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**PERSPECTIVES ON THE USE OF ENGLISH AS A MEDIUM OF
INSTRUCTION IN SELECTED SCHOOLS IN AMATHOLE WEST
DISTRICT, EASTERN CAPE**



By
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Master of Arts in English Studies and Comparative Literature

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DECLARATION

I declare that ***PERSPECTIVES ON THE USE OF ENGLISH LANGUAGE AS A MEDIUM OF INSTRUCTION IN SELECTED PRIMARY SCHOOLS IN AMATHOLE WEST DISTRICT, EASTERN CAPE*** is my own work, and that it has not been submitted for any degree or for examination at any other University. I have complied with the University's policy on plagiarism. All the sources used were duly acknowledged through referencing.

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23 November 2023

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23 November 2023

Dr Sindiso Zhou, Supervisor

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DEDICATION

I dedicate this work to my personal saviour, Jesus Christ, who has made it possible for me to complete this study. Special gratitude to my family and friends who also supported me throughout the whole journey.



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ABSTRACT

This study explored perspectives on the use of English language as a medium of instruction in selected primary schools in Amathole West district. The objectives of the study were to establish the challenges and benefits of using English as a medium of instruction in schools; to determine learning outcomes associated with the use of the English language as a medium of instruction, and to explore teachers' strategies of addressing the linguistic gap to improve learners' access to knowledge. The study used the socio-educational model and social psychological model as the theoretical framework guiding the study. The study employed the qualitative research method. Data were collected from four primary schools. Sixteen (16) teachers were interviewed, eight (8) lessons were observed, and sixteen (16) teachers' mark lists were analysed. The study established that when learners start grade four, they are not sufficiently prepared to learn in English, and that is reflected in their poor performance. Moreover, content subject teachers are not provided with departmental programmes specifically aimed at training them to be able to teach in English. Therefore, teachers innovatively interface English and the local indigenous language, IsiXhosa, through code-switching to mediate understanding. Furthermore, the study established that overcrowded classrooms, lack of reading materials in schools, and poor literacy levels derail learners from acquiring English language skills competently. The study recommends the establishment of departmental workshops which aim at capacitating teachers with language skills, the review of the current language policy, strategic use of indigenous languages alongside English in the classroom, and the provision of sufficient materials to support learning and teaching.

KEYWORDS: English Language of education; Socio-educational model; Social psychological model; English First Additional Language; Content subjects; Foundation phase; Intermediate phase; Code-switching

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ABBREVIATIONS

FAL First Additional Language

LOLT Language of Learning and Teaching

LiEP Language in Education Policy

DoE Department of Education

DBE Department of Basic Education

CAPS Curriculum and Assessment Policy Statement

EMI English Medium of Instruction

ANA Annual National Assessment



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CHAPTER ONE: GENERAL INTRODUCTION

1.1 INTRODUCTION

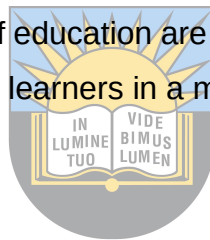
This chapter introduces the study. It does this through an overview of the focus of the study. The chapter covers the background of the study, a preliminary review of literature, an outline of research questions and research objectives, a justification of the study and a brief outline of the research methodology.

This study examined perspectives regarding English language use as a medium of instruction in selected primary schools of Amathole West district in South Africa's Eastern Cape province. According to Howie et al. (2011, p.9), the interim constitution developed in 1993 declared South Africa a multilingual state, with eleven official languages, which was a response to English and Afrikaans dominance during apartheid. Ideally, this would end the hegemony of English and Afrikaans in the democratic state. Shinga and Pillay (2021, p.1) submit that in post-apartheid South Africa, all languages including English share the same equal rights of being official languages. Prior to this period, indigenous languages were disadvantaged and marginalised, as only English and Afrikaans were recognised as the official languages in South Africa. Therefore, the new constitution intended to redress the injustices of the past, including language inequality. As a result, language policies were developed to create a multilingual society. A language policy would be a response to the marginalisation of African languages, which were not regarded as official languages during the apartheid era (Cele, 2021, p.29). The Department of Education introduced the Language in Education Policy (LiEP) to promote multilingualism and language equity.

According to Motilal (2021, p.239), the current education policies stipulate that in the foundation phase (grade R-3) a learner must be taught in their home language and, afterwards, the language of education changes to English in the intermediate phase upwards (grade 4-12). This contradicts the purpose of the Language in Education Policy of promoting multilingualism and language equality. For most learners, especially in rural schools, English is foreign, as they only interact with it in school.

Consequently, English as a language of teaching and learning becomes a barrier to teaching and learning (Du Plessis & Mestry, 2019, p,6). Teachers are frequently required to resort to using the learners' home language to mediate understanding. Learning in English is a difficult task for most learners as they have to be first acquainted with the language.

However, even though English is perceived as a barrier in the academic progress of learners, it cannot be denied that it is a global language, and it has international recognition. Therefore, the study sought to examine perspectives on the use of English language as a medium of classroom instruction in primary schools with the aim of improving learners' performance in English as a subject and as a language of instruction for all the other subjects across the curriculum. Teachers' strategies for addressing linguistic gaps to improve learners' access to knowledge are also assessed in this study. Lastly, the learning outcomes and challenges associated with the use of English as a language of education are assessed in this study. This is done to enhance the performance of the learners in a multilingual classroom.

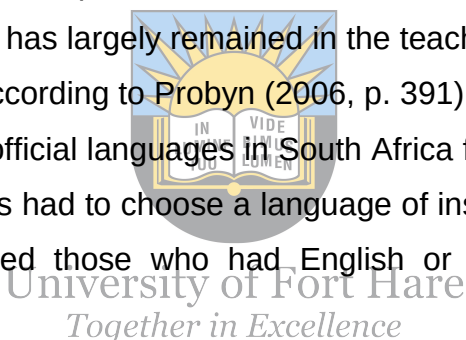


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1.2 BACKGROUND OF THE STUDY

Teaching and learning through the English language have become predominant in many South African primary schools, this is the same in many former British colonies. Most of the learners are taught using English (Uys, Walt, Berg & Botha, 2007, p. 69) Learning in English has proven to be a difficult task for many learners in South Africa. Sibomana (2022, p.1259) asserts that learners are facing a two-fold problem, a language, and a subject. Learning in English does not only affect the learners, but teachers also encounter and experience the dilemma of having to teach most of the subjects in a second language with limited competence and proficiency.

According to Uys et al. (2007, p. 69), English is the central language of instruction in Southern Africa. As a result of colonisation, foreign languages which include English and other languages were imposed on the education system of several African countries. This status quo has largely remained in the teaching and learning space of most African countries. According to Probyn (2006, p. 391), during apartheid, English and Afrikaans served as official languages in South Africa for the intermediate phase and above, where learners had to choose a language of instruction between the two. This arrangement favoured those who had English or Afrikaans as their home language.



English is currently the language of education for most subjects in South African schools (Richard, 2023, p. 216). This puts learners whose proficiency in the language is low at a fundamentally distinct disadvantage. However, the first additional language (FAL) is also available to facilitate learning and teaching, and therefore its teaching should aim at high proficiency levels so that learning is effective across the curriculum (Uys et al., 2007, p.69; South African National Curriculum Statement, 2002).

In primary schools, the task of ensuring that learners reach adequate proficiency levels in English is enormous for the teachers. However, it is a critical one, since English is the language of learning in all the other subjects, except for home languages. This study thus sought to establish perspectives on the use of English as medium and language of instruction in primary schools. It focused on primary schools because they represent the foundational stage of the development of language proficiency.

During the research, the researcher was employed as an English First Additional Language teacher at a high school in the Amathole West District. Consequently, the researcher has some awareness of the challenges that the learners face in the subject and other subjects that are taught in English. The researcher has been particularly concerned with tracing the learners' proficiency levels from the primary stage of their education. This concern is the driving force behind conducting the study in primary schools. The study sought to examine the use of English as the medium of instruction in primary schools in the Amathole West District in Eastern Cape. The study also examined the challenges of teaching and learning in English.

1.3 PROBLEM STATEMENT

According to Probyn (2006, p. 391), most South African learners are not proficient and competent enough in the English language to engage with the curriculum. Quite often, teachers are forced to fall back on learners' home language to facilitate meaningful comprehension in class. This is often actioned through code-switching between English home languages (Shinga & Pillay, 2021, p.1). What makes learning in English a difficult task for most primary school learners is that they do not understand the language in which they are taught (Sibomana, 2022, p. 1259).

Research indicates that the majority of learners in schools located in the townships and rural communities in South Africa do not understand English, leading to underperformance as these other subjects are also offered in English (Du Plessis & Letshwene, 2020, p.77). Most high school teachers are concerned about completing the syllabus using the language that the learners do not understand.

Inadequate training of Amathole West District teachers in English has contributed to the lack of understanding of the language by the learners. Uys et al. (2007, p.76) concur that teachers have not been trained in a programme that aims at preparing them to teach using English or to teach second language speakers of English. Linake and Osunkunle (2020, p. 352) add that some teachers are facing difficulties in teaching using English because they lack proficiency in the language.

1.4 RESEARCH OBJECTIVES

The overarching aim of the study was to examine teachers' perspectives on the use of English as a medium of instruction in primary schools in Amathole West district. The objectives of this study were as follows:

- To establish the perceived challenges and benefits of using English as a medium of instruction in the primary schools.
- To determine learning outcomes associated with the use of English as a medium of instruction in primary schools, and
- To explore teachers' strategies on addressing linguistic gaps to improve learners' access to knowledge.

1.5 RESEARCH QUESTIONS

The study was guided by the following research questions:

1. What are the challenges and benefits of using English as a medium of instruction in primary schools?
2. What are the learning outcomes associated with the use of English as a medium of instruction in primary schools?
3. What strategies do teachers use to address the linguistic gap to improve learners' access to knowledge?

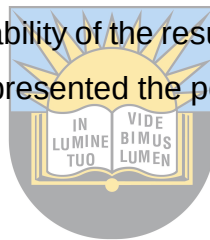
1.6 JUSTIFICATION OF THE STUDY

Probyn (2006, p.393) asserts that there is an incompatibility between learners' proficiency in English and the language requirements of learning through the language. The study explored this challenge by considering perspectives on the use of English as the language of teaching and learning and contributing towards enhancing teachers' and learners' understanding of English as the language of instruction.

Academic achievement is closely related to the language of education (Xie & Curle, 2022, p.587). If the teachers and learners do not understand the language of

instruction, learners are likely to underperform. Therefore, proper teacher training in the language of education is required to equip teachers with linguistic skills to impart knowledge to learners in the acceptable language of instruction. According to Probyn (2006, p.393), research indicates that in most schools English is limited to the classroom, with common home languages functioning as the lingua franca amongst teachers and learners. If the learners converse in their home language except in the classroom, learning in another language becomes a difficult task, and this leads to lack of understanding of the subject, which in turn leads to negative learning outcomes and disastrous results.

To the best of the researcher's knowledge, the geographical area targeted by the current study has not been explored before. The study was conducted at four schools located in the Amathole West District of the Eastern Cape Province. Two of the schools are rural while the other two are township schools. The schools were chosen in a way that ensured the accuracy and reliability of the results and that avoided narrow results. The schools that were selected represented the population of both rural and township schools.



1.7 SCOPE AND LIMITS

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The study was carried out at four primary schools in Alice in the Eastern Cape Province. It focused on grades 4 to 7 teachers and learners. Interviews with teachers, lesson observations, and document study were used for data collection. This was done to examine perspectives on using English language as a language of education. Challenges faced by teachers and learners in the language were assessed with the aim of devising strategies to improve the performance of learners in all the subjects that are taught in English.

1.8 PRELIMINARY LITERATURE REVIEW

The issue of language inequality in South Africa can be attributed to colonisation. Posel et al. (2020, p.1) assert that through colonisation, Britain imposed English on many countries. To achieve this, Britain used such institutions like schools and churches, and nearly a third of Africa was at some point controlled by Britain. Owing

to imperialism and colonial rule, indigenous languages deteriorated while the colonial language gained strength. According to Sibomana (2022, p. 1259), the colonial legacy resulted in the continued use of foreign languages for learning and teaching purposes. Equally, the National Language Policy Framework (2003, p.6) states that during the Apartheid era the government did not recognise language diversity in South Africa. Consequently, the dominance of colonial languages created inequality between these languages and African languages. The situation changed with the dawn of democracy.

Language inequality based on racial and class inequality infiltrated the education system of South Africa through colonialism and apartheid. Colonial languages, or the languages of the minority, were prioritised while the indigenous languages were disregarded. However, there were some interventions by the Department of Education to promote multilingualism within the education sector. The National Policy Framework (2003, p.8) states that the introduction of the Language in Education Policy (LiEP) by the Department of Education (DoE) emphasised the principles of multilingualism to endorse non-racialism and diversity in South Africa. The aim was to keep the learner's home language while the learner acquired additional languages.

However, to date, the implementation of this policy has been met with challenges in South African schools, the language of education of all subjects, except the home language, is still English. Rural schools are mostly affected as there is a high rate of illiteracy in rural communities (Hlalele, 2012, p. 115). Furthermore, Du Plessis and Mestry (2019, p. 6) assert that English is foreign to the learners in rural schools, as they only get to hear it in school. Norro (2021, p. 48) adds that English is not home language to the majority of learners in African setups, particularly in Namibia. The same holds true about the South African learning and teaching space. Consequently, continued use of English as the language for learning acts as a barrier to teaching and learning (Plessis & Mestry, 2019, p. 6). Only the privileged manage to enrol their children in schools where acquisition of good quality English is assured. Murray (2020, p. 62) argues that there are disparities between private and public schools in relation to English language proficiency. Private schools are English medium while public schools pay little attention to English, leading to unequal outcomes. Most parents prefer to take their children to English medium schools because they believe this

increases chances for their children to perform well in their assessments (Norro, 2021, p. 48).

Many teachers are of the view that lack of proficiency in English has been the cause of underperformance of learners in both primary and secondary schools. Nchindila (2017, p.13) asserts that extant research indicates the continued use of foreign languages for teaching and learning, at the expense of indigenous and home languages of the majority of learners, is to be blamed for poor academic achievements in Africa. As per the Constitution of the Republic of South Africa, all languages are equal (Brock-Utne & Holmarsdottir, 2004, p. 67). However, in South African schools, English dominance continues, and learners still struggle in the classroom owing to lack of competence in the language. Yuan et al. (2022, p. 233) assert that as the medium of learning and classroom instruction, English is challenging teachers, who have to cater for learners' different learning needs in the classroom.



The language that is used for instruction in schools plays a huge role in the education of the learners. Brock-Utne and Holmarsdottir (2004, p. 67) believe that a cause of learner underperformance in schools is the language problem, not necessarily a learning problem. Teachers' inadequate training in the language of instruction is also a cause of the underperformance of learners. According to Anyiendah (2017, p. 1), teachers of other subjects rely on frequent code-switching because the learners are incompetent in the language.

Uys et al. (2007, p. 69) assert that the role of teachers in equipping learners with language skills in the media of instruction is critical. However, teachers' low level of proficiency in the language makes it even more difficult for them to assist the learners to acquire skills in the language. Content subject teachers are incapable of including basic language skills in their teaching, and they often believe that it is not their responsibility. According to Anyiendah (2017, p. 1), in schools only English language teachers have the duty to develop learners' competence in English. All the responsibility is delegated to English language teachers. According to Uys et al. (2007), Content subject teachers assume that learners are capacitated with all the language skills by the time they reach high school (2007, p. 74).

Furthermore, Anyiendah (2017, p. 2) states that overcrowded classrooms with shortage of teachers hinders effective and quality language skills acquisition by the learners. Teachers are unable to assist learners individually to ensure good language proficiency where the language of instruction is concerned. The pressure of finishing the curriculum also poses a challenge in the effective teaching of language acquisition. In addition, learners' attitude towards English is largely negative, a situation mostly associated with their poor competence in the language.

It is paramount that those who are entrusted with the duty of teaching learners be fully trained and capacitated in the English language, which is the language of education. This will benefit learners who do not possess adequate competence in the language used for learning, and who are thus expected to be pursuing the curriculum and the language at the same time. Learners' academic performance will improve if teachers are adequately trained in the language used for learning and teaching, immensely transforming classroom practice for better academic outcomes. Subject teachers, not only language teachers, who are trained to combine the four language skills in their teaching can help develop learners' academic literacy (Uys et al., 2007, p. 77).

In as much as English is seen as a barrier to the academic progress of learners, it cannot be denied that English has global reach and that it has international recognition. In the *African writer and English* (1975), Chinua Achebe, a Nigerian author, posits that English is one of the benefits brought by colonialism, as it unites the whole nation through mutual communication. Particularly, South Africa has eleven official languages and of all these languages, English plays the role of facilitating mutual communication for speakers of all other languages. Norro (2021, p.46) admits that English has a prominent role in nation building and it is a language of upward social mobility and broader communication. English is thought to have economic benefits. Learners are afforded a variety of opportunities due to the presence of English. On the contrary, Murray (2020) argues that there is limited evidence linking English to reduced poverty or improvement in economics of nations.

1.9 THEORETICAL FRAMEWORK

This study was guided by Gardner's (1985) Socio-Educational Model of Second Language Learning. The model attempted to explain the role of some individual-difference variables (intelligence, language aptitude, anxiety, and motivation) in second language proficiency. According to the model, these aspects affect proficiency in a second language. According to Taie and Afshari (2015, p. 607), motivation plays a huge role in the quest for acquiring a second language in socio-educational model. By employing this model, the researcher sought to find out the natural abilities, attitudes, and the motivations of teachers and learners towards the learning and teaching in English. This is because both attitude and motivation in the language will influence proficiency. Taie and Afshari (2015, p. 605) submit that the model puts ability and motivation at the centre of second language learning.

