on TV”.

Learner 6, 7 and 8 also echoed the same view:

The Department of Education provides learner support through provision of textbooks and other related materials like study guides as well as teaching programmes on television.



4.2.1.8 Provision of enough and necessary support from the school on the use of English for learning and teaching

It was also important for this study to find out if the participants (Learners) do get enough and necessary support from the school on the use of English for learning and teaching. In response to this question, most of the participants from School A were of the view that they are not getting enough and necessary support from their school as stated below.

Responses

Learner 1, 3 and 5 shared similar views:

The learners noted that the school and teachers do not give them support because when they ask questions from teachers and instead of explaining in English, he / she translated it in IsiXhosa.

Learner 2:

“They don’t support or help us at all. For example, if there is a word you do not understand and you ask the teacher, she / he will say ‘go search for it yourself and I think they are there to help us”.

Learner 4 and 7:

“The teachers usually ask us to go and research or look for the meaning of difficult words by ourselves”.

Learner 6 and 8 had similar views:



“The teachers don’t support us because they explain things to us in IsiXhosa instead of English”.

The views of participants from **School B** are very similar as they also noted that they do not get enough support from their school and their views are below.

Responses

Learner 1, 3, 4, 5 and 7 shared similar views:

These learners stated that they do not get enough support from the teachers or school and that they always asked to deal with the problems themselves and even do research on their own to and know any problem areas.

Learner 2:

“The teachers usually tell us to look for meanings of words by ourselves and that they can’t be doing everything for us. And our classmates don’t help us too as they laugh when there is a mistake”.

Learner 8:

“The teachers don’t give us support or help us at times. When there is something that is not clear, they ask us to go and google it”.

The above responses from learners showed that there is lack of adequate support from the teachers and the school for the learners on the use of English for learning and teaching. The researcher would want to note that when support is lacking, the use of English becomes very difficult and teaching and learning would be hampered in some ways. Some scholars have also noted that when there is lack of support for learners from the schools or teachers on the use of a language, then learning and teaching becomes difficult (Alexander, 1999; Wolff, 2002).



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4.2.1.9 Evaluating how learners get personal support to cope with the use of English as a language for learning and teaching in your school

The study also seeks to know how proactive learners are and how they get personal support to cope with the use of English for learning and teaching. In response to this, the participants gave various views on they seek to get personal help and improve on their own towards coping with the use of English. Their views are below:

Responses**Learner 1:**

“Yes, we have support but not that much, the teachers are not in the class all the time to monitor us when doing class work”.

Learner 2:

“I only get support to improve my English ability from debate, but from teachers, No”

Learner 3:

"I personally didn't get any support from the school. I learn from the internet not from school".

Learner 4:

"There is no support from the teachers or the school, only from the textbooks we have. At times if you don't understand home works and you ask the teacher they would say you should go look for the meaning by yourself and this affecting us".

Learner 5:

"I can say yes and no, for 'no', some of our teachers also have challenges they can't pronounce some words, and in that case they can't support us in that area and 'yes' we have textbooks".

Learner 6:

"The other teachers do support me when I have problems and they explain to me in English, but my English teacher explains some words to me in Xhosa when I go to her to explain some words to me".



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Learner 7:

"The support I get from school is not enough because our textbooks are written in simple English but when you get to exams you find these difficult words you don't know how to explain to yourself".

Learner 8:

"The support we get from the school is not enough".

When a similar question was asked from the participants in **School B**, they gave similar views and were unanimous in their views that their school has not done anything as such to assist them and they only try on their own to get help towards coping with the use of English. Some of the key views from the participants are below:

Learner 1, 2, 4 and 7 shared similar views:

These learners stated that they do not have enough support and that they get help from other people around them, like those who are in tertiary institutions.

Learner 3:

“We don’t get support that we need. I usually get support to improve my English by checking internet and learn on my own”.

Learner 6:

“I get support and assistance from the study groups that we form on our own and this helps me”.

Learner 8:

“I try to push myself to learn more and I get help from those that can help me with difficult areas”.

The above responses from learners showed that learners do not get enough support from the teachers and the school on the use of English for learning and teaching. However, the views of the learners showed that they do go the extra mile to get help for themselves towards improving their knowledge and use of English. Some scholars have also reported on learners’ experiences on the use of English and how they seek for help towards improving their proficiency of the language (Nunan, 2003; Ngidi, 2007).

4.2.1.10 Participants views on whether the school has done enough to encourage learners to be taught in English

It was also important for this study to find out from the participants if their school has done enough to encourage them to be taught in English and the participants gave various views as stated below

Responses

Learner 1:

“It is only one person that encourages me to speak English and to practice English more and that is my teacher. For other teachers, they speak IsiXhosa all the time even though they are in classes where they should speak English”.

Learner 2:

“It is only one of our teachers that encourage us to read and speak English. Others do not”.

Learner 3, 5, 6 and 7 shared similar views:

These learners stated that the school did not encourage them to be taught in English and has neglected them in that area. These learners stated for example that five learners might be sharing one English textbook.

Learner 4 and 8:



“The school has not done enough to encourage us to be taught in English as there is no emphasis on speaking or practising English”.

Participants from **School B** were also asked the same question to ascertain if their school has done enough to encourage them to be taught in English and their views were similar to that of **School A** participants. Their various views are stated below

Learner 1 and 3 had similar views:

“Our teachers try their best but it doesn’t reach that point where we can say that they encourage us to be taught more in English because most of the time they are also teaching in Xhosa”.

Learner 2 and 4 also had similar view:

“They are trying, but they can’t say that we are teaching our learners in English and the English teacher isn’t very good”.

Learner 5:

“I don’t think they do so because their own English sounds ‘Xhosaish’ when they are speaking”.

Learner 6:

“No, our school don’t encourage us to be taught more in English, because most teachers often speak in IsiXhosa when they speak”.

Learner 7 and 8 shared same view:

These learners noted that their teachers code-switch or even use IsiXhosa language more, even when teaching them English. One of the participants also stated that

“Only one teacher encourages us and that is because that teacher doesn’t understand IsiXhosa” (Learner 7)

The above views again echo the thoughts of some scholars like Alexander (1999) and Wolff (2002) who noted that when there is lack of support for learners from the schools or teachers on the use of a language, then learning and teaching becomes difficult. Scholars like Nwoye (1992), Tulasiewicz and Adams (2005) and Naidoo (2012) also stressed the impact of code-switching on the use of English for learning and teaching and that it affects learners’ desire to be proficient in English. The researcher is also of the view that educators and schools should work towards ensuring that learners get the needed support in this area.

4.2.1.11 Participants’ views on the likely outcomes of using English as a language of learning and teaching

It was also important for this study to find out from the participants on what their views are on the likely outcome of using English as a language of learning and teaching. This was to help this study to ascertain if the learners see any potential benefits to using English for learning and teaching. From the views of **School A** participants (learners), they were unanimous in their views that the use of English is very beneficial to them in many ways. Below are their views.

Responses

Learner 1, 3, 4 and 5 shared same view:

These learners stated that the outcomes would be that they will be able to interact well with people from other cultures and also communicate with people that speak English.

Learner 6 and 7 shared similar view:

These learners stated that the outcome would make them to be able to work well and communicate well in English anywhere they find themselves.

Learner 2:

“If I am so good in English, I can be a journalist and make it in life”

Learner 8:

“It will be that I will be able to speak English fluently and not be afraid or fear to speak English”



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The views of participants from **School B** were similar in some ways to that of participants from **School A** as they also listed some important benefits of being taught in English. Below are some of their views.

Responses

Learner 1, 3, 5 and 7 shared same view:

These learners are of the view that since English is used in tertiary institutions and colleges, and then it is compulsory for them to learn in and know English very well so that they can be confident to go to the University and study.

Learner 2:

“I won’t be shy when I am with those who are speaking English but also speak confidently too”.

Learner 4 and 8 had same view:

These learners looked at the fact that English is mostly used in higher institutions and being proficient in English would help them to do well in their examinations as questions are set in English and that it is why it is a benefit for them to be taught in English.

4.2.1.12 Participants' views on whether the use of English as a language for learning and teaching should continue in public schools

It was also important for this study to know the participants' views on whether the use of English for learning and teaching should continue in public schools, whether they are not in support of being taught in English or whether they prefer to be taught in other language of their choice. In response to this question, most of the participants from **School A** were of the view that English should continue to be used as a language of learning and teaching. Their views are below

Responses



Learner 1:

“English should continue and be emphasised in public schools because private schools learners are taught in English and we are being taught in IsiXhosa and English. I think the department of education is being unfair to us, we should be taught in English also”.

Learner 2:

“Yes, we should be taught in English so that we will be able to understand what people are saying anywhere”.

Learner 3:

“English should be continued but more support needs to be given to us on this language called English”.

Learner 5:

“The use of English for learning and teaching should continue because not everything is written in IsiXhosa and most things and books are written in English”.

Learner 6, 7 and 8 were of the same view:

These learners stated that English should continue to be used as language of learning and teaching more so as it is being used in private schools. They however called on the Department of Education to also support the educators to be able to use English effectively when teaching them.

Learner 4 however had a different view:

“English should not be the main language for learning and teaching because there are some learners from rural areas who don’t understand English. Such learners will not be able to understand the language being used (English) and will struggle a lot. I think English should be a support language”.



Participants from **School B** were also asked a similar question to know their views on whether the use of English for learning and teaching should continue in public schools or whether they prefer to be taught in another language of their choice. In response to this question, most of the participants from **School B** were of the view that English should continue to be used as a language of learning and teaching. Their views are below.

Responses

Learner 1:

“It will help learners from public schools to communicate with learners from Model C schools”.

Learner 2, 4, 5, and 7 shared similar views:

These learners think that English should continue as a language of learning and teaching because South Africa is a rainbow nation and the country has different cultures and languages. They stated that another way to communicate with each other and understand each other is through speaking in English.

Learner 3 and 8 shared similar views:

“English should continue in public schools, so that we can be able to stand and communicate anywhere.

Learner 6:

“English is a must to be taught in a school, so that we can be able to fit in wherever we go”.

The above responses from the learners showed that learners are aware of the importance and outcome of using English as a language of learning and teaching, knowing that it gives them the opportunity to communicate across cultures and nationalities. Looking at the outcome of using English as a language of learning and teaching and whether English should continue to be used in public schools, some scholars have noted that English remains to be relevant and useful for learning and teaching in the classroom (Serfontein, 2013; Nyika, 2015). These scholars are of the view that as long as English remains an accepted global language, learners would always desire to be taught in English.