Another model that was employed in the study is Lambert's (1974) Social Psychological Model. This model is similar to the socio-educational model which is an extension of the social psychological model. Lambert proposes that the development of individuals' or learners' language proficiency can be influenced by factors such as aptitude, attitude, orientation, and motivation. These factors also affect the self-identity of individuals learning a language (Taie & Afshari, 2015, p. 606). Through this model, teachers and learners can be trained to stimulate positive affect towards the language, and their attitudes towards the language can be redirected so that they are able to be proficient and be able to impart to the learners the necessary skills for the language proficiency. A general attitude of teachers and learners towards English as medium of teaching was assessed. Most importantly, the study assessed the attitudes, skills, and the motivations of teachers and learners in using English as a language of education.

1.10 RESEARCH METHODOLOGY

1.10.1 GEOGRAPHICAL AREA

The research was carried out at four primary schools under the Amathole West District. Amathole District is based in the Eastern Cape Province. These schools were selected because to the best of the researcher's knowledge no documented study of

this nature has been conducted in the same study area. The selected schools represented the larger population with respect to their location. Two of the schools were located in the rural area, while the other two were located in the township.

1.10.2 RESEARCH APPROACH

The study employed the qualitative research approach. Minichiello et al. (2010, p.18) state that qualitative research methods are notable by words, images, and language; rather than assigning numerical value, they examine scripts of conversation, and study oral and written records. The methods used to collect data were thus qualitative.

1.10.3 RESEARCH DESIGN

For this research, the case study was used as the research design. A case study is a systematic and in-depth examination of one specific instance of what the study investigates (Bertram & Christiansen, 2014, p. 42). A case can be a person (such as a teacher, student, principal, or parent), a group of people (such as a family or class of learners), a school, a community, or an organisation.

The case study design was chosen to enable the assessment of perspectives and experiences in using English as a language of education in the Eastern Cape province. It was found appropriate for this study. The qualitative method allows the subject being studied to give more accurate and appropriate answers to the questions by the researcher.

1.10.4 DATA COLLECTION METHODS AND RESEARCH INSTRUMENTS

1.10.4.1 POPULATION

Population refers to those people or units targeted by the researcher for the study. Sixteen grades 4 to 7 teachers participated in this study. Eight were English language teachers and the other eight were content subject teachers.

1.10.4.2 SAMPLE AND SAMPLING TECHNIQUE

Sampling is about who or what and how many, to include in the study (Bertram and Christiansen, 2014, p.59). The purposive sampling technique was used in this study.

Sampling is done to reduce the number of units to study, which has considerations of resources, be they material or time (Taherdoost, 2016, p.18). The researcher purposively targeted the teachers who taught English and the content subjects and excluded those who taught learners' home languages other than English. Purposive sampling was employed because the researcher made specific choices about who to include and exclude in the sample. The researcher chose English teachers and the content subject teachers as these would provide authentic and appropriate information to enhance the results of the study.

1.10.4.3 LESSON OBSERVATIONS

The researcher observed eight classroom lessons during English and content subject lessons. The researcher observed class sessions of language teachers to determine the strategies they used to address the challenges associated with using English in the classroom. Also observed was the participation of learners as evidenced by learner-learner interaction and teacher-learner interaction.

1.10.4.4 INTERVIEWS

An interview involves the researcher conversing with the sampled respondents to arrive at data that answer the researcher's research questions (Bertram & Christiansen, 2014, p.80). Interviews were conducted with 8 teachers of English and 8 teachers of Natural Sciences and Technology, Mathematics and Social Sciences, which are all taught in English. The purpose of an interview is to find out knowledge and information, values, and preferences, attitudes, and beliefs of the participants (Bertram & Christiansen, 2014, p.82). This way, the researcher collected substantial information from the area of study.

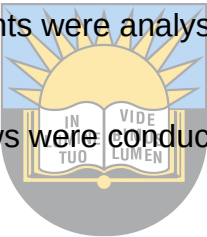
1.10.4.5 DOCUMENT STUDY

A document study of sixteen teachers' recording sheets or mark lists from different subjects such as English First Additional Language, Natural Science and Technology, Mathematics and Social Sciences which are all taught in English was done. The recording sheets reflected the learners' marks as written in their scripts and were used to assess the learners' performance in all the sampled subjects taught in English and English as a subject (First Additional language).

1.10.4.6 DATA PRESENTATION AND ANALYSIS PROCEDURES

Data collected from the document study, interviews and lesson observations were thematically presented. Direct quotations from the interviews were included to ensure the authenticity of the data collected. Data triangulation was employed to ensure validity and credibility of all collected data. Lemon and Hayes (2020, p.605) submit that triangulation is a strategy to test validity in qualitative research by converging data from variety of sources. Therefore, triangulation strengthens credibility and dependability of a study (Lemon & Hayes, 2020, p.606). The table below presents congruence between research questions and data collection methods.

Table 1.1: Research Question- Method Congruence Table

Research Question	Data Source and Method	Justification
What are the challenges and benefits of using English as the medium of instruction in primary schools?	Lessons were observed and documents were analysed.  Interviews were conducted.	This provided an insight of the challenges and benefits of using English as a language of education.
What are the learning outcomes associated with the use of English as the medium of instruction?	Interviews: Teachers were purposively selected through purposive sampling technique. (n=16) Document analysis: learners' scripts were analysed. (n=16)	Interviews were conducted to assess the significance of English as a language of education.
What strategies do teachers use to address the linguistic gap to improve learners' access to knowledge?	Interviews were conducted. Lessons were observed.	These methods allowed the researcher to get the teachers' strategies for addressing the linguistic gap.

1.11 CHAPTER LAYOUT

The study has six chapters. The first chapter introduces the study. It covers background of the study, study justification, and research methodology. In Chapter 2, the study reviews extant literature and situates the current study in the context of ongoing research on language-in-education practices. The chapter also identifies gaps in the research done thus far. In Chapter 3, the study discusses the theoretical framework, whilst the research methodology is dealt with in Chapter 4. Furthermore, Chapter 5 focuses on the analysis of data, whilst Chapter 6 reflects on the findings, draws conclusions, and offers recommendations.

1.12 ETHICAL CONSIDERATIONS

The researcher obtained ethical clearance (with reference number ZHO011SMAK01) from the University of Fort Hare. The researcher used this at the Department of Education to seek consent to carry out the research. The researcher observed all necessary ethical considerations, including freedom of participation, and privacy and confidentiality. Informed consent (represented by consent forms signed) of participants was the basis upon which the study took place. Before consent forms were signed, the researcher explained to the participants exactly what the study was about and their rights, including the right to withdraw their consent and participation at any point during the study.

1.13 CONCLUSION

This chapter introduced the study. It provided a general overview and background of the study. The research problem is clearly defined in this chapter. In addition, the research questions and objectives were outlined in this chapter. Lastly, a preliminary literature review, theoretical lens, justification of the study, research methodology, ethical considerations, and layout of the research formed part of this chapter. The following chapter reviews literature.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is a review of literature on English as a medium of instruction. Specific interest is in non-English mother tongue contexts. The concerns of this chapter include background on the language question in South Africa, South Africa's languages, policy issues around the language question in South Africa, and the advantages that using English for instruction comes with as well as the challenges. The review also focuses on the language in education policy and social justice in South Africa, learner performance in English language in South African schools, and the strategies used by teachers to address linguistic gaps in the classroom. The impact of colonial and apartheid legacies on classrooms and the linguistic and cultural equity are also deliberated in this chapter. This was done by consulting several works by scholars both in South Africa and abroad. The intention was to examine the various works by these scholars on the use of English as a language of education to get a general overview. The review responds to the research questions pertaining to the challenges and benefits of using English as a medium, learning outcomes associated with the use of English language as a language of education, and strategies that teachers use to address the linguistic gap to improve learners' access to knowledge.

2.2 BACKGROUND TO THE LANGUAGE QUESTION IN SOUTH AFRICA

The language question has always been a subject of controversy in South Africa. Alexander (2012, p.1) asserts that the language question is still a central issue that has been the cause of social reform stagnation in South Africa. As a point of departure, when exploring the language question, it is important to examine the impact of colonial and apartheid legacies in South Africa, the linguistic and cultural equity, different languages in South Africa, language policies in South Africa and language in education and social justice in South Africa. These are discussed in the sections below.

2.2.1 IMPACT OF COLONIAL AND APARTHEID LEGACIES IN SOUTH AFRICA

The issue of language difference and inequality in South Africa dates back to the colonial era. Posel et al. (2020, p.1) assert that through colonisation, Britain imposed English on many countries. To do this, Britain used such institutions like schools and churches, and nearly a third of Africa was at some point controlled by Britain (Posel et al., 2020, p.1). Gonçalves and Schluter are of the view that language can perpetuate inequality through dominion and subordination of individuals of a certain status by others of different status (2020, p.1).

During the apartheid era in South Africa, language was one of the components used by the white minority to subordinate the black majority. Collins (2017, p.46) adds that a complicated, conflicting language environment has evolved from the prolonged struggle against apartheid to the transition of post-apartheid South Africa. The emergence of democracy in South Africa resulted in a diverse and multilingual country. The dawn of democracy saw a number of changes in the language policy of South Africa.



Language imbalance created inequality in South Africa, as indigenous languages were marginalised whilst the colonial languages were promoted. Posel et al. (2020, p.2) assert that in post-1994 South Africa, English has established itself as the undeniable language that dominates public life, education, and businesses. Language inequality based on racial and class inequality infiltrated the education system of South Africa through colonialism and apartheid. Colonial languages or the languages of the minority were prioritised whilst the indigenous languages were disregarded. According to Collins (2017, p.39), the South African education system and policy in the post-apartheid period is English medium, and all school children are to be taught and assessed in English from grade four upwards. This implies that learners are taught in their home language in the foundation phase (grades R-3) and then they are compelled to learn in English in the intermediate, senior and FET phase (grades 4-12).

During the apartheid era, the education system of South Africa was English, and Afrikaans centred, and it remains like that in the post- apartheid era. Prah (2017, p.233) maintains that the colonial language is continued in post-colonial South Africa.

Bergbauer et al. (2016, p.2) argue that children arrive at school lacking understanding of the language of instruction, and formal learning is also conducted in a language they do not speak or understand. Black South African learners continue to endure most of the language imbalance as they have to learn the language of instruction before they can actively engage in effective learning. According to Sibomana (2022, p. 1259), the colonial legacy resulted in the use of foreign languages as language of education.

Collins (2017, p. 40) states that despite the language policies that have been adopted, English remains dominant, and the result of its dominance is the marginalisation of the majority of the people. The majority of South Africans are black people who cannot express themselves in English; therefore, the hegemony of English has marginalised them and their native languages (Ndimande, 2004, p.64). However, there are debates around the issue of the dominance of English in South Africa. In a two-year survey (2017 and 2018), Posel et al. (2020, p.2) disclosed that Africans who reported English to be their main language were less than 10%, implying that it could not function as the major lingua franca in South Africa. While the language is a subject of controversy in the South African education context, it is important to note that using English for instruction, particularly in Amathole West District, has not been explored thoroughly by the existing studies, especially focusing on the challenges and benefits of using English as the medium of classroom instruction. The focus of the existing studies has been only confined to the strategies of using English as a language of education and the learners' perspectives on using English for learning (Adegoriolu et al., 2022; Linake & Osunkunle, 2020).

2.2.2 LINGUISTIC AND CULTURAL EQUITY

Pascoe et al. (2018, p. 67) admit that South Africa is characterised by diverse linguistic and cultural groups. The National Language Policy Framework (2003, p.6) provides that South Africa is a multilingual state and that it recognises cultural and linguistic diversity. In the post-apartheid era, all languages were given an equal status and recognition by the constitution of South Africa (Shinga & Pillay, 2021, p.1). The education sector has been instrumental in ensuring language equity through its introduction of the Language in Education Policy (LiEP) to promote multilingual instruction in schools. The policy stresses that pedagogies must be transformative and

be culturally conscious to promoting all languages and crediting all cultures an equal status.

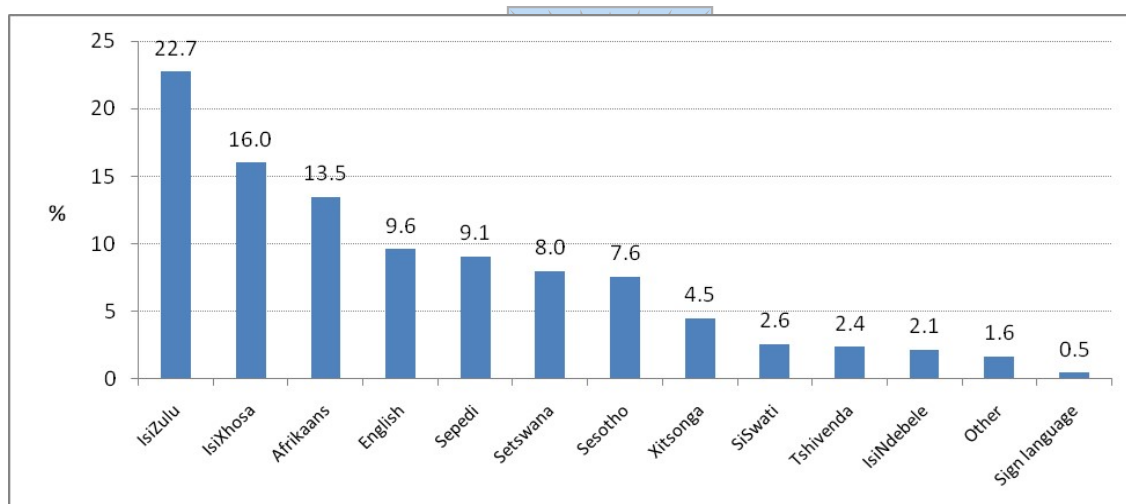
Notwithstanding well-designed policies that promote all languages in South Africa, English remains the most prioritised language in the education system of South Africa, and education is offered in a language that learners can hardly understand (Sibomana, 2022, p. 1259). This implies that the language used for teaching and learning in schools can subject learners to academic failure if they do not understand it. The neglect of indigenous languages as languages of instruction violates the provisions of the constitution of South Africa (Cekiso et al., 2015, p.325). The constitution recognises all the languages as equally important, however, there is a limited use of other languages in the South African classrooms. This raises the question of language equity in South Africa. Prah (2017, p. 226) stresses the need for the use of languages that are used by the majority in the society, which is poised to promote advancement and liberation. This implies that the languages used in the education spaces, must be languages that the learners are familiar with. Given the superiority accorded English over African languages, there is a need to decolonise educational practices and consider the reality of the learning contexts (Zhou et al., 2020, p. 231). The knowledge constructed must be in line with the cultural and linguistic diversity of the country (Prah, 2017, p. 227). Furthermore, Prah (2017, p. 248) maintains that the advancement and utilisation of indigenous languages must be prioritised in all social functions including education to ensure cultural empowerment of African societies.

2.2.3 DIFFERENT LANGUAGES IN SOUTH AFRICA

South Africa is a multilingual country. It recognises eleven (11) languages as official languages. Each province has its own dominant language. According to Howie et al. (2011, p. 10), in South Africa there is a strong relationship between a particular language and a province. IsiZulu is commonly spoken in KwaZulu Natal and Gauteng. Afrikaans is dominant in the province of the Western Cape and Northern Cape. While Sotho is dominant in the Free State, Tshivenda and Sepedi are widely spoken in Limpopo. Setswana and isiSwati are dominant in the provinces of North-west and Mpumalanga respectively.

The province of the Eastern Cape, which is the area of interest for this study is dominated by the isiXhosa speaking population. According to Statistics South Africa (2011), approximately 79% of the population in the province of the Eastern Cape is isiXhosa speaking. Assessing the popularity of English in the Eastern Cape assisted in getting an overview of the conditions and the environment the learners and teachers are exposed to. The study sought to assess both the teachers and learners' perspectives on using English as the language of education, which necessitated checking the language that is spoken in the area of interest. This allowed the researcher to establish whether this has any impact on English language proficiency of learners and to establish the benefits, challenges, and the learning outcomes associated with using English as the language of education. The figure below shows the language distribution in South Africa according to percentage of speakers.

FIGURE 2.1 GRAPH SHOWING LANGUAGE DISTRIBUTION IN SOUTH AFRICA



Source: Statistics South Africa (2011)

The statistics indicate that with 22,7% speakers, isiZulu spoken by more people than any other language in South Africa. The second is isiXhosa, which accounts for 16% speakers, while Afrikaans, which is spoken by 13,5% speakers, is third. At fourth position, speakers of English represent only 9,6% of the total population. According to Collins (2017, p.43), English is a global language with the fourth highest number of speakers among South African languages. However, English has international recognition and therefore, it is required for communication internationally. As Ahmad (2016, p.478) states, the entirety of the world needs English to communicate, earning

it the status international, or even global language. The rest of the languages in South Africa, namely Sepedi, Xitsonga, Siswati, Tshivenda, Setswana, Sesotho, and isiNdebele are spoken by a combined 38,4% people.

2.2.4 LANGUAGE POLICIES IN SOUTH AFRICA

According to Bostock (2018, p.27), language policies are important for preserving and advancing the identity of the future generation. The interim constitution developed in 1993 declared South Africa a multilingual state, encompassing eleven officially recognised languages (Howie et al., 2011, p.9). Bostock (2018, p.27) adds that South Africa has nine major languages which were previously disadvantaged; they were only made official after the implementation of majority rule in 1994, otherwise English and Afrikaans were the only ones recognised as official languages. The new constitution intended to redress the injustices of the past, including language inequality. As a result, language policies were developed to create a multilingual society. The Department of Education played a prominent part by including the African languages in the curriculum that was to be taught in schools to promote multilingualism.

The National Language Policy Framework (2003, p.6), argues that the apartheid government language policy failed to recognise South Africa's language diversity since the colonists invaded the country in 1652. The situation was changed with the dawn of democracy in 1994, and multilingualism was made official. Until that time, indigenous languages were subjugated. Therefore, in post-apartheid South Africa, language policies were developed in response to the language inequalities that prevailed during the apartheid era.