4.2.1.13 Participants views on what can be done to improve the use of English as a language for learning and teaching

It is always good to involve people in any development that will affect or benefit them and that development must not just be dumped at people. Scholars like Paulo Freire (2000) have always echoed the importance of involving the recipients of development in the plan towards any form of development aimed at them.

This also means that it is important for this study to find from the participants on what could be done to improve the use of English as a language for learning and teaching. In response to this very important question, the learners gave various comments below:

Responses

Learner 1, 3 and 5 shared similar view:

These learners suggested that the Department of Education should bring more white teachers to public schools to help them out, because most black teachers mix English with IsiXhosa when they teach.

Learner 2 and 4 had similar views too:

“The department must bring more qualified teachers in English language to our school”.

Learner 6:



“Teachers should also be given tasks or workshops, where they can improve their knowledge in English language and their vocabulary. They should give us more oral presentations so that we also improve our speaking and pronunciations”.

Learner 7:

“The school must also provide a library for us so that we can go and read books, novels and even newspapers”.

Learner 8:

“Our schools should also give us more exercises to practice at home to improve our writing and speaking of English”.

The views of participants from **School B** are also similar to that **School A** participants as they also commented on the need for the schools to improve the available facilities and the need for the educators to attend workshops to improve their teaching performance. Below are their views.

Responses

Learner 1 and 3 shared similar view:

"I think the Department of Education must take some of our teachers for English training and workshop".

Learner 2:

"Our teachers need to be developed in English language, because they often confuse us because their English is also faulty".

Learner 4 and 6 had similar views too:

"Our teachers should study their books before they come to class so that they won't be making mistakes when they come to teach us".

Learner 5:

"The Department of Education must make sure that the person that is going to teach us English is qualified and fluent in English and parents also need to be more involved in our school work".



Learner 7:

"I agree with my friends, the department of education should hire qualified teachers, I think in public schools English teachers should be white".

Learner 8 had a different view:

"I think that we should not put all the blame on our teachers, when we as the students need to play our parts and try to improve ourselves in English".

In line with the above analysis and views, the learners have pointed out the need for teachers to be well qualified and for learners to be more willing to learn in English. This also means that the Department of Education needs to address related issues towards ensuring that teachers are qualified and ready to teach the learners and that learners are made to find the teaching of English to be very attractive.

Scholars like Dalvit, Murray and Terzoli (2009) and Chetty (2012) have all noted that government needs to come up with relevant interventions to make the use of English for learning and teaching to be more acceptable and effective in public schools.

4.3 PRESENTATION AND ANALYSIS OF IN-DEPTH INTERVIEWS WITH TWO PRINCIPALS IN THE TWO SELECTED SCHOOLS

In-depth interviews were conducted with the two principals in the two selected schools and the researcher asked questions relating to the study. For ease of identification, the two principals were given pseudonyms where the first principal is coded as 'First Participant' (School A Principal) while the second principal is coded as 'Second Participant' (School B Principal). The presentation and analysis of data are below:

4.3.1 Principals' views on the use of English as a language of learning and teaching

It was also important for this study to know the views of the two selected school principals in Amathole West Education District about the use of English as a language of learning and teaching. The aim of this question was to allow the selected school principals to reflect on their experiences as English is used for learning and teaching in their respective schools. The views of the two Principals are below.

Responses

School A Principal:

"Well firstly, as you know teachers are from the Xhosa area, that is to say that most of the teachers here are Xhosas. With due respect English is used in all schools not only in our school but also in the community, even though most of the teachers are Xhosa speaking teachers they must speak and teach in English since it is a language of learning and teaching in South Africa".

School B Principal:

“Well, because we are a developing country, I see English as a language that makes us to come together and communicate with each other. It is also a common language that we that are from different races can use to communicate with each other. Although we may also teach and learn in our home language, English is also very important for us to know and understand because it is a global language and it will also help learners to do better in other subjects. This is why we teach in English”.

4.3.2 Importance of English as a language as a language of learning and teaching

The study also sought to find out from the two participants about the importance of English as a language and their responses are below.

Responses**School A Principal:**

“As I said earlier, English is very important as it is a global language and it will help us to understand and communicate with each other. As I said, it is not only for that but to also help learners to develop their vocabulary and be able to fit in among their mates”.

School B Principal:

“Yes it has, for learners to understand any subject; they have to understand English very well, because English is the medium of instruction in our school. If learners do not understand English, they will not be able to interpret other subjects. So English does have an impact on teaching and learning”.

Looking at the importance and use of English as a language of learning and teaching, scholars like Mlay (2010), Mansor, Badarudin and Mat (2011) and Nyika (2015) have all noted that English language remains important and relevant for learning and teaching. Their views are because English is seen as a global language that is widely spoken across the world for educations and communication purposes,

businesses as well as other transactions between people from different nations. The belief here is that learners would also want to be proficient in English so that they are able to fit in and communicate where necessary.

4.3.3 Challenges that teachers and learners face on the use of English as a language of learning and teaching

The two participants were also asked to mention challenges that teachers and learners face on the use of English as a language of learning and teaching and the two participants gave various comments, which are below.

Responses

School A Principal:

“Well, let’s start where the problem starts which is that they are trying to accommodate African learners to be taught in English at school, but they don’t speak English at home which becomes a problem because there is no consistency. In addition, IsiXhosa learners often speak in their mother tongue during school hours and do not speak English. As much, it is important to us, school learners still find it hard to embrace English as a language to use for learning and teaching. We still struggle with our learners to try and make them perfect in English and that is a big challenge to us, because they would not be able to understand the contents of the subject, how to interpret it and express themselves”.

School B Principal:

“Well, the first one is that we are coming from an apartheid era where Bantu education was taught to most of the teachers. Because of this, the teachers that were coming from the apartheid era which are not comfortable with English, they tend to teach it incorrectly to learners. Although we have born-free teachers now who were taught in English in a free country, but those who were taught in the Bantu education era and that are still teaching are not comfortable with teaching in English. So at times, they teach learners in their home language.

As a result, they do not yield good results because of the language of the teachers mixing IsiXhosa with English. Learners also find English difficult to understand”.

Scholars like Gardiner (2008) and Makgato (2014) who noted that the issue of code-switching occurs in teaching and learning in some South African schools, especially the public schools, also share the two principals’ views. They are of the view that the teachers’ training background and the legacies of Bantu education come to play as some teachers find it very difficult to teach only in English.

4.3.4 Ascertaining if learners and teachers do enjoy learning and teaching in English

Considering the years of experience of the participants, it was also important to find out from them if the learners and teachers do enjoy learning and teaching in English and in response to this, the participants gave various comments, which are below.

Responses



School A Principal:

“Obviously, the teachers find it enjoyable in most cases, although there are cases where some teachers are not so confident enough. In addition, in the classroom, I think this depends on the individual teacher; it depends on how they make their classes to be lively for learners, as this will help learners to enjoy English more. Our English teacher is very dedicated to her work, she tries to encourage learners to develop their English speaking and from this we get 95%, 90% in grade 12 matriculates. This also helps them in their other subjects. While I believe that some find it enjoyable, other don’t”.

School B Principal:

“Well, teachers will always find it enjoyable. Although some of them are not confident in their English as much as they love to speak and use it. Because, some of the teachers are from the Bantu education era so it is not so easy for them to teach in English but they love it. We also have similar case with the learners as they love to speak English but they are not willing or confident enough to speak English”

4.3.4 Complaints or Challenges from learners or teachers on the use of English for learning and teaching

The study also sought to find out from the participants if there have been any complaints or challenges from learners or teachers on the use of English and the participants gave various comments. The comments are below.

Responses

School A Principal:



“Some of the students complain that teachers are using IsiXhosa in class especially those that don’t understand IsiXhosa like Afrikaans students. The second complaint is from the teachers that learners want to be taught in Xhosa so that they can understand better”.

School B Principal:

“No, I do not find any problem with that and they have no complaint of anything because I have teachers that are not from South Africa and they don’t understand our language. They teach in English because this helps the learners to perform well. We don’t have a big issue on the use of English for learning and teaching”.

In line with the above analysis on challenges associated with the use of English as a language of learning and teaching, scholars have posited that learners will always thrive and learn well they are taught in a language that they know better and are confident in (Thomas and Collier, 2001; Myburgh et al, 2004; Nyika, 2015).

In addition, the theoretical framework that underpins this study, which is the Bruner's Theory of Learning and Development, also stipulates that the use of appropriate language has direct implications on the teaching practices employed in schools and that it provides platform for learners to select and transform information as they are taught in the classroom. The theory also states that learners use prior experience or knowledge to fit or understand new information into the pre-existing structures during the learning and teaching process (Bruner, 1961; Rhalmi, 2011).

4.3.5 Available support from the Department of Education on the use of English as a language for learning and teaching

The participants were also asked to comment on the supports that are provided by the Department of Education towards ensuring a good use of English as a language of learning and teaching and in response to this; the two principals gave various comments, which are below.

Responses



School A Principal:

“Well, we get support from the Department of Education in the areas of manual. We also get textbooks and posters from the Department and the textbook’s is for the learners. There are also study guides from the department in all in order to enhance the English of learners and teachers”.

School B Principal:

“We don’t get support on the use of language as our teachers are trained in English and teach in English, but the support we get from the Department of Education are textbooks not specially support for the English language”.

Some scholars have also noted that while the government has done a lot to improve the standard of education in public schools, some mechanisms still need to be put in place to fully address the imbalances of the past. This is to make teaching, learning, and especially the use of English to be better in public schools (Makgato, 2014 and Nyika, 2015).

4.3.6 Government policies in place that guides the use of English as a language of learning and teaching

The participants were also asked to comment on the government policies that are in place that guides the use of English as a language of learning and teaching. In response to this question, the participants gave various comments, which are below.

Responses

School A Principal:

“Yes, we have policies that guide the use of English as language of learning and teaching, because English is one of the official languages in South Africa but people chose English as a language for learning and teaching even for marking purpose, also for communication. As we can see English is a global language and if you don’t understand English you are not recognised, so that is why most people choose English rather than their mother tongue”.

School B Principal:

“Yes, We have a policy.... a language policy for the school, and in this policy, it says that English is the medium of instruction and language of teaching”.

In line with the views of the two principals, Tshotsho (2006) notes the value and recognition attached to the use of English around the world and especially in South Africa. Tshotsho also stated that the government policy that recognises English as a language of learning and teaching is also in place.

4.3.7 Government policies in place on the choice of language of learning and teaching

The participants were also asked to comment on the government policies on choice of language available for learning and teaching. The two principals gave various comments, which are stated below.

Responses

School A Principal:

“Yes, according to the government, there is a language policy in every school that we have. For instance, learners have the right to be taught in the language of their choice. Unfortunately they prefer or are taught in English because their parents would like to see their children speaking in English, because they have the choice of choosing the language they prefer most”.

School B Principal:

“We do not have a choice because English is the medium of instruction for all the subjects and contents in our school and also some schools can use Afrikaans. However, if they say we should use Xhosa at school, it has not developed to that of teaching. Although policy says any language from official language can be used but English is preferable because it is developed”.

Similarly, Tshotsho (2006) notes that there is official recognition for English as the language of government and businesses, which shows the value and recognition attached to the use of English in South Africa. This in essence makes the possibility of using an African language as a language of learning and teaching to be very difficult and probably impossible. Tshotsho (2006) further notes that with the South African government policy on multilingualism, English and Afrikaans have both continued to be used as language of learning and teaching in South Africa.

4.3.8 Supports available from the Department of Education for teachers on the use of English for learning and teaching

The participants were asked to comment on whether they have enough support to ensure a successful use of English as a language of learning and teaching. In response to this, the two principals gave various comments, which are below.

Responses

School A Principal:

“I don’t think the support is enough. Even if we get support from the Department of Education, their support is never enough on the use of English language, because there is still a lot of things we need that they cannot provide for us, so it is never enough”.

School B Principal:

“I believe we have enough support, if English can be introduced at the earlier stage, then I believe the learners would not have problems with English. If the learners should be taught in English early then they will flow throughout the systems”.

The above views of the two principals showed that there is support to some extent from the Department while there is still room for improvement. Scholars like Chetty (2012) and Chumbow (2013) also wrote on the need for adequate provision of needed support towards ensuring the effective use of English for learning and teaching.

4.3.9 Availability of school’s support for teachers to encourage that learners are taught in English

The study also sought to find out from the participants if the school has sufficient support systems available for teachers towards encouraging that learners are taught in English and in response to this, the two principals gave comments, which are below.

Responses

School A Principal:

“Well, I will say ‘no’, the school has not done enough because I think we can go the extra mile to encourage learners to speak and have more interest in English language, but due to the background of the learners that we are accommodating and the different culture that they are. For example, we have African speaker, we have to accommodate them, and on the use of English, we use English to accommodate them. We have not done enough; we still need to try more for the learners on the case of English”.

School B Principal:

“Yes, I believe we do that as we try to make sure that the medium of instruction is English. We also monitor all teachers that they should use English as a language of learning and teaching and also encourage learners to respond in English to be able to increase their vocabulary”.



Various scholars have lauded government's effort towards changing the teaching and learning environment in public schools for the better but also pointing out the need for more interventions and provision of more resources towards ensuring this. The belief here is that government needs to conduct more needs-assessments in these schools and then come up with needed and timely interventions (Spaull, 2013; Nyika, 2015).

4.3.10 Outcomes of using English as a language of learning and teaching

The participants were asked to give their views on the likely outcomes of using English as a language of learning and teaching and in response to this question; the participants gave some comments, which are below.

Responses

School A Principal:

“What I know is that if learners understand English, they will do better. If they understand English they will also do better in other subjects and it will show in their reports and English would also help them when they are outside of school, because we are building them for their future to be able to function everywhere they find themselves”.

School B Principal:

“I will say for now that it will help learners to be confident outside of school and it will also prepare them for job marketing”.

4.3.11 Continuation of the use of English as a language of learning and teaching in public schools

In light of the various challenges associated with the use of English and as revealed in this study so far, it was important for this study to find out if the participants would support the continuation of English as a language of learning and teaching in public schools. The answers given by the two principals are below.

Responses

School A Principal:

“Yes, it should be, because you know the learners especially the younger ones that like to speak their language if they are exposed to English in an earlier stage I know they will be better in English in the future. If learners get used to English from the primary school level, it will be better for them by the time they get to high school, so ‘yes’ I think it should continue”.

School B Principal:

“Yes, I think it should continue ‘kaloku’ because we are preparing learners for market and job places. If we don’t use English in our school we are denying our learners of belonging when they are out of school and to find a job would be difficult for them, so English should continue in our schools”.

4.3.12 Continuation of the use of English as a language of learning and teaching in the selected schools

It was also important for this study to find out if the participants would support the continuation of English as a language of learning and teaching in their schools. The responses of the two principals are below.

Responses

School A Principal:

“Yes, of course it should continue because it helps learners and also us as teachers to achieve our goals. It will also be helpful for learners when they go to higher institutions”.



School B Principal:

“Yes, it should until the African languages are developed to be used as academic language. If African languages are not developed, there is no use of removing English because there is no disadvantage of using English for teaching”.

Looking at the outcome of using English as a language of learning and teaching and whether English should continue to be used in public schools, some scholars like Visagie (2010) and Makgato (2014) have noted that English remains relevant and useful for learning and teaching in the classroom. They are of the view that English should continue as a language of learning and teaching, more so as English remains an accepted global language.

4.3.13 Towards improving the use of English as a language for learning and teaching

The participants were also asked to comment on what could be done to improve the use of English as a language for learning and teaching. In response to this question, the two principals gave comments, which are below.

Responses

School A Principal:

“Oh! A lot can be done. Learners should have more reading materials that are of English nature. We can go out of the class, and engage learners with reading. For instance, if this school has a library, where learners can be exposed to more English reading, this could result in making English more fun. Social media is also there for learners to learn and reading of newspapers to develop their vocabulary. A lot can be done to improve English as a language of learning and teaching”.

School B Principal:

“There should be early stage of using English and it should be used properly. If a child is introduced to English at an earlier stage, that child will understand English and it will not be so difficult for such child. Learners should be taught in English at early stage not at later stage like when they get to grade 8, they have already lost the skills”.

In line with the above analysis and views, scholars like Murray (2002) and Nyika (2015) have all noted that government needs to come up with relevant interventions to make the use of English for learning and teaching to be more enjoyable, acceptable and effective for both teachers and learners in public schools.

4.4 PRESENTATION AND ANALYSIS OF IN-DEPTH INTERVIEWS WITH TWO TEACHERS IN THE TWO SELECTED SCHOOLS

Two teachers were interviewed in each of the two selected schools (Schools A and B) to know their perceptions on the use of English as a language of learning and teaching in public schools, thus making a total of four (4) teachers in all. The two schools were given pseudonyms with the first school referred to School A while the second school is referred to as School B.

The views of the teachers in the first school (School A) will be presented and analysed first and the two teachers interviewed have been given pseudonyms as “School A Teacher 1” and “School A Teacher 2”. The presentation and analysis of data are below:

4.4.1 PRESENTATION AND ANALYSIS OF SCHOOL A TEACHERS’ INTERVIEW

Below are the responses from the two teachers in the first school as they were asked various questions on the use of English as a language of learning and teaching in public schools. From the data collected, their responses are presented in suitable themes below.

4.4.1.1 Perception of teachers on the use of English as a language of learning and teaching in public school

When asked to give their perception on the use of English as a language of learning and teaching in public school, the two teachers gave various comments, which are below.

Responses

School A Teacher 1:

“I see the use of English as very important in public schools. The number 1 reason is that, as you know that we are a rainbow nation with many languages.

Therefore, our teaching in English is very important because we are not only preparing them for high school but we are also developing them for their future and their education. Also English will assist them to speak with people from other nations”.

School A Teacher 2:

“I think it is best option because English is a universal language and you will find out that English is used in schools to teach our learners and when considering the material, you only find textbooks available in English and Afrikaans, so as for me, English is the comfortable language to be used in public schools”.

4.4.1.2 Perception of teachers on the use of English as a language of learning and teaching in their school

It was also important to ask the participants (teachers) to assess the use of English as a language for learning and teaching in their school and in response to this question, the two teachers gave their candid views as stated below.



Responses

School A Teacher 1:

“In my school, as good as it is, there are not only IsiXhosa learners, but there are also coloured learners among us who don’t understand IsiXhosa. Therefore English as a language of learning and teaching will be very helpful for those who cannot speak IsiXhosa”.

School A Teacher 2:

“I think we are getting a lot of success because the learners are getting used to it and understand it more even though they still mix English with their mother tongue when giving examples. But English takes place when we are teaching the learners and they are also trying to understand it”.

4.4.1.3 Perception of teachers on the importance of using English as a language of learning and teaching generally

This study also sought to find out from the selected participants (teachers) on the importance of using English as a language of learning and teaching generally. The aim was for them to reflect on their wealth of experience as teachers and know if they would support the use of another language apart from English. The two teachers were however unanimous in their views that English is an important language that should be used for learning and teaching. Their views are below

Responses

School A Teacher 1:

“It is very important in the sense that we are teaching different subjects, and if we are teaching different languages we cannot teach learners in our home language because the textbooks we are using is written in English, so it will be a disadvantage to learners who are not taught in the English language, it is also easier to teach in English than to focus on one home language”



School A Teacher 2:

“It is very important because if you go to work in a business environment as a business teacher, all of these are conducted in English. In the world of business you will find different races like Zulus, Sotho, Tswana, Nigeria etc the one common language that we can communicate with is English, so that is why I think English is very important”.

To support the above analysis and discussions while looking at the use, importance and relevance of English as a language of learning and teaching, scholars like Myburgh (2004) and Dearden (2014) have noted that the use of English as a language of learning and teaching has a big impact as learners are prepared for further higher learning and as well as workplace after learning. The view here is that it will be hard to drop English as the expense of any other language.

4.4.1.4 Impact of use of English on learning and teaching

The study also sought to know the views of participants on impact of the use of English on learning and teaching and they gave the following views

Responses

School A Teacher 1:

“Yes, it does have an impact but we must not forget that nowadays there is a high failure in school because of English as a language for learning and teaching. There is an impact on learners that know their responsibilities to study their books and practice more on the English language. The use of English language has an impact on teaching because it will help learners to be able to stand and associate in a place where their language is not spoken”.

School A Teacher 2:

“The learners at times struggle to switch to English as they prefer their mother tongue so this is a challenge to us as teachers. But English does have an impact on teaching because it will prepare the learners for the future not only in their schools but also when they are done with school and are in the outside world”.