Posel et al. (2020, p. 1) assert that, the democratic constitution mandated the state to improve the level of the Indigenous languages and that any communicate sent to the public must be written in at least two official languages. According to Bergbauer et al. (2016, p.2), the Language in Education Policy (LiEP) attempted to promote equity and equality of all 11 official languages. The Language in Education Policy was published in 1997. The purpose of the policy was to promote home language as the language of education in the early years of schooling while maintaining the teaching and learning of additional languages such as English and Afrikaans. Owing to the introduction of this policy, the Department of Basic Education reported that approximately 76% of the

non-English learners were learning in their home languages in grades R-3 (Howie et al., 2011, p.11). The language policy was meant to ensure that learners are proficient in at least one additional language while their home languages are maintained and developed. Van Staden (2021, p. 1) admits that the Language in Education Policy (LiEP) has actively developed the education system and promoted equality.

The LiEP and other language policies in the education sector were a response to language inequalities in South Africa. These policies promoted multilingualism and the advancement of the 11 South African official languages. However, there are gaps between language policy and practice. Bergbauer et al. (2016, p.2) assert that despite the good intentions, the implementation of LiEP has so far been ineffective. It is not practical to use a particular home language in a mixed-language environment such as an urban area. It is only effective in rural areas where there is one dominant language.

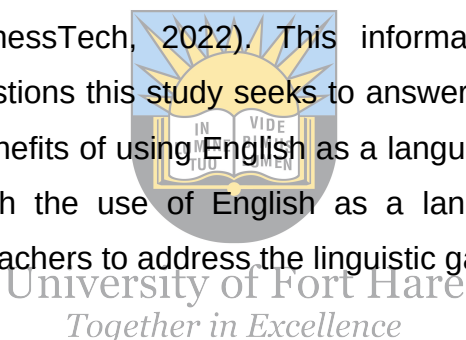
Howie et al. (2011, p.11) assert that the issue of language of instruction is not so clear as the learners have to change from their home language to English after Grade 3 as per the current policy. As noted by Bergbauer et al. (2016, p. 3), some critics of the LiEP have argued that the language policy has failed to cater for all languages and that African learners, who constitute the majority, are still taught in English from Grade 4, yet English is their second or third language.

The implementation of the language policies in South Africa have been met with challenges. Mouton et al. (2012, p. 1213) assert that in spite of the provisions in the constitution that all languages must be recognised and be equal, there is a noticeable shift towards unilingualism in that, in most government departments, the medium of communication is English. Collins is of the view that the legacies of apartheid remain in place in South Africa's education system, entangling economic inequality, racial categorisation, and language hierarchy (2017, p.39).

The Department of Basic Education (DBE) developed a multicultural education to ensure equality in all learners (Spokazi et al., 2021, p.342). This approach aims at creating learning opportunities for learners coming from different backgrounds. The development of the Curriculum and Assessment Policy Statement (CAPS) insisted that all official languages should be included in language learning (Linake &

Osunkunle, 2020, p.354). CAPS promotes teaching and learning in the learners' home language. However, so far, African languages are not prioritised in schools (Spokazi et al., 2021, p.344). Recently, the Minister of Basic Education issued a statement that plans are under way to promote teaching and learning in African languages (BusinessTech, 2019). However, Spokazi et al. (2021, p.344) submit that it is difficult to fully implement the multicultural education policies because South Africa has 11 official languages and teachers lack basic skills in all the languages.

The Minister of Basic Education stated that South African languages, namely isiZulu, isiXhosa, isiNdebele, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, and Xitsonga will be used as languages of learning and teaching from Grade 3 upwards (BusinessTech, 2022). Notably, Eastern Cape has been commended for its Mother Tongue Based Bilingual Education programme which has been piloted in some schools, and in which isiXhosa and Sesotho were used as languages of instruction in selected subjects (BusinessTech, 2022). This information is pertinent to our understanding of the questions this study seeks to answer, and these questions are on the challenges and benefits of using English as a language of education, learning outcomes associated with the use of English as a language of education, and strategies employed by teachers to address the linguistic gap.



2.2.5 LANGUAGE IN EDUCATION AND SOCIAL JUSTICE IN SOUTH AFRICA

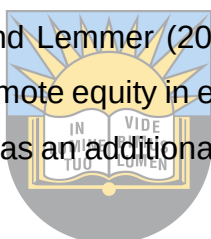
According to Manyike and Lemmer (2014, p.251), the language in education is vital in providing active teaching and learning, and proficiency in the language of education determines academic achievement of learners. This is crucial to South Africa, a country characterised by linguistic diversity, where language in education has been largely influenced by colonial rule. According to Parmegiani and Wildsmith-Cromarty (2022, p.1), the country was designed by white hegemony through racial practices that involved language classes as instruments of suppression. Posel et al. (2020, p. 1) add that imperialists imposed their languages in governance and educational institutions, and indigenous languages deteriorated while colonial languages gained strength. Language inequality based on racial hierarchies infiltrated the education system of South Africa. South Africa's nine major languages were thus disadvantaged (Bostock, 2018, p.27), and this marginalisation of other populations because of their language is a social injustice (Mrak, 2022, p.161).

Therefore, there is a need to restore social justice in language education. According to Ngubane and Makau (2021, p. 1), social justice involves issues pertaining to the creation of equal learning opportunities and language equality. In an attempt to restore social justice in post-apartheid South Africa, language policies were developed to redress the past injustices where only two languages (English and Afrikaans) were recognised as the official languages through which learners can be taught. Cele (2021, p.29) adds that language policies were a response to the marginalisation of African languages that were not regarded as official languages during apartheid. Makalela (2017, p.297) submits that South Africa developed a multilingual policy which endorsed principles of multilingualism as a culture in the post-apartheid era.

When all the languages were made official in the post-apartheid era, the Pan South African Language Board (PanSALB) was established to ensure equality of all languages in South Africa (Limbada, 2021, p.1). Limbada (2021) also asserts that the Department of Education (DoE) has a mandate of promoting multilingualism and developing indigenous languages in schools. However, little progress has been made to ensure the equal status of all official languages in the South African education system. According to Limbada (2021), the implementation of Language in Education Policy has been ineffective. Languages are still not given equal recognition in schools. From Grade 4 upwards, learners are still expected to learn in English, which is not their home language, and this hinders their academic success (Motilal, 2021, p. 239). This also contradicts the tenets of Language in Education Policy (LiEP) of promoting multilingualism and language equality in the South African education system. For most black learners, English is a foreign language as they only hear it in classroom and it thus becomes a barrier to learning (Du Plessis & Mestry, 2019, p. 6). Sibomana (2022, p. 1259) submits that learners are not taught in the language they understand best. Therefore, the education system of South Africa favours those learners with good linguistic skills of English language and discriminate against those who do not understand English. Makalela (2017, p. 298) confirms that regardless of all languages being equal and official, learning and teaching practices are still characterised of monolingual practices which put black learners at a disadvantage and sets them up for academic failure in comparison to English speaking learners. This leads to unequal educational outcomes. Manyike and Lemmer (2014, p. 251) are of the view that much

research on language in education still needs to be carried out to inform the language practice and a policy that will uphold social justice and equal learning opportunities for all.

According to Thuketana and Makgabo (2022, p. 2), the decision on the language of instruction must be focused on enhancing the learners' understanding of the academic content. However, despite language policies in South Africa that promote multilingual education, learners are still learning in the language they do not understand (Limbada, 2021, p. 1). According to Sibomana (2022, p.1259), learners are facing a two-fold crisis, a language, and a subject. This means that learners have to learn at the language and the subject simultaneously. Ideally, a language of instruction should develop learners' cognitive capabilities and not make them inferior (Thuketana & Makgabo, (2022, p. 2). Furthermore, when the language of teaching and learning is foreign to the learners, learning becomes a barrier to such learners (Thuketana & Makgabo, 2022, p. 2). Manyike and Lemmer (2014, p. 251) add that the education system of South Africa failed to promote equity in education to meet the needs of black learners who have to learn English as an additional language and use it as a language of instruction for all other subjects.



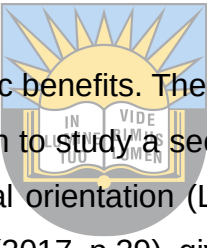
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2.3 THE BENEFITS OF USING ENGLISH AS A LANGUAGE OF EDUCATION

While there is an on-going educational debate supporting mother tongue instruction, an equilibrium also needs to be established that will enable mother tongue instruction but also afford access to global languages (UNESCO, 2003, p. 8). Teaching in English Language of education is a theory-based methodology that has been accepted as an effort of internationalisation of education by several European and Asian countries (Chen et al., 2020, p.1). Most African countries have also adopted the English language as the language of education in their education system. As a result of colonisation, foreign languages, which include English and other languages, have been imposed on the education system of most African countries. However, the use of the English language as a language of education is assumed to yield more positive than negative results.

According to Collins (2017, p.43), English is a global language with the fourth highest number of speakers among South African languages. Bergbauer et al. (2016, p.2) add those fluent speakers of English account for 9,6% of the total population of South Africans. English is a worldwide language that unifies the world in one language. Ahmad (2016, p. 478) concurs that English connects the world. This implies that English serves as a tool for communication for all the countries of the world.

According to Ahmad (2016, p.478), English is widely associated with greater education and better job prospects. Using English as a language of education capacitates learners to be globally competitive and relevant in the fast-evolving world. As Collins (2017, p.43) states, English is a global language, and it provides learners with a wide range of both local and international opportunities. Taquini et al. (2017, p.42) add that English increases access to information. Currently, most valuable information on the internet can mostly be accessed using English.



English is thought to have economic benefits. The social psychological model used in this research defines the motivation to study a second language, with the purpose of being rewarded, as an instrumental orientation (Lambert, 1963, p. 114; Azar, 2020, p.326). According to Taquini et al. (2017, p.39), given the importance of this language on the international scale, it is critical to recognise that a developing country on the verge of joining the world's largest economic bloc must recognise the importance of updating current language and educational policies in order to achieve growth and international recognition. Therefore, any country that wishes to enjoy economic growth is compelled to recognise the importance of English as an international language.

Taquini et al. also adds that to be a part of the globalised world, a country must be able to communicate in English (2017, p.39). Likewise, Vuli (2014, p.1) states that an advanced language (English) aids in communication amongst individuals all over the world. English is thus a tool to bring all the world into mutual communication. Countries will not be able to trade without a common language. International conferences, where important and critical themes are discussed, require a sound comprehension of English. Thus, it would seem crucial that the forthcoming generation be inculcated and made familiar with the linguistic demands of English. As indicated above, it is important

to note that benefits of using English as a language of education, particularly in the Amathole west district have not been explored.

2.4 CHALLENGES OF USING ENGLISH AS A LANGUAGE OF EDUCATION

The selection of a language of instruction is a crucial task that requires critical consideration. The population and the background of learners is key to the whole process. A language of instruction plays a vital role in the learners' education. According to Uys et al. (2007, p.69), English as a Second Language has become the central language of education in Southern Africa, including South Africa. All subjects, except home language, are taught in English.

According to Probyn (2006, p.391), English and Afrikaans were the official languages of education in the country, leaving schools to use only either of the two as the medium of classroom instruction. The contemporary language policy stipulates that English should be the language of instruction from Grade 4 onwards. This arrangement has presented numerous predicaments in the academic performance of learners.

According to Probyn (2006, p.391), English language proficiency among learners is mostly too poor to allow them academic success. This has resulted in regular switch between the common home language of the learners and English to enhance understanding. This method of frequent code switching is time consuming and severely impacts curriculum coverage. Research indicates that most learners in schools that are located in townships and rural areas do not understand English, and this leads to underperformance in other subjects that are offered in English (Du Plessis & Letshwene, 2020, p.77).

According to Bergbauer et al. (2016, p.10), children learn without the knowledge of the language of instruction, whilst teaching and learning is mediated in a language they do not speak or understand. Given the poor linguistic background of learners in primary schools, most high school teachers are concerned with completing the syllabus, and this creates a linguistic gap in the learners. Probyn (2006, p.393) concurs with this view. Besides, for most teachers, English is not a first language. Therefore, using English for instruction continues to exclude some learners (Du Plessis & Mestry,

2019, p. 6). This relates to the language aptitude of both the learners and the teachers as stipulated by the socio educational model and the social psychological model employed in this study. Language aptitude includes verbal skills, reasoning, and memory abilities. Bergbauer et al. (2016, p. 10) submit that learners lack skills and abilities to learn in a language they do not understand.

According to Probyn (2006, p.393), research shows that in most schools the language spoken amongst teachers and learners is their common home language and the use of English is only confined to the classroom. This implies that learners only learn the second language in the formal language acquisition context as per the socio-educational model. Kameli, Mostapha and Baki (2012) assert that formal language instruction involves language teaching or language pedagogy. This is a systematic and organised instruction with assessment in the form of examination. Learners' use of English is confined to the classroom because they lack the language aptitude, or, as perceived by the socio- educational model employed in this study that attitude towards the language influences language proficiency, the general attitude towards second language learning is negative (Gardner & Lalonde, 1985, p.8). According to Tuyan and Serindag (2019, p. 451), learners' attitudes towards a foreign language is a key indicator of what needs to be improved in a language learning programme. The negative attitudes may result in demotivation towards language learning while positive attitudes lead to success in language learning (Tuyan & Serindag, 2019, p. 451). If learners converse in their home language except in the classroom, learning in another language becomes a difficult task, which leads to lack of understanding the subject, and that will end up in disastrous results. It becomes a difficult routine for learners, especially at primary school, to use the languages interchangeably in different contexts, Bergbauer et al. (2016, p.10) states that the language of education used in schools is not the language of a larger society.

Brock-Utne and Holmarsdottir (2004, p.67) believe that the language in education policies in most African countries causes poor academic achievements, further marginalising pupils. Language barrier is a major cause of dropouts and repetition of grade, contrary to popular beliefs. This implies that language plays a vital role in a learner's education; therefore, cautious considerations must be given in choosing the language of instruction. Nchindila (2017, p.13) argues that African learners have been deprived the opportunity of acquiring education in their mother tongue, and this has

led to poor academic achievement. Early and Norton (2014, p.676) are of the view that the learners do not possess the advanced language skills to use the second language as their language of instruction for their education. This implies that they lack the language aptitude to successfully learn in a second language.

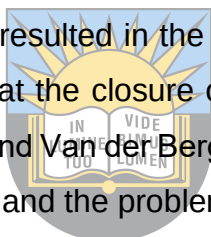
Teachers are not trained adequately in English language, and this has contributed to the lack of understanding of the language as the language of education by the learners. Uys et al. (2007, p.76) concur that teachers have not received training to teach second language speakers of English in English. Teachers, therefore, do not have advanced language proficiency in English necessary to mediate understanding (Early & Norton, 2014, p.676).

English is a second language for most teachers. Teachers in South Africa are concerned with the use of English as the language of education (Linake & Osunkunle, 2020, p.355). Madima and Makananise (2020, p. 15277) add that teachers prefer to communicate in their home language rather than using English. According to Anyiendah (2017, p. 1), teachers of other subjects keep on code switching from English to mother tongue; it can be that they are incompetent with English, or they want the learners to understand better. Similarly, Evans and Nthulana (2018, p. 1) add that teachers face difficulties teaching academic content and mostly rely on code-switching. Furthermore, Early and Norton (2014, p.676) assert that, codeswitching is the teaching strategy that is employed by teachers in classrooms to ensure understanding. Bergbauer et al. (2016, p. 3) also note that in an attempt to achieve effective teaching and learning, teachers alternate between English and local languages. This practice, however, disadvantages the learners because the assessments require the comprehension of the language of instruction.

Lack of resources and teaching materials poses a challenge in the acquisition of advanced English language skills for effective teaching and learning. In many schools, the textbook is the primary resource for English teaching (Nguyen, 2011, p.240). This delays the acquisition of other English language skills, and learners will not actively engage in the curriculum. Content subject teachers are incapable of including basic language skills in their teaching, and they sometimes regard it as not their responsibility. The English teacher is left with the responsibility of ensuring acquisition

of language skills amongst the learners (Anyiendah 2017, p.1). According to Uys et al, content subject teachers expect language skills to be in place by the time learners reached high school (2007, p.74). This lack of collaboration between teachers deteriorates further the linguistic competency of learners in the language of instruction.

The COVID-19 pandemic further derailed all the progress that has been made in ensuring enough teaching time and reading material. Learners' proficiency in English was severely impacted because of school closure. Most of the learners were from poor backgrounds with no academic assistance at home while schools remain closed. Because of COVID-19, schools had to be closed to curb the spread of the virus. Buonsenso et al. (2021) confirm that the closure of schools was a response strategy to mitigate the spread of COVID-19. Learners had to stay home for a very long time and that caused a further setback in the teaching of not only English but all the other subjects. Shahzad et al. (2020, p.1) assert that educational institutions across the globe remain closed and that has resulted in the loss of learning and teaching time. Buonsenso et al. (2021) admits that the closure of schools had adverse impacts on school children. According Spauull and Van der Berg (2020, p.7), learners' performance was poor when schools reopened, and the problem was exacerbated by COVID-19.



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Teaching in English requires the presence of a teacher who will explain difficult terms to the learners. Some parents were illiterate, and it became a predicament to assist the learners while at home owing to COVID-19 regulations. Virtual learning is a method that has been adopted in most countries. Shahzad et al. (2020, p.1) argue that the challenge is to determine whether virtual learning of English is useful or not. While the challenges of using English as a language of education have been dealt with globally, the context of this study has not dealt with the challenges of using English as a language of education. An existing study in the context of the current research only paid attention to strategies of teaching English as a second language (Adegoriolu et al., 2022).