4.4.1.5 Challenges that teachers and learners face on the use of English as a language of learning and teaching

It was also important to find out from the teachers about the challenges that they face on the use of English as a language of learning and teaching and in response to this question, the participants gave various views as noted below.

Responses

School A Teacher 1:

“The challenges we are facing for the use of English for teaching, is that most learners don’t understand English and they do not want to learn it. Number 2; as we are teaching them in English, the black learners refuse to learn and speak the language because it is difficult for them and they don’t want to practice it. They also don’t want to go the extra mile to improve their vocabulary and this is giving us problems as a teacher because learners don’t understand the language. Also the issue of large numbers of students in our schools makes it difficult to pay more attention to individual learners and see if they are improving in the English language”.

School A Teacher 2:

“The challenge we face as teachers is that learners find it difficult to understand English and interpret it. They find it comfortable to answer questions in their mother tongue than in English, and learners are not giving their best when it comes to learning more about English”.



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4.4.1.6 Challenges faced as a teacher while teaching English

It was also important for this study to find out from the participants on the challenges that they face as teachers while teaching English to their learners and the two teachers gave various comments, which are below.

Responses

School A Teacher 1:

“As an English teacher myself, the challenge that I have is that learners need to be given extra work and they are not ready to use English even during English class.

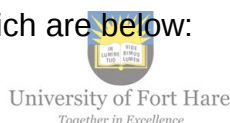
They laugh at each other if there is any mistake, there is also large group of students in the classes and also lack of resources which are the challenges I am facing as an English teacher and it is a very difficult situation for English teacher to teach English”.

School A Teacher 2:

“The challenge I am facing is that my learners find it difficult to explain themselves in English and it is very difficult when they are writing examinations. You could see that they know the answers but they cannot express themselves in English. Learners don’t work to communicate in English even during class hours”.

4.4.1.7 How enjoyable or difficult is the use of English as a language of learning and teaching to learners

The study also sought to find out if the teachers and learners find the use of English as a language of learning and teaching enjoyable or difficult. In response to this, the two teachers gave their views, which are below:



Responses

School A Teacher 1:

“Some find it enjoyable and some find it difficult. Some find it difficult when it comes to reading, some when writing and some do not even find English enjoyable as it is very difficult for them to understand. They want to be taught in their home language. But some do make attempt though they are not so good in it but they are trying”.

School A Teacher 2:

“I can say some find it enjoyable and some don’t enjoy it at all. English is like a poison to some of them. Learners find it difficult to communicate and even read fluently in English. I can say majority of them don’t enjoy it”.

Looking at the above analysis and the challenges faced by teachers when using English for learning and teaching and enjoyable it is, the participants were of the views that learners don't want to be taught in English at times as they prefer their mother-tongue. This is an important finding of this study as learners would have preferred to be taught in their mother-tongue but for the importance of English. As earlier on mentioned by the researcher, the theoretical framework that underpins this study, which is the Bruner's Theory of Learning and Development also stipulates the use of appropriate and preferred language have direct implications on the teaching practices employed in schools. In essence, this provides platform for learners to select and transform information as they are taught in the classroom and thus enjoy learning (Rhalmi, 2011; Makgato, 2014).

4.4.1.8 Teaching and examining learners in their mother-tongue instead of English

The study also sought to find out from the teachers and form their wealth if teaching and examining the learners in their mother-tongue will be advantageous. In response to this, the views of the two teachers are below.



Responses

School A Teacher 1:

“Ooooh that will be disadvantageous if they were taught in their mother tongue. The learners can only be taught and examined in their mother tongue subjects and not in other subjects like Technology, Physics, or Chemistry. The vocabulary will be a problem and to translate all the textbooks to their mother tongue will be costly and difficult”.

School A Teacher 2:

“Learners may be at an advantage if they were taught and examined in their mother tongue because they are used to their mother-tongue since they grew up learning and understanding it.

However, we must know that this could be a problem when it comes to teaching technical courses like Physics, Technology or Chemistry, as there may be no vocabulary for them. I think English is already established and it is the best”.

4.4.1.9 Teaching and examining learners in English

The study also sought to find out from the teachers if the learners will be disadvantaged if they are taught and examined in English and in response to this question, the two teachers gave various comments which are below.

Responses

School A Teacher 1:

“The only disadvantage that learners will have if they are taught and examined in English language is the exposure because they are going to be exposed to English language and this can be disadvantageous to learners from the rural areas as they don’t know how to write or speak English. Those learners from the city don’t have much problem and it cannot be disadvantageous for them to be examined in English. Otherwise English is a global language that is used by most countries of the world and there is need to use it to teach and examine the students and prepare them for future and also beyond their own country”.

School A Teacher 2:

“You see English is very important and there’s no way learners will be taught and examined that it will be a disadvantageous for them. As we know today, English is global and spoken and used everywhere. Although learners may find it difficult to understand English and express themselves but, it is still good to teach them in English to prepare them for the future”.

The issue of teaching and learning and examining in English or mother-tongue has also been debated by various scholars. The likes of Myburgh et al (2004), Thomas, and Collier noted that teaching learners in a language of their choice is more rewarding as teaching and learning flows well and learners learn well too.

However, other scholars have noted with interest that even though learners would have preferred to be taught in their mother-tongue, the power and popularity that English wields makes it be more relevant to be considered for learning and teaching (Serfontein, 2013; Nyika, 2015).

4.4.1.10 Availability of support from the Department of Education to teachers on the use English for learning and teaching

It was important to find out from teachers if there are support mechanisms available for them from the Department of Education on the use of English for learning and teaching and the two teachers gave various views, which are below.

Responses

School A Teacher 1:

“From the Department, we are getting textbooks for each and every learner. They are trying that every learner should have English textbooks at home for practise and homework. Nevertheless, sometimes we do not get support like when we complain about shortage of teachers like when it is only one person teaching 200 learners and the Department takes so long to answer us. This is because if only one teacher is teaching the whole grade, then there would be no justice done to teaching and learners would not be able to get proper attention”.

School A Teacher 2:

“The Department of Education supported us in their capacity. They provided textbooks, study guides and workshops for the teachers. Although there is still a lot to be done by the Department on the use of the English language and the support, they give to make it easier for learners and teachers. The Department of Education are trying but not enough”.

The views of the two teachers showed that the Department of Education indeed supports the schools and teachers towards an effective use of English for learning and teaching. The teachers have however raised a concern that the Department needs to do more towards the provision of adequate human and infrastructural resources. Scholars like Tshotsho (2006) and Naidoo (2012) who assert that continuous support also share this view and provision of needed resources by the Department of Education is essential for a successful of English for learning and teaching in South African schools.

4.4.1.11 Availability of support from the school to teachers on the use of English as a language for learning and teaching

It was also important to find out from teachers if there are support mechanisms available for them from their respective schools on the use of English for learning and teaching and the two participants gave various views, which are below.

Responses



School A Teacher 1:

“No, I don’t get enough support either from the Department or my school. I am teaching English and there are criteria that I am to follow but I do not get any resources, no teaching guidelines, no libraries and it is hard and our Subject Advisors also take long time before they come and visit us to see if we have problems. You as a teacher... you are the one doing research, so you can be able to perform well”.

School A Teacher 2:

“I don’t get any support from my school so far. As a business studies teacher, my students only got their textbooks no study guides and also I as a teacher I only got textbooks nothing else, so I have to figure things out by myself on this. The school doesn’t encourage learners to speak English even on school grounds”.

4.4.1.12 Encouragement from schools to encourage learners to be taught and also to speak in English

The study also sought to find out from the participants to know if the school encourages learners to be taught and to speak in English and in response to this, the two teachers gave various comments, which are below.

Responses

School A Teacher 1:

“The school tries its best to encourage learners to be taught in English. Sometimes, we are engaging learner in debates, oral presentations, and we encourage them that even at home they must practice and look at the things that are done in the media and we also encourage them that they must try to speak English in the school premises”.

School A Teacher 2:

“The school encourages the learners to be taught in English and also to speak English. We give them assignments to do, debates to attend and some oral work as well. All these are to make sure that they improve in English”



4.4.1.13 Potential outcomes of using English as a language of learning and teaching

The study also aimed at knowing if there are any potential outcomes for the use of English as a language of learning and teaching and in response to this question, the two participants gave various views, which are below.

Responses

School A Teacher 1:

“The outcome of using English as a language of learning and teaching is that when they are out of school, they are able to find themselves jobs and also be able to communicate with other people”.

School A Teacher 2:

“The outcomes are many, because we are preparing our learners to face the world and if we use their mother tongue for learning and teaching, we are only preparing them for their own country, they won’t face the world or go beyond their country. But with the use of English they can go beyond their own country, work anywhere and be able to communicate with every tribe, race and country”.

4.4.1.14 Continuous use of English as a language of learning and teaching in public schools

Having asked various questions around the use of English as a language of learning and teaching, it was also important to ask the teachers to delve into their wealth of experience and give their views on whether there should be a continuous use of English as a language of learning and teaching in public schools. In response to this question, the views of the two teachers are below.

Responses**School A Teacher 1:**

“It should, because everything is changing now. The technology is changing and everything is done using technology and all things are programmed mainly in English. So they should be taught in English... there is no other way and for them to cope in the future, I think English should continue in public schools”.

School A Teacher 2:

“Yes, there are no other ways. If we want our learners to be great and excel outside their country, the use of English should continue in every public school. English will help our learners to achieve their goals and travel beyond their country. So, yes, it is very important”.

4.4.1.15 Continuous use of English as a language of learning and teaching the selected schools

The participants were also asked if there should be a continuous use of English in their schools and in response to this question, the two teachers gave their views, which are below.

Responses

School A Teacher 1:

“Yes, as I have said earlier, it should continue because there is no other way for learners to cope if English is not the language of learning and teaching in this world of advanced technology. So English should continue in my school”.

School A Teacher 2:

“Yes, English should continue in my school, also because my school is a public school and there is no other way to avoid the use of English. As I said earlier, it is important because English is a global language”.



4.4.1.16 Improving the use of English as a language of learning and teaching

Having mentioned the various challenges that affect the successful use of English as a language of learning and teaching, the participants were then asked to mention ways of improving the use of English as a language of learning and teaching. To expatiate on this, the two gave their views, which are below.

Responses

School A Teacher 1:

“We need library so that our learners should not only learn in class but also use the library. Learners should not only see the library when they get to higher institutions. Every public school should have a library no matter how small so that every learner can go there to read and improve their vocabulary and reading”.

School A Teacher 2:

“A lot can be done to improve the use of English as a language of learning and teaching in public schools. There should be libraries for learners and teachers where they can go, read, and improve their vocabulary. Textbooks should also be given to each learner not one textbook for three learners. Teachers should also encourage learners to speak English to improve their fluencies in speaking and parents should also help to educate and encourage them to communicate in English”.

Looking at the above analysis and the discussions around the outcome and continuous use of English as well as what could be done to enhance the use of English, some scholars have noted that the use of English comes with a lot of benefits which makes the outcome to be beneficial to both learners and teachers. These scholars have also suggested the continuous use of English for teaching and learning considering the fact that students are to benefit more from it as they go for further studies and even when outside their countries or communicating with people from other cultures (Mlay, 2010; Chetty, 2012; Makgato, 2014).



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4.4.1.17 Evaluation of Medium of Instruction Policy which has English as one of the languages of learning and teaching for all subjects

Another important question that was asked in this study was to test the participants' knowledge of the Medium of Instruction Policy and to see if the teachers favour its continuous use or that it should be adjusted. In response to this, the two participants gave their views, which are below.

Responses

School A Teacher 1:

“That policy is understandable but somehow, some time the number of tasks that we are expected to do need to be adjusted. I think the only adjustments that can be done is on the tasks, all other policy should be maintained as it is because English is very important worldwide now”.

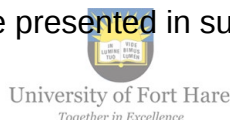
School A Teacher 1:

“I don’t think they should adjust it because English is the language of instruction. To me, if they want to adjust it, it may cost a lot of money and problems. So, I think English should be maintained as the language for learning and teaching”.

As noted earlier on by Tshotsho (2006), English continues to be a relevant language of learning and teaching as supported by the relevant medium of instruction policies and that any move to give priority to mother-tongue instruction will not work considering the various costs and challenges that are involved in such plan.

4.4.2 PRESENTATION AND ANALYSIS OF SCHOOL B TEACHERS’ INTERVIEW

Below are the responses from the two teachers in the second school (**School B**) as they were asked various questions on the use of English as a language of learning and teaching in public schools. The two teachers / participants have been pseudonyms as School B Teacher 1 and School B Teacher 2 respectively. From the data collected, their responses are presented in suitable themes below.



4.4.2.1 Perception of teachers on the use of English as a language of learning and teaching in public school

It was important for this study to find out the perceptions of teachers on the use of English as a language of learning and teaching in public schools and in response to this important question, the two selected teachers gave various comments. The views of the two teachers are below.

Responses

School B Teacher 1:

“To my own view, English should be medium of instruction in South Africa although they cope well in other languages which is their mother tongue. The problem is that if we teach them in their mother tongue and the textbooks is in English, it is not going to help them. I believe that English is good for them, for their own benefit”.

School B Teacher 2:

“I think English is a universal language and when you teach in English, you are empowering the learners, because English is the language of teaching. In addition, if we teach them in their home language, the learners are going to be disadvantaged. So, I think English is good to be the language of learning and teaching”.

4.4.2.2 Perception of teachers on the use of English as a language of learning and teaching in their school

The participants were also asked to give their views on the use of English as a language of learning and teaching in their school. The aim was to narrow this view down to their experiences at their school and in response to this, the two teachers gave their views which are below.

Responses

School B Teacher 1:



“In my own school, the policy is that all subjects should be taught in English except for the Home Language. All the teachers are teaching in English as a language for learning and teaching. Even though learners struggle to cope”.

Responses

School B Teacher 2:

“I think it is good. I support it because the learners are taught in English and this will help them tomorrow when they are in the world and working. They will be able to communicate in English and express themselves. It will help the learners in the work place in their future”.

4.4.2.3 Perception of teachers on the importance of using English as a language of learning and teaching generally

The study then sought to know the perception of teachers on the importance of using English as a language of learning and teaching generally and in response to this question, the participants gave various comments, which are below.

Responses

School B Teacher 1:

“It cannot be emphasised enough to say that English is important as a language, English is a common language that we use to communicate. In other countries, English is also being used as a common language. Only in a few countries is their home language used as a common language. English is used for academics and communication but here in South Africa we use English for teaching and learning. It could help learners when they go for job interviews and also they can speak good English when it comes down to communication and that is why English is important”.



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School B Teacher 2:

“Yes, it is very important because learners are taught in English and they are going to have better opportunities if they can communicate in English”. English is very important for the learner because it will help them outside their country”.

4.4.2.4 Impact of use of English on learning and teaching

The participants were also asked to comment on the impact of the use of English on learning and teaching and in response to this important question, the participants gave various comments. Their comments are below.

Responses

School B Teacher 1:

“It does... when you speak English to learners you must know other ways he or she must respond in English.

In my school, 99% of our learners have English as a second language so they have to learn it to be able to perfect and understand English properly. English will also help them in the future when they are out of school. English has an impact on teaching since English is the language for learning and teaching”.

School B Teacher 2:

“Yes, it has impact, because I believe before that English has impact on teaching, because if all teachers are teaching in English, it would help the learners to communicate better and to stand among their mates, even in a foreign land”.

4.4.2.5 Challenges that teachers and learners face on the use of English as a language of learning and teaching

This study also sought to know the challenges that teachers and learners face on the use of English as a language of learning and teaching and when asked this important question, the two teachers gave various comments, which are below.

Responses



School B Teacher 1:

“The challenges that learners face is that they find it difficult to communicate with each other in English. In addition, comprehension is another challenge for teachers because learners struggle to understand the concept and to answer the questions. The main challenge we face is that learners find it difficult to understand and interpret the English language and it affects them in their exams, because they can’t understand instructions”.

School B Teacher 2:

“I can say that the challenges that teachers face is that learners don’t have interest. They find it difficult to understand and communicate in English”.

4.4.2.6 Challenges faced as a teacher while teaching English

Apart from the challenge or problems faced in the classroom by both teachers and learners as English is used for learning and teaching, it was also important to ask the teachers to specifically mention their personal challenges. In response to this, the two teachers gave some views are below.

Responses

School B Teacher 1:

"I am teaching English language and my challenge in addition to what I just told you now is that learners from grade 10-12 cannot construct meaningful sentence because as I mark their test papers, I could see a lot of spelling mistakes and it makes the sentences meaningless. Learners don't know how to construct and understand English".

School B Teacher 2:

"The challenge that I face is that when I teach in English, learners don't show interest but when I explain more in English, they start showing interest. It is not that they do not understand English, but they do not just like the language. As for me, I encourage them to communicate more and practice more in English".

4.4.2.7 How enjoyable or difficult is the use of English as a language of learning and teaching to learners

The participants were also asked to comment on how enjoyable or difficult the use of English as a language of learning and teaching to learners is and in response to this, the two teachers gave their views, which are below.

Responses

School B Teacher 1:

"I can say not all learners find it enjoyable, some are good with English and they shine and some can't even speak in English.

You can say such learners do not enjoy English language. Some of the learners do enjoy English but the majority of them don't".

Responses

School B Teacher 2:

"They find it enjoyable. There are those who are eager to learn, they practice more on English, and they try to communicate in English. Some find English not enjoyable and difficult because they are not ready to learn".

4.4.2.8 Teaching and examining learners in their mother-tongue instead of English

The study also sought to find out from the participants on their views of the possibility of teaching and examining learners in their mother-tongue instead of English. The aim was to know if learners would prefer their mother-tongue to English. In response to this, the two teachers gave their views, which are below.



Responses

School B Teacher 1:

"Of course, it would be an advantage for learners if they were taught in their mother tongues... that means all the textbooks in English will be translated in their mother tongue. This will help them to understand every subject and the content of the textbooks, but it will only help them in their country not in other countries because they would not be able to stand outside their homes. To use their mother tongue for teaching and learning, it will be good for them but also a disadvantage because they won't be able to go beyond their country".

School B Teacher 2:

"If learners are taught and examined in their own mother-tongue or language, it could be of advantage because they will understand better and be able to express themselves in the classroom.

But on the other hand, it is going to be disadvantageous for them if they get to the world of work because they would not be able to communicate well with somebody who doesn't understand their language”.

4.4.2.9 Teaching and examining learners in English

On the other hand, the study also sought to find out from the participants on their views and experiences of teaching and examining learners in English. The aim was to know if English is indeed a suitable language for learning and teaching and the two teachers gave their views, which are below.

Responses

School B Teacher 1:

“English will never be a disadvantage to learners if they were taught in English, although it may be difficult to speak and understand English but in the end it’s going to help them to fit well in in the future. You know English is a global communication tool and learners could use it as a form of communication with other races and tribes who also use English on the bases of it being a global form of communication”.

School B Teacher 2:

“The leaners will be disadvantaged if they teach and examine them in English because learners don’t have command of the language, that is English. It will be of disadvantage for them because they won’t understand the content of the subject and also not be able to interpret the examination question”.

4.4.2.10 Availability of support from the Department of Education to teachers on the use English for learning and teaching

The participants were also asked to comment on the availability of support from the Department of Education towards the use of English for learning and teaching and in response to this important question, the two teachers gave related responses, which are below.

Responses

School B Teacher 1:

“The Department gave us textbooks for learners and also some guidelines for them. Teachers also have textbooks and study guides. All teachers should know that they are also English teachers based on the subjects that they are teaching because the language subjects should be taught in English to improve learners view on the language. The Department should also organise more workshops for teachers although the department however are trying their best, but it’s not enough to make the English language outstanding”.



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School B Teacher 2:

“Yes, we do get support from the Department of Education towards English. For instance, they arrange workshop where teachers are encouraged to go so that they can improve their teaching in English. We do get textbooks and study guides from the Department. Those are the supports that we get from them”.

4.4.2.11 Availability of support from the school to teachers on the use of English as a language for learning and teaching

While interrogating the two participants on the availability of support from the school to teachers on the use of English as a language for learning and teaching, they both gave various comments, which are below.

Responses

School B Teacher 1:

“The school doesn’t support so far on the use of English, although the department are trying their best but from my school there’s nothing coming from my school to support me. I only have my textbooks, study guides, and the information, I find by myself. Sometimes, the Department send people to come and take our learners to their libraries”.

School B Teacher 2:

“The support is not enough for the new teachers that we have now. The Department don’t give them support that they request for”.

4.4.2.12 Interventions from schools to encourage learners to be taught and also to speak in English

It was also important to ask the participants if there are interventions in place by schools to encourage learners to be taught and to speak in English. The views of the two teachers are below.