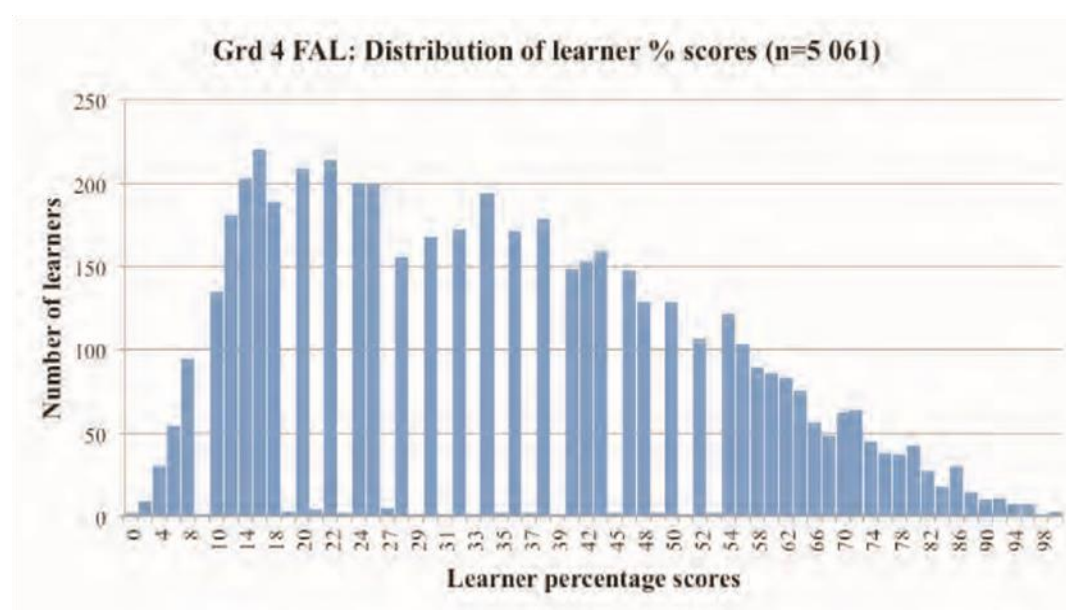
This study appreciates the contributions of Linake and Osunkunle (2020), which focused on challenges that learners experienced using English for learning in Amathole West District secondary schools. Their study employed a qualitative research approach and focus group discussions were the primary means of collecting

data to get the views of learners concerning the challenges they face when learning in English. They found that learners faced difficulties in learning through English; learners believed that English has social and economic benefits; some of teachers failed to teach in English and relied on code-switching, which affects the learners' proficiency in English, and there is lack of resources to aid English-medium learning and teaching. Unlike Linake and Osunkunle (2020), the current study focused on primary schools because it has been a point of concern for the researcher to trace learners' level of proficiency from the primary level of learners' education. This study also incorporated the benefits, challenges, and the teachers' perspectives on using English as a language of education.

2.4.1 LEARNER PERFORMANCE IN ENGLISH LANGUAGE IN SOUTH AFRICAN SCHOOLS

To examine perspectives on the use of English as a language of education, it was important to trace the trends of English language pass rate over the years. This was useful for checking the level of achievement in the language and establishing whether English is appropriate for use as a language of education. The focus was on the GET band (grades 4-6), and this was because the shift to English medium begins at this stage. The following figures, taken from the Department of Basic Education Annual National Assessment (ANA) diagnostic report of 2014, display learner performance for grades 4, 6 and 9 respectively:

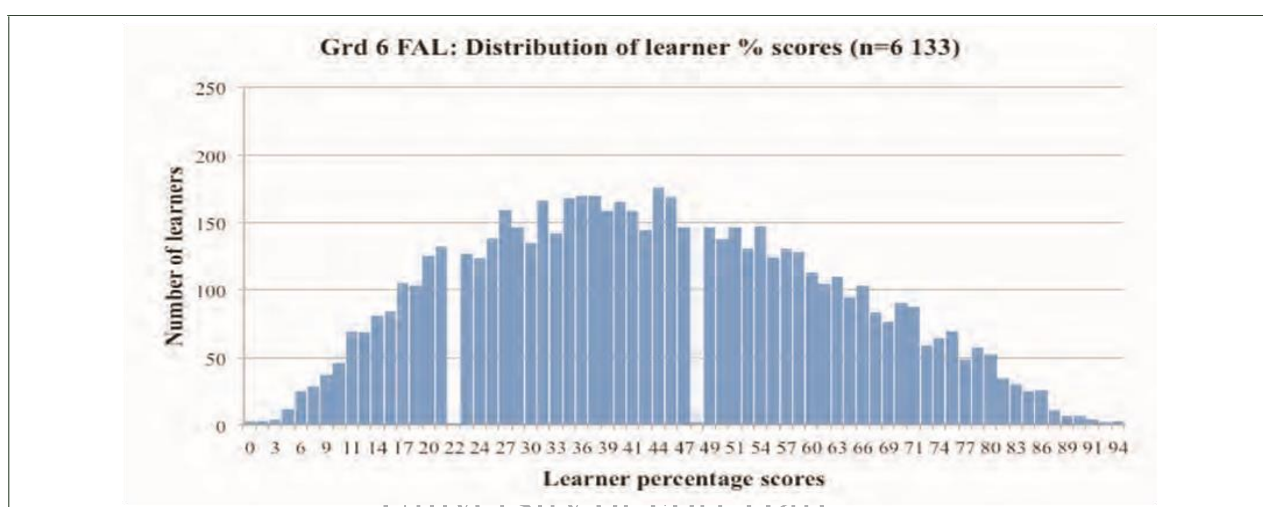
Figure 2.2: Grade 4 FAL Distribution of learner by % scores 2014



Source: DBE Annual National Assessment (2014)

According to the DBE diagnostic report (2014, p.8), the score that was frequently obtained by Grade 4 learners in English FAL is 16%. The identified areas of weakness were that learners could not capture information from a given text, and they could not write sentences in appropriate tenses. It is noteworthy to point out that this is the grade where the transition to English language of education commences.

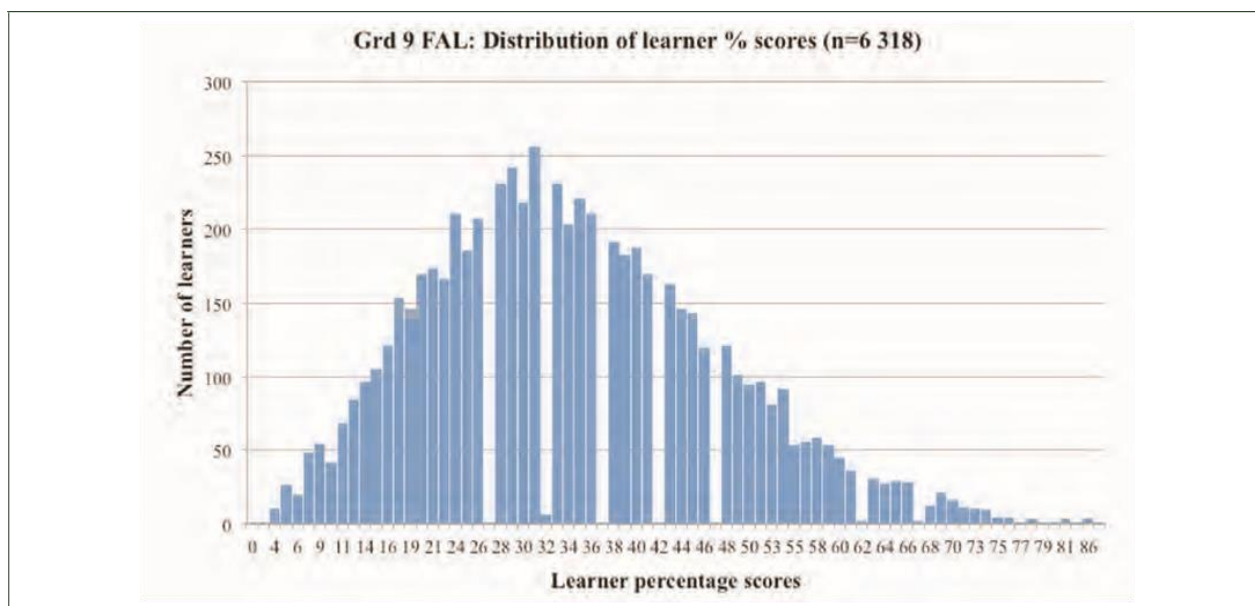
Figure 2.3: Grade 6 FAL Distribution of learner by % scores 2014



Source: DBE Annual National Assessment (2014)

The Department of Basic Education (2014, p.10) reported that in Grade 6 the modal score was 44%, which is higher than that for Grade 4. According to the DBE diagnostic report (2014, p.10), the improvement was because learners in this grade were able to provide the correct format of a formal letter; they had a better understanding of prepositions and their spelling had improved. However, the concern was that they lacked the grade appropriate vocabulary, and this affected other subjects. The inability to classify the parts of speech was also identified as an area of concern. Without this skill, it is impossible to construct meaningful sentences or have a clear and sensible speech.

Figure 2.4: Grade 9 FAL Distribution of learner by % scores 2014



Source: DBE Annual National Assessment (2014)

Compared to Grade 6, the Grade 9 class saw a decline with the modal score of only 31% (DBE, 2014, p. 11). According to the report by the DBE, the decline in this grade is because of the inability to use the parts of speech, active and passive voice etc (DBE, 2014, p. 11). It was necessary to examine the performance of learners in English as a subject, so as to obtain an overview of their competency and proficiency in the language. The underperformance of learners in English First Additional Language poses a serious threat to other subjects which are taught in the same language. The DBE report is evidence that if English is difficult as a subject, it is even more difficult if it is to be the only language of education.

2.5 TEACHERS' STRATEGIES FOR ADDRESSING THE LINGUISTIC GAP IN THE CLASSROOM

Teaching using English as a language of education requires teachers to employ a wide range of strategies to mediate understanding. Particularly, English language teachers must ensure that these strategies range according to individual learner's linguistic needs. For instance, the strategy employed for a learner with learning difficulties may not be the same as that for learners who are not having learning difficulties. According to Jacobs (2010, p.3), learners with learning difficulties require more attention and more assistance from their teacher. Teachers can use various strategies to address the linguistic gap in the classroom. A few are examined in this chapter.

2.5.1 COOPERATIVE LEARNING STRATEGY

According to Yusuf, Jusoh, and Yusuf (2019, p.1400), cooperative learning has been found to be an excellent and effective strategy that develops learners' language skills because it provides learner-to-learner interaction in a supportive learning environment. Learners work together more effectively if they are adequately trained. Yusuf et al. (2019:1401) state that this method or strategy is effective when learners are divided into smaller groups and work together on a given task and are rewarded based on their performance as a group. The social psychological model and socio- educational model used in this study suggest that motivation is the tool for language proficiency. If learners are motivated, they are likely to develop proficiency in the language because they will engage in activities that will increase their proficiency i.e. reading. Using the cooperative strategy stimulates learners' motivation to learn a second language.

Tran et al. (2019:79) assert that cooperative learning is a teaching method where learners are organised to work together and help one another to learn. This arrangement encourages full learner participation, and more effective learning. In a group, learners will have different roles; one will write while the other presents what is written, and others will answer questions from the audience. This will improve learners' writing, communication and listening skills in the language of instruction. This strategy is not limited to English language teachers, as the content subject teachers can employ the strategy to ensure proficiency and competency in the language of instruction.

However, in emergency situations like the COVID-19 pandemic, this strategy might pose a threat to the learners' health as it does not observe social distancing. Shahzad et al. (2020, p.1) assert that social distancing is precautionary prevention of transmission of viral infections in pandemic situations. In South African schools, learners observed 1.5 metres distance apart during the pandemic. Therefore, the cooperative strategy would not be ideal in pandemics.

2.5.2 CODE-SWITCHING

Nurhamidah et al. (2018, p.79) describe code- switching as the use of two languages in a teaching and learning setting. According to Early and Norton (2014, p.676), code-

switching is the teaching strategy that is employed by teachers in classrooms to ensure understanding. This strategy assists teachers to clarify certain words in the learners' home language which might be difficult for learners to comprehend. Code-switching functions as translation to close the gap between two languages (Nurhamidah et al., 2018, p. 80). Learners are able to understand the meaning of certain terms because they have been explained in their home language. According to Shinga and Pillay (2021, p.1), teachers use code-switching as a strategy to overcome barriers to learning and teaching. This assists to build learners' vocabulary and their understanding of terms in the language of instruction. Teachers also use this strategy to check learners' understanding of the content. However, this strategy can be disastrous if used frequently. As asserted, this practice disadvantages the learners because the assessments require a good understanding of the language of instruction. Shinga and Pillay (2021, p. 2) confirm that code-switching hinders learning and lessens learners' exposure to the language.

2.5.3 EXTENDED INSTRUCTIONAL TIME FOR ENGLISH LANGUAGE

Many learners are taught English as an additional language, yet all the other subjects are taught in this additional language. Therefore, sufficient time needs to be allocated to teaching and learning of English. In its Curriculum and Assessment Policy Statement (CAPS), the Department of Education specifies time allocation for teaching of English. As per the CAPS document (2011, p. 6), 2-4 hours are allocated for grades 1- 3, which is the foundation phase. The intermediate phase (grades 4-7) is allocated 5 hours of learning and teaching time. In the senior phase (grades 8-9), the hours drop to 4 hours of teaching time. Lastly, the Further Education and Training phase (grades 10-12) has 4,5 hours of learning and teaching English. These are definitely not sufficient hours to acquire all the skills needed to be proficient and competent in English.

Often, classes in South African public schools are overcrowded, and this creates a barrier for the teacher to provide individual attention to those learners who are struggling with the language. Matsepe, Maluleke and Cross (2019:99) are of the view that overcrowded classrooms create an uncondusive learning and teaching environment, whereas Meier and West (2020, p. 3) assert that smaller classes lead to good academic performance, such as good reading skills. This is because the teacher

is able to monitor all the learners' progress. Therefore, more time needs to be allocated to the teaching of English, and smaller classes are needed for easy acquisition of language skills.

2.5.4 FORMATION OF READING CLUBS IN THE SCHOOL

To be proficient and competent in English, learners need reasonable exposure to reading in the language. Reading enhances learners' skills and ability to improve their vocabulary, and that will increase their understanding of the language. In learning English, Tichenor et al. (2020, p.11) maintain that learners should be given opportunities to read books that interest them so as to inculcate reading skills and motivate them. Reading clubs can instil a reading culture among the learners and that can assist build their vocabulary in the language of instruction.

2.5.5 TRANSLANGUAGING

According to García and Lin (2017, p. 122), translanguaging refers to the ability of the speaker to move between different languages and integrate those diverse languages. Makalela (2019, p. 249) adds that translanguaging involves competence of being able to converse with more than one language, and it occurs in classrooms. García (2019, p.370) asserts that translanguaging occurs when learners are learning an additional language in a classroom context. In the quest of eradicating injustices caused by colonisation, where the language issue is concerned, Steele et al. (2022, p.7) argue that many scholars have accepted that translanguaging is one of the communicative strategies that recognise learners' linguistic skills which can be utilised to promote multilingual learning. Zhou and Landa (2019), articulating the role of translanguaging in facilitating epistemic access in multilingual spaces in South Africa, concur that the utilisation of learners' home languages opens opportunities for learning and increases possibilities for positive learning outcomes,

Steele et al. (2022, p.2) submit that translanguaging should also be encompassed in assessments because that will ensure principles of validity and fairness in assessments and will eradicate injustices. Current teaching practices and assessments in South Africa are English-oriented (Uys et al., 2007, p.69). García (2019, p.370) argues that language education continues to be monolingual rather than multilingual. In South African classrooms, learners are still taught in English and assessments are still English-medium. Limbada (2021, p. 1) asserts that despite

language policies in South Africa that promote multilingual education, learners are still learning in the language they do not understand.

2.5.6 WRITTEN AND ORAL ASSESSMENT FEEDBACK

Assessment is important because it provides information for the teacher on the extent or level of the learners' understanding of the subject matter (Salma & Prastikawati, 2021, p. 164). Assessment provides learners with the opportunity to demonstrate their skills and to understand the subject matter. Following an assessment, whether written or oral, there must be regular feedback, as this will enhance learners' understanding and performance in the subject and improve the quality of teaching (Salma & Prastikawati, 2021, p. 165). Yambi (2018, p.1) asserts that through assessment, educators are able to identify learners' strengths and weaknesses and provide appropriate learning support.

2.5.7 PEER EVALUATION

According to Bhatti et al. (2020), a good relationship amongst the peers has a great impact on the process of a second language. Learners learn better from their peers; therefore, good rapport must be established in the classroom to achieve the desired learning outcomes in the language. When the learners receive feedback from their peers it helps them in language proficiency, since learners often trust their peers more than the teacher (Bhatti et al., 2020). Shen et al. (2020, p.1) assert that peer evaluation is an effective strategy in the teaching of English. Furthermore, Shen et al. (2020, p.2) argue that peer assessment motivates and scaffolds the learners. As per the socio-educational model, motivation is central to second language acquisition.

2.5.8 THE USE OF TECHNOLOGY TO ENHANCE LANGUAGE PROFICIENCY/ IMPROVE LEARNER PERFORMANCE

Kessler (2018, p.206) asserts that in this era, language teachers are weighed with options of using technological-integrated teaching to improve the language learning. Hazaymeh (2021, p. 501) adds that teachers and scholars have discovered that technology has the capacity to enhance and facilitate English language learning. Technology-based learning and teaching are effective as they go beyond the classroom. Teachers and learners can use websites that are suitable for particular

lessons to reinforce the language skills (Kessler, 2018, p. 206). Reading material that is on the internet can assist to improve learners' linguistic skills and competences. Learners can learn to pronounce difficult terms on the internet. Furthermore, Kessler (2018, p.207) confirms that various online contexts are available to support the learning and teaching of the language.

2.6 CONCLUSION

This chapter examined the background of language differences in South Africa, which can be dated back to the colonial period. The different languages of South Africa have been outlined, and it has been shown that English first language speakers constitute 9,6% of the total population of South Africa. Furthermore, language policies such as the Language in Education Policy (LiEP) and the National Language Policy Framework which were adopted to redress language inequality and establish a multilingual state were discussed in this chapter. The benefits of using English as a language of education have been outlined, and the picture portrayed is that of English as a global language that ties the whole world in mutual communication. The challenges of using English as a language of education have also been discussed in this chapter. Language in education and social justice in South Africa, the impact of colonial and apartheid legacy in ESL classrooms and the linguistic and cultural equity have been examined too. Furthermore, the chapter traced learner performance in English language over the years, with specific attention on the GET band. The chapter ends with the strategies employed by teachers to address the linguistic gap in the classroom, and these include Cooperative Learning strategy (CL), Code-switching, more time allocation for teaching English, formation of reading clubs in schools, peer evaluation, translanguaging, assessment feedback, and the use of technology to enhance language proficiency amongst learners. The next chapter focuses on the theories that informed this study.

CHAPTER THREE: THEORETICAL FRAMEWORK

3.1 INTRODUCTION

The previous chapter reviewed literature related to the perspectives on the use of English as a language of education. The contributions of other scholars which are related to this study were outlined. These contributions included background on the language question in South Africa, different languages in South Africa, language policies in South Africa, the benefits, and challenges of using English as a language of education, language education and social justice in South Africa, learner performance in English in South African schools and teachers' strategies to address the linguistic gap in the classroom. Other issues addressed in this study include linguistic and cultural equity in South Africa and the impact of colonial and apartheid legacy in ESL classrooms. The purpose of this study was to examine perspectives on the use of English as a language of education. The intention was to establish the challenges and benefits of learning through English and to suggest some of the strategies to address the linguistic gap and to improve learners' performance.

This chapter discusses the theories that informed this study in response to the research questions related to the challenges and benefits of using English as a language of education, learning outcomes associated with the use of English as a language of education and teachers' strategies for addressing the linguistic gap to improve learners' access to knowledge. This study was guided by Gardner's Socio-Educational Model of Second Language Learning (1985) and Lambert's Social Psychological Model (1974). These two models are relevant because they guided data collection in the quest to answer the research questions. These two models propose that the development of individuals' or learners' language proficiency can be influenced by factors such as aptitude, attitude, orientation, and motivation. The models look at these aspects as influencing proficiency in a second language in multilingual setting like South Africa hence the researcher's decision to utilise them in the study.

This study employed the socio-educational model and the social psychological model to assess the perspectives of both teachers and learners in teaching and learning through English. The constructs of the theories that informed data collection and

analysis processes in this study involve teachers and learners' motivation and attitudes to teach and learn in English. This was done through interviews with teachers and observations of both learners and teachers in a formal language learning context. Another construct is the teacher and learner language aptitude (linguistic skill and competence) in English language; this was done by consulting documents (learners' scripts and mark lists). This assessed the performance of learners in English and content subjects.

Before exploring these models, it is important to note that the acquisition of second language learning is a point of departure when looking at these models as determining proficiency in second language learning. This is important in understanding the process and stages of second language acquisition. This contributed to the study of examining the perspectives on the use of English as a language of education. The approaches to the learning of a second language broaden teachers' understanding of their learners' proficiency in the second language.



3.2 ACQUISITION OF SECOND LANGUAGE

'Acquisition' of a second language is a process of acquiring a second language different from one's first language. The process of acquiring a second language occurs through learning it. Krashen's theory of second language acquisition differentiates between two processes 'acquisition' and 'learning'. Acquisition is an unconscious process while learning is a conscious effort of obtaining knowledge about the language (Raju & Joshith, 2018, p.180). Slabakova (2021, p. 13768) contends that second language acquisition can occur through the traditional classes or everyday communication. Second language acquisition involves individuals or groups who learn another language after acquiring their first language at a tender age (Saville-Troike & Barto, 2017, p. 2). However, Krashen's theory of second language acquisition posits that acquiring another language occurs in a manner similar to the natural process of acquiring one's mother tongue, without a specific focus on grammatical rules and structure (Raju & Joshith, 2018, p.180).

The process of learning another language can occur through informal learning and formal learning. Informal learning occurs when people assimilate a language that is

different from their own through communication or being in a context different from their own. Formal learning takes place in a formal didactic setting whereby a learner acquires a language through formal instruction. Learners are able to attain skills and competences of the new language in an instructive setting. However, it can be a barrier to learning for learners experiencing difficulties in acquiring the skills and abilities to learn a new language. Towell and Hawkins (1994, p.4) assert that second language learners learn the second language slowly and with some effort. Furthermore, Dixon et al. (2012, p.6) state that teachers are challenged to assist learners to achieve the level required for effective learning through a language other than their own.

3.2.1 APPROACHES TO SECOND LANGUAGE LEARNING

LINGUISTIC APPROACH

According to Towell and Hawkins (1994, p.4), the linguistic approach to second language learning subscribes to the notion of a 'language faculty' that pre-equips them with the necessary tools to learn the language in their environment. In other words, infants are biologically ready for their language. Humans are born with the capacity to learn and to use language (Klein, 1986, p.13768). The language faculty, according to this school of thought, applies to first language acquisition. Therefore, it determines the differences between acquisition of the first language and that of subsequent languages (Towell and Hawkins, 1994, p. 4). Krashen's theory submits that acquisition occurs the same way that a child acquires his first language (mother tongue) (Raju & Joshith, 2018, p.180).

SOCIOLINGUISTIC APPROACH

Towell and Hawkins (1994, p.4) submit that this deals with two key issues in language acquisition, namely attitude and context. They indicate that attitude towards the community of speakers of one's target language, or their cultural practices, determines the learner's success in the acquisition process. Furthermore, they indicate that the context in which a second language learner encounters the target language influences the learning process immensely. According to Klein (1986, p. 13768), language acquisition can occur in a wide range of ways, ranging from traditional classes to everyday communication.

PSYCHOLOGICAL OR COGNITIVE APPROACH

This approach focuses of the cognitive maturity one has when learning the second language compared to when they acquire the first language (Towell & Hawkins,1994, p.4). Unlike first language learners, the second language learner arrives in the learning space already with enormous knowledge of the world. According to Klein (1986, p. 13), every newborn can be able to learn any language. The approach also focuses on the mental devices responsible for comprehension, storage, and production of language, and the link between these processes and acquisition of language, be it first language or an additional language (Towell & Hawkins,1994, p.4).

3.3 SOCIO-EDUCATIONAL MODEL OF SECOND-LANGUAGE LEARNING

This model, propounded by Gardner and Smythe (1975), explains what role individual-difference variables play in language proficiency (Gardner, 1988, p. 101). The variables include language aptitude, intelligence, anxiety, and motivation, and they each contribute to how proficient one is in the language they set out to learn. According to Taie and Afshari (2015, p. 605), The model advances the view that ability and a motivation both contribute to learning of a language (Taie and Afshari, 2015, p. 605), and these two encompass the four variables listed above. Krashen' theory of second language acquisition, also highlighted three primary elements influencing the acquisition of a second language: motivation, self-confidence, and anxiety (Raju & Joshith, 2018, p.180).

According to Gardner and Lalonde (1985, p.7), the socio-educational model of second language learning proposes that the motivation to learn a second language comprises of three aspects, the desire to learn the language, the motivational intensity to learn the language, and the affective reactions (or attitudes) towards learning the language. In Gardner's socio-educational model, motivation to learn a second language has effect on second language achievement (Atay & Kurt, 2010, p. 3088). Mahmoodi and Yousefi (2022, p. 274) assert that in the second language acquisition (SLA) field, motivation is central to successful language learning and to learners' academic achievement. This is an important dimension in the study that can facilitate understanding of learners' intrinsic and extrinsic orientations in their quest to access

a curriculum that is packaged in English. Learning a second language implies learning cultural patterns not of one's own group.

Motivation is central to Gardner's socio-educational model of second language learning. According to Cortés (2002, p.8), motivation refers to the effort, desire, and effect related to learning a second language. Motivation is an element that controls how the language is learned. By employing this model, the researcher attempts to find out the natural abilities, attitude, and the motivation of teachers and learners towards learning and teaching in English language. In this study, this was done through interviews, observations, and document study. This is because both attitude and motivation in the language influence proficiency.

The major concepts in socio-educational model include language attitudes, motivation, anxiety, intelligence, aptitude, and achievement. Tuyan and Serindag (2019, p. 450) employed the socio-educational model in their study to improve teaching and create positive attitudes by identifying motivation of learning English and the general attitudes of learning English. They found that students had language anxiety in participating in English lessons and communicating in English (Tuyan & Serindag, 2019, p. 450). They also found that students enter pre-schools with low proficiency in English language and the lack of motivation prevents their progress (Tuyan & Serindag, 2019, p. 451).

Figure 2.1: The Socio-educational model of second-language learning

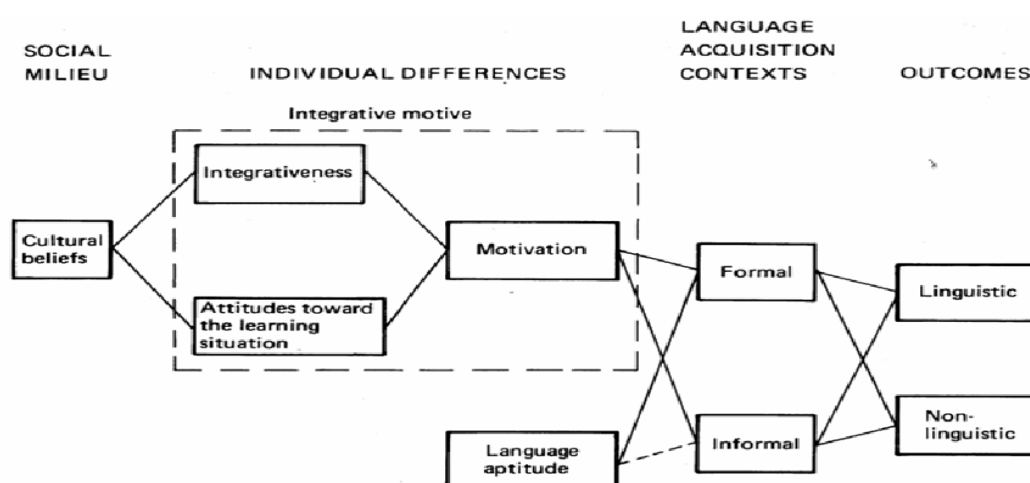
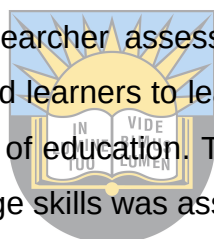


Figure 1 Gardner's (1985) socio-educational model. (from Gardner & Lalonde, 1985, August)

According to Cortés (2002, p.6), Gardner's model (as shown in Figure 2.1) emphasises that to learn another language includes integrating skills and behaviours

of another cultural community. The second language is an important constituent of this cultural community. This model involves four categories. The first, social milieu, comprises cultural beliefs regarding the second language, which is closely linked to motivation to learn the language in question. The individual differences involve intelligence, language aptitude, motivation, and situational anxiety. Learning contexts are closely related to social milieu and can involve formal and informal language encounters with linguistic input. Outcomes include both linguistic and non-linguistic factors, such as attitude and inclination to learn.

According to Gardner and Lalonde (1985, p.8), in the socio-educational model of second language learning, motivation is influenced by integrativeness, attitudes towards the learning situation, language aptitude and language acquisition context. In this study, the researcher employed socio-educational model to find out the natural abilities, attitudes, and the motivation of teachers and learners towards the learning and teaching in English. The researcher assessed the willingness, attitudes, and linguistic skills of both teachers and learners to learn and teach in another language, particularly English as a language of education. The context (formal and informal) in which the learners acquire language skills was assessed in this study.



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INTEGRATIVENESS

This expresses a positive attitude towards other ethnic groups and particularly the target language group. According to Cortés (2002, p. 19), integrativeness implies the willingness to become part of another ethno-linguistic group, and this drive provides sufficient interest to master a second language. Integrativeness is measured by assessing attitudes towards the language community, an interest in learning the language to allow integration or socialisation with another community and a general keenness to associate with other ethnic groups and languages (Gardner & Lalonde, 1985, p.8).

ATTITUDES TOWARDS THE LEARNING SITUATION

According to Cortés (2002, p. 23), this view includes attitudes towards the teacher, the class, the school, and textbooks which are related to formal language-learning situations. In this study, learners and teachers' attitudes were assessed by means of interviews and observations. As per the socio-educational model, attitudes will

influence motivation and motivation influences language aptitude. The language aptitude can be observed through the interaction of the teacher and the learner in a classroom and through learners' performance. The didactic setting in a classroom is the primary means of learning a second language. Therefore, the study was carried out in a formal language acquisition context, namely a school. It seems logical to accept that evaluative reactions to the language teacher, the language course, and the resources, among other things, will impact learners' motivation to learn the language. This approach, however, does not rule out the probability of the teacher or the classroom environment playing a role in motivating learners. Consequently, socially, and educationally relevant attitudes are equally important in motivating learners of a second language (Gardner & Lalonde, 1985, p.8).

LANGUAGE APTITUDE

In the socio-educational model, language aptitude and motivation are important in promoting successful second language learning. Language aptitude includes verbal skills, reasoning, and memory abilities. This is relevant in second language learning because individual variations in such characteristics are thought to help the acquisition of the code, or cognitive components of the language, in second language learning (Gardner & Lalonde, 1985, p.8). In this study, interviews and observations were instrumental in assessing the language aptitude of the teachers. Learners' language aptitude was assessed through document analysis such as learners' scripts and teachers' mark lists to determine the performance of learners in English FAL and content subjects. Observation of both learners' and teachers' verbal linguistic skills as they interact in the classroom determined their aptitude in the language of education.

LANGUAGE ACQUISITION CONTEXT

In the socio-educational model, two types of language learning context can be distinguished:

Formal Language Acquisition Context

Kameli, Mostapha and Baki (2012) assert that formal language instruction involves language teaching or language pedagogy. This is a systematic and organised instruction with assessment in the form of examination. Formal language learning occurs in a classroom setting where the teacher acts as a facilitator. Gardner and

Lalonde (1985, p.9) posit that the formal language learning context is the only source for second language learning in many societies. The current study utilised the formal language acquisition context, which is a school, to collect data. The researcher collected data from schools, and he used interviews, observations, and document analysis.

Informal Language Acquisition Context

According to Gardner and Lalonde (1985, p.9), an informal language acquisition context refers to any situation in which the other language can be experienced or learned but not in a formal instructive setting. An example might be a television show or contact with other members of the community. In this situation, therefore, language acquisition is secondary.

3.4 SOCIAL PSYCHOLOGICAL MODEL

This model is similar to the socio-educational model, an extension of the social psychological model (Taie & Afshari, 2015, p. 606). As explained in the socio-educational model, the formal language learning context involves the formal pedagogy of the language, which usually happens in an instructive setting like the school. Informal language learning context refers to any situation in which language can be learned other than in formal instruction. The socio-educational model is an extension of the social psychological model in that it considers these language contexts (formal and informal) as influencing the acquisition of a second language. However, a difference is that while the social psychological model directly links attitudes and orientations to second language proficiency, in the socio-educational model, motivation plays a major role and mediates this association. Another difference is that in the socio-educational model, self-identity is not as explicit as it is in the social psychological model.

Lambert proposes that the development of individuals' or learners' language proficiency can be influenced by factors such as aptitude, attitude, orientation, and motivation. These factors also affect the self-identity of individuals learning a language (Taie & Afshari, 2015, p. 606).

Lambert (1963, p.114) posits that an individual who effectively learns a second language progressively adopts numerous characteristics of members of another linguistic-cultural group. The attitude towards the other group determines achievement in learning a new language. An individual's motivation is determined by attitude and orientation towards learning a second language. Orientation can be categorised into instrumental and integrative. According to Tuyan and Serindag (2019, p. 452), social psychological theory contends that motivation of learning a language can have instrumental rewards obtainable through the knowledge of that language, and integrative, identifying with the target language population.

INSTRUMENTAL ORIENTATION

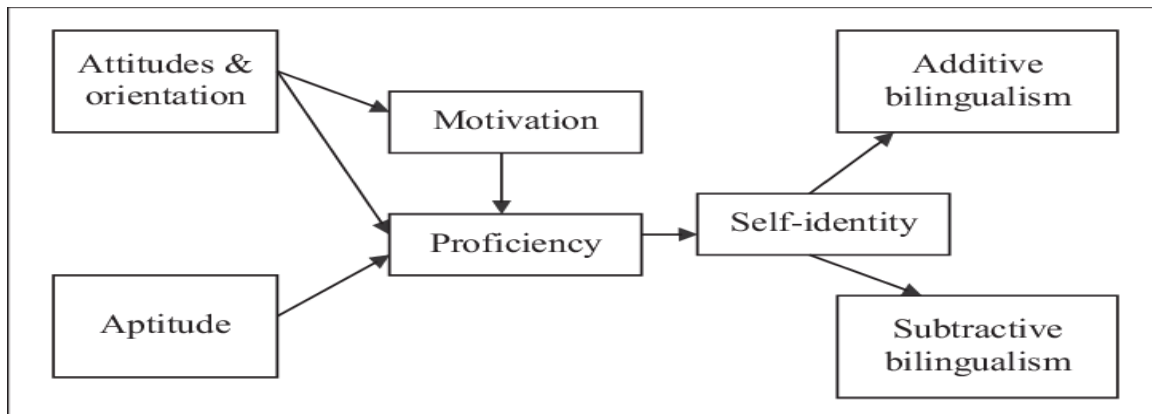
According to Lambert (1963, p.114), the study of language reflects the utilitarian value of linguistic success. The purpose is to gain social or economic reward through second language achievement. According to Azar (2020, p. 326), instrumental orientation imply that learners acquire or learn a language for some specific goals. For instance, learners learn a language to pass examinations or to get admitted to a university or get a job. Zhang et al. (2020, p. 13) submit that instrumental orientation influences proficiency in learning another language by empowering learners' wish to be recognised. Learners achieve this by their good performance in class activities and in their examinations. Instrumental orientation is popular in a formal learning context. Instrumental orientation relates to the benefits of using English as a language of education.

INTERGRATIVE ORIENTATION

An individual is oriented to learn more about other cultural communities, with the desire to identify with the second language community. An individual desires to become a potential member of the other group. Therefore, for successful acquisition of second language (English), teachers and learners' attitudes towards the language must be redirected so that they can be proficient in the language. Policy makers must design programs that will stimulate teachers and learners' interest and motivation in teaching and learning in English.