Responses

School B Teacher 1:

“Yes, we do have a library, however our library is out-dated. We encourage our learners to buy dictionaries to be able to help themselves to find difficult words. The school also organise debate clubs for learners to be able to improve in their vocabulary and communication”.

School B Teacher 2:

“Yes, the school is doing everything in its power to encourage learners to be taught in English because it is our school policy that every teacher should teach in English. We also emphasise that the teacher teaching every subject should teach in English. We also encourage learners to communicate in English and practice more on English on their own”.

4.4.2.13 Potential outcomes of using English as a language of learning and teaching

The study also sought to find out from the participants on the potential outcomes of using English as a language of learning and teaching and in response to this, the two teachers gave comments, which are below.

Responses**School B Teacher 1:**

“Teaching in English will help the learners to respond or communicate in English and it will also help learners to write in English. It will also prepare them for the outside world, learners will be able to work and travel beyond their country”.

School B Teacher 2:

“The outcome is in two folds. First, learners will have understanding of the language, they will get good result, and then they will have confidence to communicate in English. Secondly, learners will have command of English and be able to fit in the future when pursuing their career”.

4.4.2.14 Continuous use of English as a language of learning and teaching in public schools

Having come across the various challenges associated with the use of English, it was important to find out from the participants if they feel that English should continue as a language of learning and teaching in public schools. In response to this, the two teachers gave various comments, which are below.

Responses

School B Teacher 1:

“Yes, English should continue in public school, because there is now alternatives, English is very important, even though it may be difficult for them, it should be continued”.

School B Teacher 2:

“Yes, I strongly believe it should continue in public schools. Judging from the world of work, without English, it will be difficult for learners to cope and to continue their career without a good knowledge of English. They must therefore know and understand English”.

4.4.2.15 Continuous use of English as a language of learning and teaching in the selected schools

The participants were then asked to give their views on whether there should be a continuous use of English as a language of learning and teaching in their schools. In response to this question, the two teachers gave various comments, which are below.

Responses

School B Teacher 1:

“Yes, of course, if we want our learners to excel and to fit in the world then English should be continued as a language of teaching and learning.”

School B Teacher 2:

“Yes, I strongly believe. As I have said before, it will be of advantage to learners if they are taught in English. It will help them to stand among their mates and friends when they go to the University to further their studies”.

4.4.2.16 Improving the use of English as a language of learning and teaching

The participants were then asked to give their suggestions on how to improve the use of English as a language of learning and teaching and in response to this very important question, the two teachers gave their comments which are below.



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Responses

School B Teacher 1:

“I don’t know but there’s something that I heard called practical English, if they can engage our learners in this practical English where they can express themselves and also communicate to each other, some skills could be revealed through that practical English”.

School B Teacher 2:

“A lot can be done because today’s learners are lazy to work. If they can work hard and if they use the dictionary very well, I believe it can help them. The issue of library should be solved in each school because I believe that learners need the library to improve their vocabulary and also to have interest in reading”.

4.4.2.17 Evaluation of Medium of Instruction Policy which has English as one of the languages of learning and teaching for all subjects

In conclusion, the participants were also asked if the medium of instruction policy, which has English as one of the languages of learning and teaching for all subjects, should be adjusted, changed or kept as it is. In response to this, the views of the two teachers are below.

Responses

School B Teacher 1:

“I think it should be maintained as it is because English is the only common language that we use to communicate. So the English policy should remain as it is”.

School B Teacher 2:

“I don’t think that the policy for the use of English as a language of learning and teaching needs to be adjusted because it will affect a lot of things. So I believe it should be maintained”.



4.5 PRESENTATION AND ANALYSIS OF IN-DEPTH INTERVIEWS WITH TWO SCHOOL GOVERNING BODY MEMBERS IN THE TWO SELECTED SCHOOLS

In-depth interviews were conducted with a member of School Governing Body (SGB) in the two selected schools A and B and questions relating to the study were asked by the researcher. The South African Schools Act (Act 84) stipulates that a SGB must promote the best interest of the school and ensure its development while also helping the principal, educators, learners and other staff members to perform their duties effectively.

The role of SGB is therefore vital to the smooth running of any South African school, hence the need to interview them as well. For ease of identification, the School Governing Body members have been given pseudonyms with the SGB member in School A coded as SGB Member A and the SGB member in School B coded as SGB Member B. The presentation and analysis of data are below:

4.5.1 School Governing Body's perception on the use of English as a language of learning and teaching

It was important to ask SGB members about their perception on the use of English as a language of learning and teaching and in response to this question, the SGB members in each of the selected schools stated that

Responses

SGB Member A:

"As a member of SGB of this school, we would like our children to be taught in their language so that they can understand what their teachers are teaching them. But it cannot happen because everybody is speaking English nowadays".

SGB Member B:

"I don't think the school should teach our children in English since their language is IsiXhosa, although everyone is speaking in English everywhere nowadays. But we should consider that the language that our children like and understand the most is their mother tongue".



4.5.2 School Governing Body's view on the use of English as a language of learning and teaching in public schools

The SGB members were asked to give their views on the use of English as a language of learning and teaching in public schools generally and they gave various views below.

Responses

SGB Member A:

"English is good, but our children find it difficult to understand it. I would prefer that the teachers teach our children in their language which it will be better and convenient for our children, but it will not help them outside of their school".

SGB Member B:

“Since they said that English is the one language to teach our children there is nothing I can do about that, than to accept it but you know our children find it difficult to understand this language.

4.5.3 School Governing Body’s perception on the importance of English as a language of learning and teaching

It was important to find out from the SGB members if English is indeed an importance language that should be used for learning and teaching and in response to this question; the members gave various views as stated below.

Responses

SGB Member A:

“As I said before, English is very good and very important because everybody is speaking English nowadays, if you want a good job you must know how to speak English so, English is very good and our children must be taught in English so that they can also learn it well”.



SGB Member B:

“Yes, English is important but I don’t think that English should be more important than our language. I believe that learners should be taught in the language that they understand better and be able to express themselves. Some other countries teach their learners in their home language not English and why we can’t”.

4.5.3 School Governing Body’s perception on the impact of the use of English as a language of learning and teaching

It was also important to find out from the SGB members if English does have any impact on learning and teaching and they gave various views below.

Responses

SGB Member A:

“Yes, it does, because it would allow our children to stand among their friends and it will allow our children will be able to communicate and also to go beyond South Africa”.

SGB Member B:

“Yes, I believe it does but it should not be a language that is more important than our own language. English is more popular than our own language, which is not supposed to be. I know learners will benefit from English but I believe English and their mother tongue should have an impact on learner’s life especially their mother tongue”.

Looking at the above analysis and discussions, various scholars have pointed out the importance of English as a language of learning and teaching while also mentioning the challenges that learners and teachers face in the process. The scholars are also of the view that despite all these challenges, English remains an important and relevant language for learning and teaching, more so as learners are to go beyond their locality to probably study further or meet people from other cultures or nations that will demand their use of English. Hence, the thought here is that it is important for learners to be taught in English and that they are proficient in it (David, 2003; Shin, 2008; Naidoo, 2012; Stoop, 2017). On the other scholars like Myburgh et al (2004) and Nomlomo (2007) are of the view that teaching learners in their home language is more beneficial, just like the views of the SGB members interviewed.

4.5.4 Challenges that teachers and learners face on the use of English as a language of learning and teaching

The SGB members also reflected on the challenges that learners and teachers face on the use of English as a language of learning and teaching. Their views are below.

Responses

SGB Member A:

“The challenge that I know that teachers are complaining about is that our children don’t understand English and they don’t want to speak in English and also that our children must be willing to learn how to write in English”.

SGB Member B:

“A lot of challenges are faced by teachers and learners on English as a language. Teachers find it difficult to gain the attentions of learners when they are teaching them and they struggle because learners do not understand the language which is English. Teachers complain that learners don’t show interest as they start to teach in English”.



4.5.5 School Governing Body’s members’ reflection on learners’ views on the use of English as a language of learning and teaching

It was also important to ask the School Governing Body’s members to reflect on learners’ views on the use of English as a language of learning and teaching. This is because the School governing body members are parents who engage with their children and are involved in the smooth running of the schools. The experiences and views are stated below.

Responses

SGB Member A:

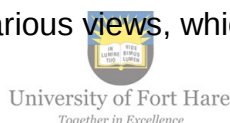
“To me, I can say it is very difficult for our children because they cannot understand English and they find it difficult to speak in English, so you see it is difficult on them”.

SGB Member B:

“They don’t, our children are struggling with English. Only few among them are enjoying the language while the rest are struggling. They prefer their language so I can say that only a few learners enjoy English”.

4.5.6 Supports available for effective use of English as a language for learning and teaching

It was also important to check if the SGB members know of any support mechanisms in place to ensure the effective use of English for learning and teaching. In response to this, the SGB members gave various **views**, which are below.



Responses

SGB Member A:

“The only support that I know is the textbooks that are given to our children and also the study guides. That is what I know that the Department is doing for our children. Even the textbooks might not be enough sometimes”.

SGB Member B:

“I can say the learners get only textbooks as a support from the Department of Education, nothing more”

4.5.7 Sufficiency of enough and necessary support to ensure the use of English as a language of learning and teaching

Another important question that was asked from the SGB members was to know if there is enough and necessary support to ensure the use of English as a language of learning and teaching. In response to this, the SGB members gave various views, which are below.

Responses

SGB Member A:

“Yes, the school is trying their best but they cannot move forward without the help of the department of education, like libraries every school is supposed to have a library to help our children in this English”.

SGB Member B:

“I don't think they have enough and necessary support on the use of English, because teachers are also complaining of the Department not supplying the needed resources in the schools. I think schools only get textbooks”.



4.5.8 Schools efforts to ensure the use of English as a language of learning and teaching

It was also important to find out if the schools are doing enough to ensure the use of English as a language of learning and teaching and in response to this, the SGB members reflected on their experiences and gave their views below.

Responses

SGB Member A:

“Yes, as I said, schools are trying their best to encourage our children to speak in English as they also try to teach them in English. The school also needs to provide newspapers for learners to improve their English”

SGB Member B:

“Yes, schools are trying to help learners understand English since it is the only language to teach and to examine them during examinations. Teachers encourage learners to communicate in English and also get dictionaries for new words”.

4.5.9 The role of School Governing Body in ensuring the use of English as a language of learning and teaching

Another important question was to ask the SGB members about the role that they are playing to ensure the use of English as a language of learning and teaching. In response to this question, the participants gave various comments, which are below.