To explain the concepts in the social psychological model, Lambert developed the model below.

Figure 2.2: The Social Psychological model



Lambert's social-psychological model.

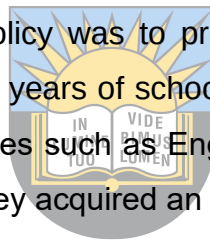
Source: Adapted from Mansoor (1993, p. 23).

Attitudes and orientation influence motivation and proficiency in the second language learning. Motivation also plays a role in the proficiency of the second language. If learners are motivated to learn a second language, they are likely to acquire language skills that will assist them to be proficient in the language in question. Lambert (1963) proposes that the attitude towards the other group determines the success in learning a new language. For successful acquisition of a second language, the attitude towards the target linguistic group must be positive. In this study, interviews, observations, and document analysis were utilised as data collection instruments to gather data about the teachers and learners' motivation and attitudes to teach and learn through English. The data were thematically analysed.

Orientation can be instrumental or integrative. The instrumental involves utilitarian value of linguistic success, while the integrative deals with the desire to identify with the target linguistic group (Lambert 1963, p.114). Whichever the case might be, orientation will influence motivation and proficiency in learning a second language. Motivation will bring about proficiency in the language. Language aptitude involves skills, reasoning, and memory abilities, and if learners and teachers are properly trained in the second language and acquire the linguistic skills, they will become proficient in the language.

As stated in this model, Lambert posits that individuals' or learners' language proficiency is linked to factors such as aptitude, attitude, orientation, and motivation. These factors affect the self-identity of individuals learning a language (Taie & Afshari, 2015, p. 606). Self-identity can be influenced by additive and subtractive bilingualism. According to Pliiddemann (1997, p. 18), 'additive bilingualism' occurs when the assimilation of a new language does not substitute or supersede the first language. It is a process of instilling bilingual skills in the learners without any fear of linguistic erosion. Thus, learners' identity is retained while accumulating the linguistic skills of another language.

According to Pliiddemann (1997, p. 18), subtractive bilingualism is characterised by the loss of learners' first language (home language) in the process of acquiring new a language. Consequently, the learners' identity and linguistic skill of the first language are likely to be lost. The Language in Education Policy was proposed to address this challenge. The purpose of the policy was to preserve the home language as the language of education in the early years of schooling while maintaining the teaching and learning of additional languages such as English. The policy's aim was to keep learners' linguistic identity while they acquired an additional language.



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3.5 CONCLUSION

This chapter has presented theories and models that are responsible for successful learning of a second language. In the next chapter, the research methodology that was followed in conducting this study is discussed.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 INTRODUCTION

The previous chapter explained the theories that informed this study. The socio-educational model and the social psychological model were noted as being influential in the process of learning a second language and were thus used. This chapter focuses on the research methodology of the study.

The study assesses the perspectives on the use of English as a language of education in selected primary schools of Amathole West District. Therefore, this chapter describes the area of study, participants of the study, data collection methods and research instruments and all other processes that were followed in conducting the study.

4.2 GEOGRAPHICAL AREA

The research was carried out at four primary schools in Amathole West District in the Eastern Cape. This district has 481 schools. The district has been under-performing over the years in the Grade 12 National Senior Certificate Examinations. Most schools in this district are rural schools, and the underperformance of these schools can be attributed to a language barrier. Research indicates that most learners in the township and rural schools do not understand English, and this affects other subjects as they are taught in English, leading to underperformance (Du Plessis & Letshwene, 2020, p.77). It had been a point of concern for the researcher to trace the learners' level of proficiency from the primary level of the learners' education, which is why the study is conducted in primary schools. These schools are based in the Eastern Cape province. These schools were selected because, to the best of the researcher's knowledge, no documented studies of this nature have been done in the Amathole West district.

4.3 RESEARCH APPROACH

This study employed a qualitative research approach. The qualitative research approach was employed because the methods of data collection used in this study such as interviews, lesson observations, and document analysis are methods

employed in qualitative research. Nassaji (2020, p.427) concurs that in qualitative research, data collection tools include interviews, observations, and field notes. According to Barrett and Twycross (2018, p.63), collecting data through interview with participants is a feature of qualitative studies and interviews gather detailed and rich data. Barrett and Twycross (2018, p.63) surmise that observations are prominent for collecting qualitative data. Morgan (2022, p.64) asserts that document analysis is a valuable research tool that involves analysing various types of documents which can be useful in qualitative analysis.

4.3.1 OVERVIEW OF QUALITATIVE RESEARCH

Minichiello et al. (2010, p.18) states that qualitative research methods are notable by words, images, and language rather than assigning numerical value; they examine scripts of conversation and study oral and written records. According to Campbell (2014, p. 3), qualitative research deal with phenomena in their natural contexts and is open to multiple participatory and humanistic approaches. It relies immensely on interpretation.



Creswell and Poth (2016, p. 48) submit that qualitative research is conducted to empower individuals to relate their stories and hear their voices about the problem under study. However, this can only be achieved through direct interaction with the participants, going to their homes and workplaces. In this study, the researcher visited the four primary schools to interview the teachers, observe the lessons and analyse documents such as learners' scripts and the mark lists to get the general overview of learners' performance in English First Additional Language and all the other subjects which are taught in English. This research approach allows the researcher to explore the social problem affecting the individuals (Asrial et al., 2019, p.250).

The qualitative research method is used when investigating situations or environments which cannot be investigated quantitatively, and these include feelings, learning processes, and attitudes (Hazzan & Nutov, 2014, p.1). In this study, the researcher investigated the use of English as a language of education in selected primary schools. This was done to get an insight of teachers' and learners' feelings about learning processes and attitudes in English language.

Contrary to quantitative research, qualitative research does not use statistical or numerical approaches. Qualitative data are mostly obtained through interviews, observations, and focus groups. Creswell and Poth (2016, p.45) also add that qualitative research does not utilise a single source of data but employs multiple sources of data such as interviews, observations, and document analysis. This is because qualitative researchers rely on the responses of the participants about their experiences (Jackson et al., 2007, p.23).

Furthermore, Creswell and Poth (2016, p.45) assert that qualitative research involves collecting data in an area where participants encounter the problem under investigation. Unlike quantitative researchers, qualitative researchers do not bring participants to the laboratory for experiments, but they engage directly with the participants, observing the way they behave and act in their own social environment (Creswell & Poth, 2016, p.45). Under normal circumstances, the researcher does a face-to-face interaction with their research participants. Orb et al. (2001, p. 94) submit that in qualitative research, the purpose of the research is to pay attention to the participants and/or observe them in their natural setting. Furthermore, Mojahan (2018, p.2) posits that qualitative research studies the world in its natural environment. Qualitative research uses open-ended questions rather than closed questions. This implies that the participants or participants in the study are offered an opportunity to respond to questions without any limits.

4.3.2 BENEFITS OF QUALITATIVE RESEARCH

Employing the qualitative research approach is beneficial in a variety of ways. Qualitative research assists researchers to have an in-depth understanding of the participants and their behaviour in a social, cultural, and economic context (Hazzan & Nutov ,2014, p.1). This is because the researcher interacts with the participants in their own context. In this study the researcher visited the participants (teachers and learners) in their own context (school) and obtained an in-depth understanding, through observations and interviews, of English use as a language of education.

Qualitative research studies situations, environments and processes which cannot be studied quantitatively such as feelings, attitudes and learning processes (Hazzan & Nutov ,2014, p.2). In this study, the researcher studied the learning processes

associated with the use of English as language of education. To obtain valid and credible information, the researcher had to conduct interviews and observe the teachers and learners during the lessons.

Qualitative researchers make use of words and pictures to describe behaviours that manifest during their interactions with the participants (Tetnowski & Damico, 2001, p.23). Furthermore, qualitative research focuses on a few individuals rather than a larger set of subjects, and it seeks to incorporate participants' perspectives in the study (Tetnowski & Damico, 2001, p.23). In this study, sixteen teachers were used as participants and their perspectives are incorporated in this study. Participants in the qualitative research provide rich descriptive data within the authentic and natural context (Tetnowski & Damico, 2001, p.23).

Qualitative research gives the researcher an ability to develop details from extensive participation in the actual experiences (Mohajan, 2018, p.1). In addition, it studies local knowledge and understanding of participants' experiences, meanings, and relationships (Mohajan, 2018, p.1). Participants (teachers) in this study gave valuable insights because they have in-depth knowledge and experience on the use of English as a language of education. Lastly, because the researcher is closely involved and gets an inside view of the field, they can identify issues which are often missed by scientific researchers (Mohajan, 2018, p.18).

4.3.3 LIMITATIONS OF QUALITATIVE RESEARCH

Notwithstanding so many benefits of using qualitative research, there are equally some limitations when using qualitative research. Qualitative research is labour intensive; it needs a lot of effort and time to record, analyse and interpret data (Tetnowski & Damico, 2001, p. 32). In this study, data were collected from a total of sixteen (16) teachers, sixteen (16) mark lists, and eight (8) classroom observations in four different schools. More time was required to get to all the schools to collect data. The researcher can easily be influenced by their own beliefs and that will lead to bias, which will affect the authenticity of the study (Tetnowski & Damico, 2001, p. 33). Due to biasness, the researcher might decide to leave out some information and that will affect the credibility of the research. The researcher needs to remain neutral.

Since qualitative research focuses on a few participants, data may not represent the wider population. According to Mohajan (2018, p. 20), qualitative research is not statistically representative. It would be impractical and unfeasible to qualitatively collect data from all the schools in the district. Besides, the researcher must spend some time with the participants in the research area (Mohajan, 2018, p.17).

Participants have more control of the content of the data collected because questions are usually open-ended (Mohajan, 2018, p.19). Consequently, the participants might give some unrealistic responses, and this will affect the credibility of data. In qualitative research, results cannot be verified objectively (Mohajan, 2018, p.19). The researcher relies on the experiences and knowledge of the participants, and these are subjective and might thus not be credible.

4.4 RESEARCH DESIGN

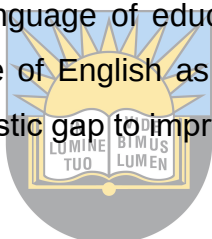
This study employed the case study research design. According to Bertram and Christiansen (2014, p.42), a case study is a systematic and in-depth examination of one specific instance in its environment, and the case can be a person (such as a teacher, student, principal, or parent), a group of people (such as a family or class of learners), a school, a community, or an organisation. A case study provides the researcher with an in-depth understanding of the subject being studied. Furthermore, Campbell (2014, p.3) submit that case studies are conducted via the researcher who studies a program, an occasion, an activity, or a process of one or more people.

Creswell and Poth (2016, p.97) define a case study as one of the qualitative research approaches in which the researcher studies real-life situations and collects data from multiple sources (such as, interviews, observations, documents). In this study, the case study was chosen to enable the assessment of perspectives and experiences on using English as a language of education in Amathole West district in the Eastern Cape province. Therefore, a case study was found appropriate for this study. According to Schoch (2020, p.245), a case study provides an in-depth analysis of a particular situation. In this study, the case study was found appropriate as it provides an in-depth glance at a particular context. The case study allows the researcher to

apply the lessons learned in that particular case to another case (Schoch, 2020, p. 246).

4.5 TARGET POPULATION

In research, population can be defined as the total number of participants or organisations to be involved in the study (Bertram & Christiansen, 2014, p.59). The population for this particular study were grades 4 to 7 teachers at selected primary schools in Amathole West District. These teachers were English language and content subject teachers. The participants were chosen because they were well vested in teaching learners through English. The participants in this study were aware of the challenges associated with teaching through English and the strategies to use to address the linguistic gap among the learners. By including these participants in this study, the researcher intended to answer questions pertaining to the challenges and benefits of using English as a language of education in primary schools, learning outcomes associated with the use of English as a language of education, and the strategies for addressing the linguistic gap to improve learners' access to knowledge.



4.6 SAMPLE AND SAMPLING TECHNIQUE

According to Bertram and Christiansen (2014, p.59), sampling is a decision about which people, settings, events, or behaviours to include in the study. In research, a decision has to be made about who should be included in the study. The process of selecting participants is called sampling. The sample size in this study involved sixteen English and content subject teachers from four primary schools. Four (4) teachers from each school were selected to make a total sample size of sixteen (16) teachers. The documents, sixteen (16) mark lists, were also purposively selected to trace the learners' performance. Eight (8) observation sessions were also chosen to evaluate the participation of learners in English medium classes.

Since the researcher neither had time nor the resources to analyse the entire population, they applied sampling techniques to reduce the number of cases (Taherdoost, 2016, p.18). Therefore, the purposive sampling technique was used. Schoch (2020, p. 248) asserts that this method allows the researcher to have an in-

depth focus on a particular phenomenon. Campbell et al. (2020, p. 654) submit that purposive sampling involves selecting participants that will provide appropriate and useful data. The researcher purposively targeted only the teachers who taught English, and the content subjects taught in English and excluded those who taught learners' home language other than English Home Language.

The researcher chose English teachers and content subject teachers because these would provide more authentic and appropriate information to enhance the results of the study. According to Bhardwaj (2019, p. 161), in purposive sampling the selected participants are well suited for the study as they have the appropriate knowledge of the subject under investigation. The participants chosen for this study were teachers who were teaching English and those who were teach content subjects using English.

4.7 DATA COLLECTION INSTRUMENTS

The purpose of the research was to gather information on perspectives on the use of English as a language of education in primary schools. To effectively gather this information, the researcher had to use various data collection instruments to obtain authentic information from the teachers who teach English language and those who teach subjects which are taught in English. To obtain optimal data, interviews, lesson observations and document study were used as data collection instruments for this study. These are discussed below.

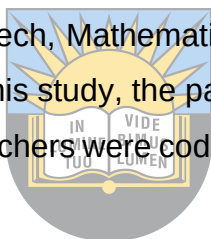
4.7.1 INTERVIEWS

An interview is a conversation between the researcher and the respondent (Bertram & Christiansen, 2014, p.80). In an interview, the researcher presents questions to the respondent with the purpose of obtaining information. In this study, the researcher presented the questions to the participants (teachers) concerning their experiences in teaching in English language. For any interview, the purpose is to find out knowledge and information, values, and preferences, attitudes, and beliefs of the respondents (Bertram & Christiansen, 2014, p.82). As expected, there are advantages and disadvantages of using interview as a data collection instrument.

In this study, an interview was found appropriate because in an interview a researcher can ask follow-up questions to get more information if the respondent did not answer

sufficiently. Since the researcher and the participant are having a dialogue with each other, more detailed and descriptive information can be obtained from an interview (Bertram & Christiansen, 2014, p.83). According to Johnson (2021, p.1144), an interview offers the researcher an opportunity to examine visual and emotional signals of a respondent. Furthermore, employing an interview as a data collection tool is useful because participants prefer talking than writing long responses in a questionnaire (Bertram & Christiansen, 2014, p.83). In this research, interviews provided substantial information.

Bertram and Christiansen (2014, p. 83) assert that large amounts of textual data can be generated from an interview, which will be lengthy when transcribed. In addition, interviews are not simply collecting data, but they also constitute an interpersonal encounter. The interviewer must be present in the area of study to collect data. In this study, interviews were conducted with eight English language teachers and the other eight teachers were teaching NSTech, Mathematics and Social Sciences, and these subjects are taught in English. In this study, the participants were coded for purposes of classification of data. English teachers were coded as T1E-T8E, and content subject teachers were coded as T1C-T8C.



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4.7.2 OBSERVATIONS

Observation occurs when the researcher visits the study area, be it a school, classroom, or any other place under which the study is taken and observes what is taking place (Bertram & Christiansen, 2014, p.84). Observations assist the researcher to access first-hand information. The researcher is physically present in the study setting and observes the participants in their own context. This assists the researcher to gather primary data. Using this data collection tool, the researcher obtains accurate and realistic information from the classroom. Furthermore, using observation as a data collection tool, the researcher obtains data about the study area as a whole and interacts with the participants in their context.

In this study, the researcher observed eight classroom sessions during English and content subject lessons. The researcher observed the teaching strategies employed by the language teachers to address the challenges of using English as the language of education in the classroom as well as the participation of learners as evidenced by

learner-learner interaction and teacher-learner interaction. This method assisted the researcher to gather primary data that enhanced the findings of the study through observing the participants in their own context.

4.7.3 DOCUMENT STUDY

Document study involves examining any material which assists the researcher to obtain information about the study. A document study of sixteen (16) mark lists from different subjects such as English FAL, NSTech, Mathematics, and Social Sciences which are taught in English. These teachers' recording sheets or mark lists reflected learners' marks taken from learners' scripts and were used to assess the learners' performance in all the subjects taught in English and English as a subject (First Additional language).

4.8 DATA PRESENTATION AND ANALYSIS PROCEDURES

In this study, data collected from the document study, interviews, and lesson observations were thematically presented. This was done to identify similar responses from the participants and create themes from these common responses to generate a concise report. Thematic analysis involves identifying, analysing, and reporting recurring patterns in a set of data (Kiger & Varpio, 2020, p.2). Lochmiller (2021, p.2029) submit that thematic analysis identifies repeated patterns presented by the researcher as themes. According to Lochmiller (2021, p.2029), a theme refers to a unifying idea or an idea that is dominant in qualitative research. This method of data analysis is tailormade to determine common or shared data from a set of data (Kiger & Varpio, 2020, p.2).

Thematic analysis involves a six-step procedure for data analysis. Kiger and Varpio (2020, p.2) outline these steps as familiarising yourself with data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and producing reports/manuscripts. Lochmiller (2021, p.2030) asserts that the purpose of thematic analysis is to check how the data collected addresses the research questions. The quotations from the interview were included to ensure the authenticity of the data collected. Data triangulation was employed to ensure validity and credibility of all collected data. Triangulation can be defined as a qualitative research strategy to

test the validity of data (Triangulation, 2014, p. 545). Lemon and Hayes (2020, p.605) add that triangulation is a strategy to test validity in qualitative research by converging data from a variety of sources. Triangulation strengthens credibility and dependability of a study (Lemon & Hayes, 2020, p.606).

4.9 ETHICAL CONSIDERATIONS

Ethics can be defined as doing the right thing and avoiding any potential harm (Orb et al., 2001, p.93). In the process of conducting a study, the researcher needs to consider ethical issues. As per the University of Fort Hare policy, prior data collection process, an ethical clearance certificate must be obtained from the University Research Ethics Committee (UREC). The researcher obtained the ethical clearance certificate (REC-270710-028-RA Level 01), with reference number ZHO011SMAK01. Furthermore, and in line with Orb et al. (2001, p.95) the principle of autonomy was observed in this study because participants voluntarily consented to participate without coercion. All the participants signed consent forms for participating in the study. The purpose and objectives, expectations of research participants, expected risks and benefits of the research were communicated to the participants. In addition, the researcher observed beneficence. This principle involves doing good and avoiding potential harm (Orb et al. 2001, p. 95). Researchers must not disclose participants' names. Pseudonyms were used in the current study and informed consent of participants was the basis upon which the study took place.

4.10 COVID-19 PROTOCOLS AND DATA COLLECTION STRATEGY

The study was conducted in four primary schools under the Amathole West district with full compliance with the COVID-19 protocols. During the data collection stage, the country was on alert level one. On alert level one, the Disaster Management Act, 2002 (2021, p. 7) mandated a compulsory wearing of face masks, social distancing of up to one metre and hand sanitation in schools. During the data collection process, COVID-19 protocols were observed and adhered to. Face masks were worn during the interviews with the sixteen primary school teachers. One metre distance was observed between the researcher and the participants during interviews and observations. During the observations, the researcher observed the required distance from the learners in the classroom.

4.11 CONCLUSION

This chapter dealt with the research methodology. The chapter described the qualitative research approach employed, and specifically, the area of study, participants of the study, data collection methods and research instruments were outlined. The next chapter focuses on data presentation and analysis.



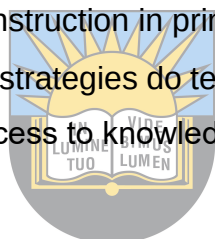
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CHAPTER FIVE: DATA PRESENTATION AND ANALYSIS

5.1 INTRODUCTION

The previous chapter explained research methodological issues relating to the current study. This chapter focuses on the presentation of data. Data was collected through interviews, classroom observations, and document analysis. The data collected through these data collection instruments guided the research questions which sought to examine perspectives on using English as a language of instruction in four primary schools in Amathole West district. The study addressed the research questions below:

- Research question 1: What are the challenges and benefits of using English as a medium of instruction in primary schools?
- Research question 2: What are the learning outcomes associated with the use of English as a medium of instruction in primary schools?
- Research question 3: What strategies do teachers use to address the linguistic gap to improve learners' access to knowledge?



5.2 DEMOGRAPHIC INFORMATION of Fort Hare

The participants in this study involved sixteen grades 4-7 teachers from four primary schools. In this report, the schools are referred to in terms of letters, namely A-D. The participants who were English First Additional language teachers are named T1E to T8E. Similarly, participants who were content subject teachers are labelled T1C to T8C. Two of the schools selected are rural whilst the other two are township schools as shown in Table 5.1. For interviews, the participants included English and content subject teachers who were selected across the intermediate phase for males and females. Tables 5.2 and 5.3 show the distribution of English and content subject teachers across the all the grades males and females.

Table 5.1 indicates the distribution of the selected primary schools in accordance with the location. Township schools are perceived to be more developed than the rural schools. This is because of the improved infrastructure, good technological exposure, and easier access to amenities in township schools than in rural schools which are

mostly located on the outskirts. All the schools are located in Alice in the province of the Eastern Cape.

Table 5.1: Distribution of Schools

Rural Schools	Township Schools
School A	School B
School C	School D

Table 5.2 below indicates the gender of the participants who teach English First Additional language. The table shows that three participants were male, and five were female. The table also shows English FAL classes where the data were collected. Grade 5 comprised two classes, and Grade 4 three classes, whilst Grade 6 one and Grade 7 comprised two classes.

Table 5.2: Distribution of English First Additional Language Teachers

SCHOOL	A	B	C	D
GENDER				
MALE	1	1	1	1
FEMALE	1	1	2	1
GRADE	Grade 5 Grade 4	Grade 5 Grade 7	Grade 4 Grade 7	Grade 6 Grade 4

Table 5.3 shows the gender of participants who taught content subjects. The table indicates that six males and two females formed part of the participants who taught content subjects. As indicated in the table, content subjects included Natural Science and Technology, Mathematics, and Social Sciences. The data were collected from grades 4, 5, 6 and 7.

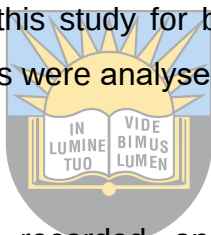
Table 5.3: Distribution of Content subject teachers

SCHOOL	A	B	C	D
GENDER				
MALE	2	2	1	1
FEMALE			1	1

SUBJECT	NTech Mathematics	Social Sc. Mathematics	NTech Social Sc.	NTech Mathematics
GRADE	Grade 6 Grade 5	Grade 5 Grade 6	Grade 6 Grade 7	Grade 4 Grade 7

5.3 DATA ANALYSIS

In this study, the data were collected through interviews, classroom observations, and document analysis. In this section data are presented and analysed. Sixteen teachers participated in this study. They were interviewed. Eight of the teachers were teaching English First Additional Language and the other eight teachers were content subject teachers. The subjects included NTech, Mathematics, and Social Sciences. Besides interviews, some data came from classroom observation. Eight classroom observations were carried out in this study for both English and content subjects. Furthermore, sixteen (16) mark lists were analysed to check learners' performance in English FAL and content subjects.



During interviews, the data were recorded, and the researcher took notes. For classroom observation and document analysis, the researcher had an observation checklist and a document analysis checklist. During the data collection process, communications were done in English. However, there were some exceptions where a participant preferred using isiXhosa, fortunately that raised no communication breakdown as the researcher is an isiXhosa speaker. All the data collected through interviews were transcribed.

5.3.1 DATA FROM INTERVIEWS WITH ENGLISH FIRST ADDITIONAL LANGUAGE TEACHERS

English teachers were interviewed to obtain their experiences with teaching English to grades 4-7 learners. This section analyses the responses of the English teachers. This enhances the understanding of the challenges encountered by teachers and learners when using English for education, and the strategies to implement to improve the performance of learners. The analysis of the data generated is guided by the themes as presented below.

5.3.1.1 The extent to which teachers and learners are trained to teach and learn in English

Under this theme, the aim was to establish the readiness of teachers and learners to use English as language of education. Most of the responses indicated that teachers were trained to use English for teaching while learners were not sufficiently trained to learn in English. Below are some of the responses from the teacher participants: Teachers are trained sufficiently in the university and through workshops provided by the Department of Education. Learners learn the language as they proceed with their studies.

They are not trained. (Participant T2E.)

Teachers are trained but learners are not trained. (Participant T3E)

Teachers have received training and continue to receive with continuous workshops by subject heads. Learners only encounter English when they get into school. (Participant T4E)

Educators are trained but those who teach English have been thoroughly trained in the language as they specialise in it. Learners are not trained sufficiently. (Participant T5E)

The above responses show that English teachers were trained to teach in English language. The training of these teachers commenced at tertiary institutions and continued when they were already in the field through continuous workshops provided by the department. However, learners are not trained when they arrive at school. Training of learners might involve the teacher assistants or tutors who will specifically train the learners on the language of instruction. Bergbauer et al. (2016, p.2) confirm that that children arrive at school not understanding the language of instruction, and formal learning is also conducted in a language they do not speak or understand.

5.3.1.2 Experiences of English teachers in teaching English

Questions also sought to understand teacher experiences of teaching English and different responses were given by teachers. Most of the feedback indicated that learners were struggling in English language as they are transitioning from mother-tongue instruction in the foundation phase to English medium instruction in the intermediate. Some narratives are excerpted below:

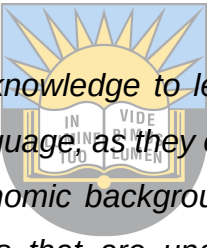
Learners are struggling to understand the language, as it is their first time to learn in English; this makes teaching of English difficult. Sometimes I have to teach in IsiXhosa so that they can understand. (Participant T1E)

Learners find it difficult to learn in English, and they often do not comprehend lessons and instructions provided in English. (Participant T2E)

Participant T4E and T5E also confirmed that teachers had a challenge when it comes to teaching English language to the learners.

Being an English teacher is not easy. Some learners have a negative attitude towards the subject because they do not understand it and it makes it difficult for the teacher; you have to teach learners the language for them to learn the language. (Participant T4E)

It is a challenge to impart knowledge to learners because they do not have sound knowledge of the language as they only hear it at school. This is mainly because of their socio-economic background; the majority of these learners come from illiterate families that are unable to assist them at home with schoolwork. (Participant T5E)



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Teachers' experiences revealed that teachers faced difficulties in teaching English to primary school learners. This is mainly because of home language instruction in the foundation phase. To confirm this, Howie et al. (2011, p. 11) assert that, as per the current policies, learners must change from home language to English instruction after Grade 3. Motilal (2021, p. 239) adds that because it is not their home language, English hinders their academic success. Participant T4E indicated that learners generally viewed the English language negatively. As per the socio-educational model, attitudes influence motivation to learn a second language.

5.3.1.3 The performance of learners in English language as a subject

Learners' performance in English language as a subject as assessed through the responses of the teachers showed that learners were not performing well in English. This was attributable to lack of language skills one needs to engage with the

curriculum. Sibomana (2022, p.1259) asserts that learners are facing a two-fold problem, a language one, and a subject one. Some of the participants said:

The performance is very poor throughout the intermediate phase. However, it varies through the grades but all in all, it is very low and poor. (Participant T7E.)
Some learners are on average performance; transition from foundation phase where the language of instruction changes to English poses a threat to our learners. (Participant T5E.)

The responses from participants indicated that there was still a challenge regarding learner performance in English as a subject. Some learners performed good, but the majority of learners were still on average performance as indicated by participant T5E.

5.3.1.4 Learner participation in English lessons

The researcher also set out to establish the extent to which learners were able to participate and interact with the teacher in English during English lessons. Some participants indicated that learners only participated when they were allowed to switch to home language. Some indicated that learners lacked confidence to participate in class. The participants said:

Learners do participate in class; however, they only do when they respond in isiXhosa. (Participant T1E)

Not everyone participates in English lessons, only those who are confident enough; some learners are frightened of making mistakes or giving wrong answers. (Participant T4E)

Learners' confidence seems to be a recurring challenge in participation in English lessons. This lack of confidence was measured through their participation in class. Participant T5E and T6E also reiterated the same sentiments as the above regarding learner participation in English lessons. They indicated thus:

They try to adjust themselves but to others even speaking is a challenge. Low self-esteem seems a problem to learner participation in class. (Participant T5E)
Not entirely satisfying. In most cases, learners need to be encouraged and motivated to speak in the classroom. They are shy and afraid to try, and they think others will laugh at their mistakes. (Participant T6E)

These responses from the participants highlighted the importance of motivation in a classroom setting. Teachers need to consistently motivate learners and applaud them for their participation.

5.3.1.5 Benefits of learning through English

The study also examined teachers' understanding of the educational and social benefits of learning through English. Many of the responses suggest that English has educational benefits such as learners being able to be employed in other regions of South Africa and abroad. English also improves learners' communication skills. To affirm this, below are the responses that the teacher participants gave:

English makes it easier to communicate with other people, and learners will be able to express themselves if they are taught in English. Nowadays, everything requires proficiency in the language, i.e., Job interviews. (Participant T1E)

Learners will be able to become active citizens of the country if they understand English; they will be employable and they will understand official documents and the Law. (Participant T2E)

The logo of the University of Fort Hare is a circular emblem. It features a central shield with a sun rising over a mountain range. The shield is flanked by two vertical banners. The top banner contains the Latin motto 'IN VIDE' and the bottom banner contains 'LUMEN'. The shield is surrounded by a circular border containing the text 'UNIVERSITY OF FORT HARE' and 'TOGETHER IN EXCELLENCE'.

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I think the benefits of learning through the medium of English is that it is the mostly used language even out of the school. Helps the learner or candidate when applies for a job. They become more fluent in the language. (Participant T6E)

It will help learners to be fluent in English and prepare them for jobs when they are older. They will be able to communicate and interact with others. (Participant T8E)

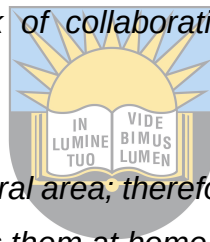
Most teachers believed English has an ability to secure the future of their learners in that it provides opportunities for jobs and for them to communicate well. Ahmad (2016, p.478) concurs that English is widely associated with greater education and better job prospects. In a similar way, Collins (2017, p.43) submits that as a global language, English provides learners with increased opportunities, globally.

5.3.1.6 Challenges of teaching through English and teaching English language

Teaching English and teaching through English to learners without adequate background of the English language presents teachers with numerous challenges. Some challenges encountered by teachers in teaching English are examined in this section. Participants indicated:

Lack of support from parents is an impeding challenge. Lack of resources makes it difficult to teach learners. Learners see English difficult and are often reluctant to learn the language. (Participant T8E)

Lack of participation of learners changes the focus from learner-centred to teacher-centred teaching. Learners cannot construct meaningful sentences in English. Learners speak isiXhosa in English lessons and cannot respond to questions in English. Lack of collaboration with content subject teachers. (Participant T7E.)



Our school is located in a rural area; therefore, learners only hear the language at school. No one motivates them at home as their parents are illiterate. There is also no sufficient material in our rural school. (Participant T6E)

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Some learners in rural schools do not understand English and therefore do not show interest in English classes. Limited resources make it difficult for me as a teacher to provide effective lessons in class. (Participant T2E)

Learners are struggling to understand the language, as it is their first time to learn in English. This makes teaching of English difficult. (Participant T1E)

One of the recurring challenges as indicated by the participants was a lack of resources and reading materials in schools, which made it difficult for English teachers to provide effective lessons in the classroom. As most participants indicated, learners do not have necessary language proficiency to be able to learn in English. Probyn (2006, p.391) reiterate that most learners are not proficient and competent enough in English to engage in the curriculum. To mediate understanding, teachers teach them

in isiXhosa. Shinga and Pillay (2021, p.1) confirm that the situation in classrooms force teachers to code-switch from English to learners' home language. English illiteracy levels of parents perpetuate learners' incompetence in English because learners are not assisted at home.

5.3.1.7 Specific strategies employed by teachers to improve learners' performance in the teaching of reading, writing, speaking, and listening skills

To overcome the challenges presented by English language instruction, teachers employ different strategies to address the underperformance of learners in the language. The differences in strategies that are employed by teachers depend on the context of learning. For instance, a teacher in a rural school employs different strategies from the one in an urban school. Teachers' responses below reflected the strategies that they use in their contexts:

I divide my learners into smaller groups and give attention to these smaller groups while they are working together in groups. We combine those learners who are able to read and write with those who are having difficulties in those skills. Give learners books to read at home with the help of the parent; they then share what they have read in a classroom. Provide learners with workbooks that improves their writing skills. (Participant T1E)


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Those who cannot read or write are provided with books that are not in Grade 5 standard which will be easy to read. These learners who are really having difficulties, we sometimes take them to Grade 1 where they will be taught the basics in some periods. We group them together and identify the one who will be the leader and explain to other learners the given tasks. (Participant T3E)

A reading period was introduced which is dedicated to solely reading. The learners read extensively; they read whatever interests them. Listening skill is improved through reading a comprehension for them and asking them questions based on the comprehension. Speaking skill is inculcated through group discussions and class presentations. (Participant T4E)

Engaging them in debates and language days. Cooperating with other teachers to enhance learning. Corner libraries. Quality learning and teaching campaigns. Debates, drama, reading and poetry writing, diary summaries, prepared and unprepared speech. (Participant T5E)

Some of the participants believed that learners learn better from their peers. Hence, they sometimes grouped the learners and provided them with a task, and this is called cooperative learning. Yusuf et al. (2019, p.1401) state that this method or strategy is effective when learners are divided into smaller groups and work together on a given task and are rewarded based on their performance as a group. Participant T4E indicated that they exposed learners to extensive reading and that this had improved their reading and vocabulary. Tichenor et al. (2020, p.11) assert that learners should be given opportunities to read books that interest them so as to inculcate reading skills and motivate them. Other participants also relied on parental involvement. The responses of the teachers reflected the different strategies that they used in teaching all the language skills.



5.3.1.8 Effectiveness of the strategies employed by teachers

This section aimed at evaluating the effectiveness of the strategies that teachers employ to improve learners' performance in English. The responses revealed that some strategies were working although there were some limitations. A participant said:

Some of these strategies are helpful while there are challenges in other strategies. Some learners cannot be assisted by their parents, as they are illiterate. Some learners are too shy to speak in English. Some parents write for their children in the workbooks. However, these strategies are helpful to some learners, as learners learn actively from their peers. The reading books also improve learners' reading skills and their vocabulary, which assists them in speaking. (Participant T1E)

The participant's response indicates that the strategies were working, but not all learners' parents were literate or educated. Therefore, when the teacher provided learners with workbooks to be assisted by parents, these learners were disadvantaged. Participants indicated that:

Yes, because oftentimes, gradually the performance of learners in writing, reading, listening, and speaking improves. (Participant T3E)

The reading periods improve the learners' reading skills but not every learner takes the reading period seriously; so, monitoring them becomes important. Asking them to share what they have been reading assists in building their speaking skills and this ensures that everyone reads. (Participant T4E)

These strategies enhance their speaking, reading, and writing skills. These strategies work in all four skills because they expose learners to various strategies of engaging themselves in various learning styles and become serious in their studies. (Participant T5E)

As shown above, participants indicated that the strategies that they employed were effective and they improved learners' performance in all the language skills. Monitoring the learners as they engaged in various activities provided by the teacher was emphasised.