Responses

SGB Member A:

“We are the SGB of this school; our role is just to encourage teachers not to be tired of our children’s attitude towards English. They should continue teaching them in English even though it is not easy with the teachers”.



SGB Member B:

“We are doing our best to encourage learners to have an interest in English, since it is the language of teaching them and also to speak to each other in English”.

4.5.10 Likely outcomes of using English as a language of learning and teaching

It was also important to ask SGB members about the likely outcomes of using English as a language of learning and teaching and the two participants gave various views, which are below.

Responses

SGB Member A:

“What I can say is that it will make our children better outside of their school. They also can stand among those who go to expensive schools. It will also help them to reach their goals.”

SGB Member B:

“Outcomes of English... hmmm! It is good to have knowledge of English because it will help the learners outside their schools or countries. If learners dream to go beyond South Africa, those learners must have good knowledge of English... to write and to speak. It will help learners to mix with their mates who also speak English”.

4.5.11 Continuous use of English as a language of learning and teaching in public schools generally

Most importantly, and despite all the associated challenges highlighted already by SGB members, the study sought to find out from the participants if the use of English as a language of learning and teaching should continue in public schools. In response to this, the participants gave various views, which are below.

Responses

SGB Member A:

“Yes, I think it should continue although it is difficult for our children’s. I would have preferred them to use their mother tongue, but that will not help them in the place of work. So I think it should continue”.

SGB Member B:

“Yes, since there is no other way out, the Department of Education has made it as a language of learning and teaching so it must continue”.

4.5.12 Continuous use of English as a language of learning and teaching in the selected schools

The study also asked a follow-up question to find out from the participants if the use of English as a language of learning and teaching should continue in the selected schools and in response to this question, the two participants gave similar views, which are below.

Responses

SGB Member A:

“Yes, as I said it should continue for the sake of our children and for them to meet the standards of the world”.

SGB Member B:

“Yes, I agree that it should continue also in our school, because it will help and assist learners in the future”.



4.5.13 Towards improving the use of English as a language of learning and teaching in the selected schools

In conclusion, the participants were asked to comment on what could be done to improve the acceptance and usage of English as a language of learning and teaching and they gave various suggestions, which are below.

Responses

SGB Member A:

“A lot can be done starting from the Department of Education to give teachers necessary support on the use of English language, like workshops, libraries in their schools and also organising workshops for learners to help them and expose them to English as a language that would be used to teach them”.

SGB Member B:

“I believe the Department of Education knows what they should do to improve this language called English so that our learners will have an interest in it and be eager to learn more in the English language”.

Looking at the responses of the SGB members interviewed, some scholars like Prah (2001), Foley (2002) and Myburgh (2004) have also pointed out that it is important that learners be taught in the language of their choice just as the Bill of Rights stipulates. Some scholars however feel that this will be impossible, as English is more popular and accepted for teaching globally. They are also of the view that the cost of translating textbooks into local languages is very high and somehow impossible. These scholars are also of the view that English will no doubt continue to be the language of learning and teaching more so as there are policies to back it up and because most learners also want to be taught in English (Tshotsho, 2006; Shin, 2008; Naidoo, 2012; Makgato, 2014, Stoop, 2017).



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4.6 Conclusion

This chapter analyses data collected in this study. The first section of the analysis focused on analysing focus group data collected from the selected learners in the two schools while the second section analyses the in-depth interview conducted with the two principals. This chapter also presented the analysis of data collected from the four teachers (two in each school) as well as the data collected from the two SGB members from the two schools. The next chapter will focus on ‘Conclusions and Recommendations’ of the study.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5. Introduction

The previous chapter focused on the presentation and analysis of data collected from in-depth interviews and focus group discussions with participants in the two selected high schools in Amathole West Education District to know their perspectives on the use of English as a language of learning and teaching in public schools. This chapter will therefore seek to summarise the key findings of the study as elucidated in the main themes raised in the preceding chapter and look at the main conclusion on the study. This chapter will also provide recommendations to the study, the limitation of the study and suggestions for further research.

5.1 Summary of Key Findings



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This study revealed the perspectives of the participants on the use of English as a language of learning and teaching in public schools and most importantly in the schools where they are teaching or based. The researcher wants to note that the findings of this study have in many ways answered the research questions and objectives of the study. The interviewed participants have been able to answer related questions, which has helped this study to come up with interesting findings, conclusions and recommendations. The key findings are discussed below.

5.1.1 Views of learner on the use of English as a language of learning and teaching

Generally, the study has been able to know the views of learners on the use of English as a language of learning and teaching. In this regard, learners have given different views in relation to their experiences. The findings showed that some participants (learners) feel embarrassed because of their little knowledge or proficiency in English, while some do not have interest in English language.

In addition, some learners prefer their mother tongues instead of English, as they believe that they will understand better if they are taught in their mother tongue. On the other hand, some participants (learners) believed it would be good to be taught in English if they are aiming for a better future. They are of the view that English is a global language and is used by almost all countries for learning and they feel that they will be left out when presented with an opportunity to interact with people from other races or countries or even go for further studies in higher institutions. Scholars like Mahlalela (2002) also share these views and Makgato (2014) who noted that challenges exist on the use of English for learning, teaching, and that despite all these challenges, most students would want to be associated with the use of English. This view is also supported by Cole et al (1978) who highlighted the link between status and the use of English language among people.

5.1.2 Challenges associated with the use of English as a language of learning and teaching

This study also found out that various challenges are associated with the use of English for learning and teaching. Some of the challenges raised by the learners and school principals' focus on the issue of code switching by teachers, which makes learners not to be grounded in English. The majority of the participants (learners) in both schools noted that their teachers always switch to IsiXhosa when they are teaching them in class. Some of these participants even noted that some of their English teachers use IsiXhosa to teach them in English in a way for them to understand the content. They however disagreed with this style of teaching as they are of the view that it has not and would not help them to understand English but makes it more difficult for them.

In addition, most participants (learners) believed that these are some of the challenges that make it very difficult for them to cope with the use of English as a language for learning and teaching. They noted that if their teachers use more of English in the classroom and outside of the classroom when communicating with them, may be learning in English would be easier for them. Interestingly, the school principals interviewed also shared the views of these learners.

Scholars like Foley (2002) and Makgato (2014) have also noted similar views while highlighting the dangers of code switching in the classroom and its effects on learners learning styles.

5.1.3 Lack of Department of Education's support on the use of English

This study has also found out that the Department of Education has not done enough to support learners on the use of English for learning and teaching. The participants are of the view that the Department of Education has not lived up to expectations to support public schools and provide the needed resources on the use of English for learning and teaching. Learners noted that the only support they get is their textbooks and study guides which may not be available all the time. They noted that the Department of Education has not provided library for them, which they think, would no doubt assist them to have access to various books written in English and thus increase their reading and understanding of English language. The findings of this study also revealed that learners in public schools need to be more assisted and supported by the Department of Education on the use of the English language, so that their proficiency in English will improve.



This study also revealed the views of teachers as they noted that they did not get enough support from the Department and their school on the use of English as a language for learning and teaching. They noted that they needed more support and resources that would enhance the use of English for learning and teaching more so as the policy of schools in South Africa has stated that English is one of the official languages and that English is the preferred language for learning and teaching. They are of the view that the provision of these resources like more books, library, workshops and conferences would help them perform better as teachers and help learners to learn better. Scholars like Murray (2002), Prah (2005), Nel and Muller (2010), Serfontein (2013) and Stoop (2017) are all of the view that the government needs to do more and provide necessary human and infrastructural facilities to improve learning and teaching in South African public schools.

5.1.4 Challenges faced by teachers on the use of English as a language of learning and teaching

The participants (teachers) also noted that they are facing many challenges on the use of English for learning and teaching. They noted that learners find it difficult to understand and express themselves in English. The participants were of the view that learners are lazy to practice English and this affects their performance in their other subjects. They also noted that majority of the learners do not have interest in English at all and that they do not like to communicate in English. They noted generally that the use of English as a language of learning and teaching continues to be very difficult / challenge for them since majority of the learners do not embrace it as some learners do prefer to be taught in their mother-tongue. Scholars like Naidoo (2012), Serfontein (2013) and Spaul (2013) are all of the view that the government need to do more and provide necessary human and infrastructural facilities to improve learning and teaching in South African public schools and especially the use of English. These scholars have also reiterated the need for well-equipped libraries to be provided in public schools as it will provide learners with needed books to improve their proficiency in English. In addition, Stoop (2017) encourages teachers to find a creative way to make the use of English to be appealing to learners.

5.1.5 Outcomes of the use of English as a language of learning and teaching

Generally, from the views of the teachers interviewed, this study has been able to confirm that English is very important and suitable to be used as the language of learning and teaching in public schools. All the participants believed that English is very important in public schools, since it is a global language, a language of trade and the language of instruction in some schools globally. They further noted that if their learners were able to understand English, it would be of an advantage to them because it is going to help them when they go for further studies and even when they are presented with the opportunity to interact with people of other cultures and nationalities. In support of these views, learners also noted that despite the temptations for them to want to prefer to be taught in their home language, they still believed that English is important although it may be difficult at times.

The general belief of the participants is that public schools should be able to have sufficient resources at their disposal for the effective use of English as a language of learning and teaching. They believe that this would help the teachers to be able to teach learners effectively and to encourage them to make use of the resources and help their learners to perform better in their studies and to improve their skills in English. The participants do not see why the Department of Education or the government should not be able to assist the public school in ensuring effective use of English for learning and teaching since the government policy supports its use. Some scholars have also enumerated the importance and benefits of using English as a language of learning and teaching. They are of the view that English remains relevant and useful considering its global acceptance and that it would be great injustice if learners were not taught in English in the 21st century (Serfontein, 2013; Nyika, 2015; Stoop, 2017).

5.2 Conclusion to the study

This study has concluded that English as a language of learning and teaching is very important to ensure quality, effective and sound learning and teaching as attested to by the research participants. The participants however expressed their concerns on the challenges around the use of English as a language of learning and teaching in public schools and how it affects their performance. The findings of this study have also proved that when teachers and learners are supported with necessary resources on the use of English, learning and teaching becomes easier and more enjoyable. This also makes teachers to teach better and more comfortably and this will help learners to understand English and learn it better.

The use of in-depth interviews and focus group discussions in this study also proved to be effective to get the perspectives of learners, teachers, principals, and school governing body members on the use of English as a language of learning and teaching in public schools. The participants were quite vocal and unanimous in airing their views on the importance and outcomes of English as a language of learning and teaching in their schools.

They were also able to make suggestions on how the use of English as a language of learning and teaching can be improved in public schools. Although some of the participants agreed that the government is trying its best to support the schools on the use of English as a language for learning and teaching, they still believe that government support is not yet enough.

Even going through the school policy for the use of English, it was discovered that English is the language of learning and teaching. However, funds allocated for resources is not enough for providing English textbooks and study guides for all grades on the use of English as a language of learning and teaching. The view of the participants is that if the textbooks and study guides for English are not available for them to use, it will affect learning and teaching adversely. It can therefore be concluded that the Department of Education and the government should come to the aid of teachers and learners to support them and provide necessary resources on the use of English as a language of learning and teaching for quality and good performance in all subjects. This is because, despite all the associated challenges, the participants still believe that they support the use of English as a language of learning and teaching.



5.3 Recommendations

In light of all the findings of this study and the discussions there in, the study would like to recommend the following:

- That the government should introduce English to learners at an earlier age, as this will enable learners to understand English early enough and not at a later age where they would start to struggle with English.
- Secondly, schools should be assisted and supported with the provision of needed textbooks and study guides for all grades so that teachers and also learners are able to have the needed textbooks to ensure the use of English for effective learning and teaching. This is in line with the view of the participants who noted that at times, they do not get the necessary textbooks for English or it may not be enough for the learners where they have to share.

- Thirdly, teachers should always use English language when they are teaching learners in classrooms and try to encourage and motivate learners to communicate in English. This means that teachers should avoid code switching from English to IsiXhosa, which could affect learners as they go on. This study believes that this will help learners to develop interest and skills to improve themselves in the use of the English language.
- Fourthly, schools should see to it that teachers are using only English to teach learners. School should also organise more workshops for teachers to train them on how to encourage learners to accept English as a language of learning and teaching.

5.4 Limitations of the study and suggestion for further research

This study looked at the perspectives of teachers and learners on the use of English as a language of learning and teaching in public school focusing on two high schools in the Amathole West Education District. In addition, the views of school principals and school governing body members were also considered. It would have been better to involve more high schools to collect more data that will reflect the views of a larger population. This is however not possible in this case due to time and financial constraints. Further studies could therefore focus on involving more schools or a larger sample towards assessing the state of the use of English as a language of learning and teaching in public schools.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE



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ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: LIN031SOSU01

Project title: **Teachers and learners' perspective towards English as a language of learning and teaching: A case of two secondary schools in the Amathole West District.**

Nature of Project Masters in Education

Principal Researcher: Atinuke Oluwatoyin Osunkunle

Supervisor: Dr A.M Linake

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document;
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: *Research that includes children as per the official regulations of the act must take the following into account:*

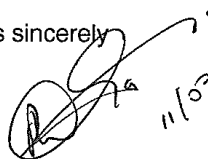
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected;
 - Relevant information has been withheld or misrepresented;
 - Regulatory changes of whatsoever nature so require;
 - The conditions contained in the Certificate have not been adhered to.
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office.

The Ethics Committee wished you well in your research.

Yours sincerely



11/07/2018

Professor Pumla Dineo Gqola
Dean of Research

05 July 2018

APPENDIX B

FOCUS GROUP DISCUSSION QUESTIONS FOR LEARNERS

Biographical Information of Participants

1. Please state your age
2. Gender: Male or Female
3. What class are you?

Participants Schooling History

1. How long have you been a student?
2. How long have you been a student in this school?

How do learners perceive the use of English as a language of learning and teaching?

1. What are your views as a student on the use of English as a language for learning and teaching in public schools?
2. How do you view the use of English as a language for learning and teaching in your school?
3. How important is English Language for learning and teaching?
4. Do you think that the use of English for learning and teaching has impact on learning and teaching?
5. To what extent do you enjoy being taught in English?



What are the challenges that Teachers and Learners face on the use of English as a language of learning and teaching?

1. Could you please mention the challenges that learners and teachers are facing on the use of English as a language for learning and teaching?
2. What are the challenges you are facing as a student as you are taught in English?

To what extent do learners get any support needed in order to make the use English as a language for learning and teaching more acceptable?

1. Please kindly mention the type of support you get from the Department of Education on the use of English for learning and teaching?
2. Do you think you have enough and necessary support on the use of English as a language for learning and teaching?
3. Do you think that the school has done enough to encourage learners to be taught in English?

What are the likely outcomes of using English as a language of learning and teaching?

1. Do you think that the use of English as a language for learning and teaching should continue in public schools?
2. What can be done to improve the use of English as a language for learning and teaching?

APPENDIX C

INTERVIEW QUESTIONS FOR PRINCIPALS

Biographical Information of Participants

1. Please state your age
2. Gender: Male or Female
3. What qualifications do you have?

Participants Teaching History

1. How long have you been teaching?
2. How long have you been teaching in this school?
3. What subjects are you teaching?

How do teachers and learners perceive the use of English as a language of learning and teaching?

1. What are your views as a Principal on the use of English as a language for learning and teaching in public schools?
2. How do you view the use of English as a language for learning and teaching in your school?
3. How important is English Language for learning and teaching?
4. Do you think that the use of English for learning and teaching has impact on learning and teaching?



What are the challenges that Teachers and Learners face on the use of English as a language of learning and teaching?

1. Could you please mention the challenges that teachers and learners are facing on the use of English as a language for learning and teaching?
2. What are the challenges you are facing as a Principal on the use of English for learning and teaching in your school?
3. Do learners find the use of English as a language for learning and teaching enjoyable or difficult?
4. Do teachers find the use of English as a language for learning and teaching enjoyable or difficult?
5. Have you received any complaint from teachers or learners about any challenges being faced on the use of English for learning and teaching?

To what extent do teachers get any support needed in order to change their perspective towards English as a language for learning and teaching?

1. Please kindly mention the type of support you get from the Department of Education on the use of English for learning and teaching?
2. What government policies are in place on the choice of language of learning and teaching?

3. What government policies are in place that guides the use of English as language of learning and teaching?
4. In your views, do you think you have enough and necessary support on the use of English as a language for learning and teaching?
5. Do you think that the school has done enough to encourage learners to be taught in English?

What are the likely outcomes of using English as a language of learning and teaching?

1. What are the outcomes on the use of English as a language of learning and teaching?
2. Do you think that the use of English as a language for learning and teaching should continue in public schools?
3. Do you think that the use of English as a language for learning and teaching should continue in your school?
4. What can be done to improve the use of English as a language for learning and teaching?



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APPENDIX D

INTERVIEW QUESTIONS FOR TEACHERS

Biographical Information of Participants

1. Please state your age
2. Gender: Male or Female
3. What qualifications do you have

Participants Teaching History

1. How long have you been teaching?
2. How long have you been teaching in this school?
3. What subjects are you teaching?

How do teachers and learners perceive the use of English as a language of learning and teaching?

1. What are your views as a teacher on the use of English as a language for learning and teaching in public schools?
2. How do you view the use of English as a language for learning and teaching in your school?
3. How important is the use of English Language for learning and teaching?
4. Do you think that the use of English for learning and teaching has impact on teaching?

What are the challenges that Teachers and Learners face on the use of English as a language of learning and teaching?

1. Could you please mention the challenges that teachers are facing on the use of English as a language for learning and teaching?
2. What are the challenges you are facing as a teacher in the subject that you are teaching on the use of English for learning and teaching?
3. Do learners find the use of English as a language for learning and teaching to be enjoyable or difficult?
4. Considering your teaching experiences, in what ways do you think that learners would be advantaged if they were taught and examined in their mother tongues?
5. Considering your teaching experiences, in what ways do you think that learners would be disadvantaged if they were taught and examined using English language?

To what extent do teachers get any support needed in order to change their perspective towards English as a language for learning and teaching?

1. Please kindly mention the type of support you get from the Department of Education on the use of English for learning and teaching?
2. Do you think you have enough and necessary support on the use of English as a language for learning and teaching?
3. Do you think that the school has done enough to encourage learners to be taught in English?

What are the likely outcomes of using English as a language of learning and teaching?

1. What are the outcomes on the use of English as a language of learning and teaching?
2. Do you think that the use of English as a language for learning and teaching should continue in public schools?
3. Do you think that the use of English as a language for learning and teaching should continue in your school?
4. What can be done to improve the use of English as a language for learning and teaching?
5. In your own view and considering your teaching experiences, do you think that the current Medium of Instruction Policy which has English as one of the languages of learning and teaching for all subjects except languages should be maintained or adjusted? Please give suitable reasons and instances to support your answers.



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APPENDIX E

INTERVIEW QUESTIONS FOR SCHOOL GOVERNING BODY MEMBERS

Biographical Information of Participants

1. Please state your age
2. Gender: Male or Female

Participants Involvement in School Governance

3. How long have you been involved in school governance?
4. How long have you been involved in school governance in this school?

How do school governing body perceive the use of English as a language of learning and teaching?

1. What are your views as a SGB member on the use of English as a language for learning and teaching in public schools?
2. How do you view the use of English as a language for learning and teaching in your school?
3. How important is English Language for learning and teaching?
4. Do you think that the use of English for learning and teaching has impact on teaching?

What are the challenges that teachers and learners face on the use of English as a language of learning and teaching?



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1. Could you please mention the challenges that teachers are facing on the use of English as a language for learning and teaching as brought before the SGB?
2. What are the challenges you are facing as SGB on the use of English for learning and teaching in this school?
3. In your own view, do learners find the use of English as a language for learning and teaching enjoyable or difficult?

To what extent do teachers get any support needed in order to change their perspective towards English as a language for learning and teaching?

1. Please kindly mention the type of support you get from the Department of Education on the use of English for learning and teaching?
2. Do you think that the school has enough and necessary support on the use of English as a language for learning and teaching?
3. Do you think that the school has done enough to encourage learners to be taught in English?
4. What role has the SGB played in this regard?

What are the likely outcomes of using English as a language of learning and teaching?

1. What are the outcomes on the use of English as a language of learning and teaching in this school?

2. Do you think that the use of English as a language for learning and teaching should continue in public schools?
3. Do you think that the use of English as a language for learning and teaching should continue in this schools?
4. What can be done to improve the use of English as a language for learning and teaching in this school?



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APPENDIX F:

Turnitin Report: OSUNKUNLE, AO. M.Ed Dissertation



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Osunkunle A0 (MED)

ORIGINALITY REPORT

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