5.3.1.9 Other issues/ concerns regarding the teaching and learning through English

Teachers also shared their concerns regarding the use of English for teaching and learning. Some teachers indicated that the language policy had to be updated, and learners had to learn in English as early as the foundation phase. Other teachers stressed the need for programmes and workshops to capacitate teachers for effective delivery of meaningful lessons. Below is what one participant said:

It is good that learners learn through the medium of English; however, it must start at the foundation phase because it becomes difficult for them to adjust in Grade 4. (Participant T1E)

Participant T6E also concurred with participant T1E that there is need for English to be made the language of instruction in the foundation phase. The participant said:

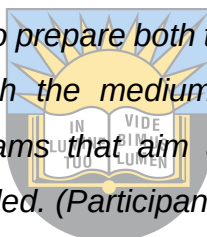
I would suggest that English must be a language of education because it will enhance learners' fluency in the language given the benefits of the language.

However, it must be established from the foundation phase. Learning in English from Grade 4 is rather too late to establish proficiency. (Participant T6E)

Other participants suggested that training and support must be provided to teachers so that they can be effective in their teaching of English. This will be measured through the performance of learners in the subject. Resources such reading materials and policy documents also need to be provided for both teachers and learners to engage with the curriculum effectively. Below are the views of some participants:

The Department of Education must employ qualified English teachers and do away with the assumption that any teacher can teach English. Support needs to be provided for English teachers to equip them for effective teaching. (Participant T5E)

A lot still needs to be done to prepare both the teachers and learners to be able to teach and learn through the medium of English. Interventions by the government through programs that aim at capacitating both teachers and learners in English are needed. (Participant T7E)



Resources and support need to be provided to English teachers through workshops because English teachers are the ones who have to ensure proficiency of the learners in the language because all other subjects depend on the learner knowledge of the language. (Participant T8E)

As indicated by the participants above, the government has a crucial role to play in the use of English in schools. Participant T5E advocated for the employment of suitably qualified teachers. These teachers must be provided support to capacitate them for effective teaching. Furthermore, participants emphasised the need for continuous workshops and interventions.

5.3.2 DATA FROM INTERVIEWS WITH CONTENT SUBJECT TEACHERS

Content subject teachers were interviewed regarding the use of English for instruction. This was done to understand the challenges, experiences, learners' performance, and

the strategies they use in the classroom in English-based instruction. Teachers' responses are thematically presented below.

5.3.2.1 The extent to which content subject teachers are trained to teach in English

Content subjects like Mathematics, NSTech, and Social Sciences are taught in English; therefore, appropriate training in the language of instruction is required for the teachers of these subjects. Responses of the teachers revealed that content subject teachers are not trained enough to teach in the language of instruction. Rather, emphasis is placed on the content of the subject and there is minimal attention to the language skills of delivering the content. Some responses are indicated below:

I don't think teachers are sufficiently trained to teach in English. (Participant T1C)

Not entirely sufficient. Only those who teach English are trained sufficiently. (Participant T3C)

There is a minimal training programme specifically aimed at providing skills to teachers to impart knowledge to learners using the medium of English. (Participant T5C)



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I do not think there is enough training for teachers that aims at training them in language skills so that they can teach in English. (Participant T7C)

As indicated by the responses of the teachers, content subject teachers have not received sufficient training in the language of instruction. They indicated that only those who teach English were fully trained in the language. It was also indicated that there are less programmes that aim at providing language skills for content subject teachers to be able to teach through English. However, some believed that there was thorough training for teachers to teach in English. This view is reflected below:

Yes, I would say that teachers have been sufficiently trained to teach in English, because we have also gone through the education system where English was

a language of education, and we were trained to become teachers in the same language. (Participant T2C)

Teachers are sufficiently trained to teach in English. (Participant T4C)

Participant T2C insisted that the fact that teachers have gone through the education system that is English medium means they have been indirectly trained in the language of instruction.

5.3.2.2 Learners' preparedness to learn in English

Learners' preparedness in learning through English is essential as it will determine the academic success of the learners. Most participants indicated that learners are not sufficiently prepared to learn through English, and they blamed this on starting learning in English only at the fourth grade. Some of the views are quoted below:

No. learners are not sufficiently prepared because they only start learning English in the fourth grade. (Participant T1C)

Learners are not prepared to learn in English. When they arrive in the intermediate phase, they do not have a deep understanding of the language and the terminologies used in mathematics. For instance, in as much as they know the shape of a triangle, they tend call it "uNxantathu" as it is called in isiXhosa. (Participant T2C)

Learners are not prepared, because they start English at the intermediate phase without any preparatory programme that will capacitate them to be able to learn in English. (Participant T3C)

No, learners are not prepared. They struggle because they are used to home language teaching; however, they catch up as times goes by. (Participant T4C)

I also think that there is not enough preparation for learners to learn in English because I still face a challenge whereby my Grade 4s write English words in

isiXhosa spelling. They cannot even read in English because they are used to isiXhosa. (Participant T7C)

The responses show that there is minimal learners' preparation for English as language of instruction. There are no preparatory interventions that will capacitate them to learn in English. As indicated by the participants, when the learners arrive in the intermediate phase, they cannot write proper spellings in English.

5.3.2.3 Teachers' experiences of teaching through English

This section examines the teachers' experiences in teaching through English. Teachers offered different responses based on their different experiences. Some teachers preferred using English in their teaching because it made their task easier. However, most teachers indicated that they were struggling because learners experienced language problems. Some said:

It is a very challenging task because learners are not familiar with being taught only in English; as a result, I end up resorting to isiXhosa. (Participant T6C)

Social Sciences has a lot of stories which require knowledge of English language. Learners often do not follow these series of events properly due to language barrier, especially in History. So, we rely on narrating the stories in isiXhosa. (Participant T2C)

Using English in my teaching of Grade 6 learners has been a struggle because the learners hardly understand English. Therefore, it makes it difficult for me as the teacher to facilitate effective teaching and learning in English. (Participant T5C)

Teaching Social Sciences using English is a strenuous task, especially in a school that is in the rural area where most learners are lacking language knowledge. They do not have the knowledge of the language in which they are required to learn. (Participant T6C)

The participants indicated that they relied on code-switching to mediate understanding in their delivery of the content because the learners struggle with language skills. The

participants admitted that they were faced with challenges in teaching the learners through English. However, other teachers revealed that it is convenient for both teachers and learners to use English when teaching and learning, especially in mathematics, because learners tend to understand better in English. To confirm this, participant T4C said:

Learners understand more when you teach in English. This is because in isiXhosa there are some difficult words that are hard for the learners in mathematics, so they understand better when you teach in English.

Furthermore, participant T2C said:

I have observed that when learners learn mathematics in English, they tend to understand better, even though they still struggle in some terminologies.



These participants revealed that a subject like mathematics become more understandable when taught in English. However, teachers still need to use the learners' home language to explain some complicated terminologies. This is because mathematics deals mostly with numbers rather than words.

5.3.2.4 Performance of learners in the subject

The teachers were interviewed about the performance of learners in their respective subjects. Most of them indicated poor performance of learners owing to a number of factors including the language barrier. Others indicated that the performance of learners in their subjects was fair. Below are some of the responses from the participants:

It is not very pleasing; learners get bored of history as sometimes they don't follow the series of events in History. Geography content is hard for the learners as it involves science terms. (Participant T3C)

Learner performance in NSTech is not entirely convincing. The main issue is language barrier. (Participant T5C)

It is not good. Learners are underperforming in Social Sciences. (Participant T6C)

The performance of learners is not so good in NSTech. (Participant T7C)

Most of them are not performing well. Participant T8C)

Most teachers admitted that learners were not performing well in their subjects. These subjects are Social Sciences and NSTech, which require a high level of competency and proficiency in the language of education. However, Mathematics teachers revealed that the performance of learners in mathematics was satisfactory. This is because mathematics deals mostly with numbers, and language use is minimal. Participant T1C stated that:

It ranges from one learner to the next: it's fairly good. However, there are some concerns which include the language question among others.



Others added that:

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The performance of learners in mathematics is not so bad, because it deals with numbers most of the time. (Participant T2C)

It is satisfactory. However, learners still need to be drilled in the grade 5 content and revision also helps. (Participant T4C)

5.3.2.5 Learner participation in lessons provided in English.

The study also examined the participation of learners in lessons provided in English. This was done to get the general overview of participation in lessons provided in English which adds to the understanding of the perspectives on using English as a language of education. The participants provided their responses based on learner participation in their respective subject areas. Some of these are captured below:

Learners participate actively if the lesson is mediated in their home-language (isiXhosa). However, in most of the time teaching NSTech is always about the teacher doing all the talking, explaining those scientific processes and difficult concepts to the learners. (Participant T1C)

Participation is key in Mathematics lessons, learners in my class actively participate in the lessons. However, they respond in isiXhosa. (Participant T2C)

Participation of learners is very poor; they want to be taught in isiXhosa and asked in isiXhosa so that they can respond in isiXhosa. (Participant T3C)

They are doing well because they participate in maths lessons. But they use their language in most cases. (Participant T4C)

The recurring response from the teachers indicated that learners participate during lessons, but only if they are allowed to respond in isiXhosa (the common language in the study area), and they only participate if the teacher code-switches to their language when asking questions. Some teachers indicated that they still had a challenge when it comes to learner participation in the classrooms. They indicated that teachers often had to go out of their way to motivate learners to actively participate during class sessions. They said:

Participation of learners is also a challenge because learners do not actively participate. They need to be motivated. (Participant T5C)

My learners are not participating in Social Sciences, mainly due to the fact that they are unable to express themselves in English. (Participant T6C)

The teachers revealed that lack of learner participation in lessons provided through English is caused by lack of motivation and inability of learners to express themselves in English.

5.3.2.5 Benefits, for learners, of learning through English

This section presents data on the benefits of learning through English. Responses indicated that learning in English assisted learners in their examinations. It also increased their capacity to communicate. Some of the teachers indicated that:

It helps them follow exam instructions accordingly, which will result in better performance in NSTech and at the same time, obtain the language skills. (Participant T1C)

English is an international language, learners will be able to communicate in English, they will know the language. (Participant T2C)

English has educational benefits for learners, it provides employability opportunities and communication skills. (Participant T3C)

English helps learners to express themselves as English is the most preferred language of communication in most institutions, both private and public. Most things are written and communicated through the medium of English. So, English will be beneficial to them. (Participant T4C)

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Learning in English will provide learners with language competence that will enable them to know the language and use it for future. (Participant T5C)

Teachers indicated that some of the benefits of learning through English include obtaining language skills, improved learner performance, employment opportunities, improved communication skills, and a secured future for the learners in terms of job opportunities.

5.3.2.7 Challenges teachers faced in teaching through English

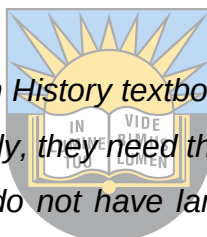
Teachers are facing different challenges in classrooms when they deliver lessons through English. The content subjects are taught and assessed in English from the fourth grade upwards. In the process of learning and teaching through English, there are challenges that emanate. The teachers said:

Most learners don't follow when I conduct the whole session through English. Hence it becomes difficult for them to answer questions during assessment, leading to poor performance. (Participant T8C)

When learners arrive in grade 4, they are incapable of speaking, writing and even reading in English. This makes the task of teaching NSTech very difficult as the subject requires proficiency in the language of instruction. Learners write English words in isiXhosa e.g., Photosynthesis will be written as Fotosinthesis. (Participant T7C)

Inability of learners to understand the language makes it difficult for them to perform optimally in NSTech. Overcrowded classrooms make it difficult for the teacher to give that individual attention to learners who are struggling in order to help them. (Participant T5C)

Series of events recorded in History textbooks are in English and learners find it hard to study independently, they need the teacher to explain to them in their home language. Learners do not have language skills necessary to be able engage with content of Social Sciences. (Participant T3C)



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Responses from teachers indicated that teaching in English was one of the barriers to learners' academic success. Most learners underperform in content subjects because they lack language skills necessary to engage with the curriculum. They find it difficult to answer questions in the examination because of language incompetence. Overcrowded classrooms also exacerbate the challenge as the teacher cannot give individual attention to the learners. Anyiendah (2017, p.2) confirm that overcrowded classrooms with the shortage of teachers hinder teachers' ability to provide effective and quality language skills to the learners.

5.3.2.8 Specific strategies employed by teachers to improve learners' performance.

Teachers employ different strategies to improve learner performance in their subjects. Some of the teachers indicated that they used code-switching to mediate understanding in the classroom. Most learners understand better when lessons are delivered through their home language, and this compels teachers to code-switch. As

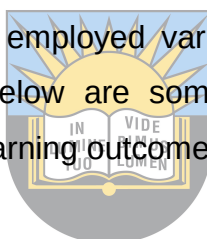
indicated in chapter two, Early and Norton (2014, p.676) assert that code-switching is the teaching strategy that is employed by teachers in classrooms to ensure understanding. Some teachers said:

Code-switching to help learners understand the content matter. (Participant T5C)

Code-switching has been the strategy that I have been using in order for the learners to pass Social Sciences. (Participant T3C)

Code-switching is one of the strategies that I employ to ensure that learners understand what is required of them in a given task. Terminologies are explained at the commencement of each section/ topic. (Participant T2C)

Despite code-switching, teachers employed various strategies to promote learner performance in their subjects. Below are some of the strategies that teachers employed to ensure the desired learning outcomes:



Provide them with the definition of terms book when I start a topic. This will help them to be familiar with the topic to be covered. Use of diagrams, images and drawings assists a lot, especially the visual learners. All class activities are based on the previous question papers so as to familiarise them with the exam questions. (Participant T1C)

Work in collaboration with English teachers to inculcate basic language skills in my teaching. Scaffolding the underperforming learners through extra lessons and parental involvement. (Participant T6C)

The participants indicated that the use of diagrams, images and drawings assists visual learners to memorise some concepts in the subject. The use of past examination question papers was another strategy to familiarise learners with questions to promote their performance in the examinations. Other teachers indicated that immediate feedback after an assessment was essential. Some content subject teachers indicated that working in collaboration with English teachers ensured

proficiency of learners in the language. Teachers also scaffold underperforming learners through extra lessons and parental involvement.

5.3.2.9 Effectiveness of the strategies employed by teachers

The study also examined the effectiveness of strategies employed by teachers to improve learner performance in their subjects. Participants indicated that some strategies were working while other had limitations. Below are what some participants indicated:

Yes. Because when you use the same questioning style in class activity as in test, learners will be familiar with the way questions are asked and that will improve their performance in tests. (Participant T1C)

Learners are able to calculate and do sums if they are explained in their home language. Learners understand easily if certain terms have been explained to them at the commencement of each section. (Participant T2C)

Yes. Because when you code-switch, learners understand better the subject. However, too much use of it disadvantages them because when they write exams, they have to write in English. (Participant T3C)

Yes. Learners tend to understand clearly when I use isiXhosa instead of teaching using English only. So, I sort of mix the two to make my learners understand. Even though it disadvantages them at times because in a test it's only English that they are tested in. Giving time to the smaller groups is effective but can be time consuming. (Participant T5C)

Yes. Working with English language teachers assist learners to have more understanding of the language. The extra lessons provide an opportunity for remedial work so that they can catch up with Annual teaching plan. (Participant T6C)

Teachers indicated that the use of previous examination questions in the daily class activities, it helped learners to be familiar with examination questions. The use of

diagrams and images also ensure that learners do not forget easily and that improves their performance. Other teachers asserted that code-switching has been the best strategy that warranted an optimal performance of the learners. According to the participants, collaboration with English teachers and parental involvement assist learners to understand the language.

5.3.2.10 Other issues/ concerns regarding the teaching and learning through English

Content subject teachers were given an opportunity to share any other issues or concerns regarding English as a language of instruction. Some of the teachers indicated that the Department of Basic Education must consider introducing English in the foundation phase. Participant T1C asserted that:

The Department of Education must consider introducing English as a language of instruction as early as Grade R to make it easier for learners when they get into higher grades.



Participant T4C also indicated that:

Basically, the policy of language of instruction in the foundation phase makes it difficult for learners when they get into the intermediate phase. If this policy can be revised so that it allows learners to be taught in English as early as foundation phase. There has been a policy issued by ECDOE of teaching in isiXhosa, some of us cannot implement it fully because learners will understand better when taught in English, only if they can be made sufficiently prepared by teaching in English in the foundation phase.

However, other teachers seemed to agree that home language learning beyond the foundation phase must be introduced. Learners learn better in their home language.

Learners' home language must also be considered as language of education beyond foundation phase because learners are struggling when it comes to English language. (Participant T3C)

Learning in home language must be prioritised across all grades to cater for those learners who find it difficult to learn in English in particular subject like NSTech. (Participant T5C)

Teachers' views on the use of English as language of education are important because teachers are at the implementation stage of the language policy. Therefore, the interviews sought to examine the challenges and benefits of English as a language of education, learning outcomes associated with the use of English and the strategies that are employed by teachers to improve learners' access to knowledge. According to the responses of the participants, teachers and learners seem not to be well trained in English; the performance of learners in subjects which are taught in English is poor; there is lack of resources, and the minimal parental involvement poses a serious challenge. Therefore, there is need for a change in language policy. Sufficient workshops and training programmes for both teachers and learners in the language of instruction must be established. Provision of resources to support learning and teaching is essential.



5.3.3 CLASSROOM OBSERVATIONS

The researcher also employed classroom observations as an instrument to elicit information concerning the use of English as a language of education in classrooms. Eight classroom observations were done in four primary schools in Amathole west district. The observations included both English First Additional language and content subject lessons. An observation checklist with thirteen questions guided the observation.

The checklist used the 'YES' and 'NO' answer options. The researcher ticked the appropriate box in accordance with each question during the observation process in classrooms. Data collected from the eight classroom observations of both English and content subjects are presented thematically.

Table 5.4: Classroom observation checklist

	Yes	No
Teachers' recap from previous lesson	7	1

Learner participation in the introductory stage of the lesson	2	6
Teachers' use of English language to introduce lesson	7	1
Learners' interaction with the teacher using English	2	6
Teachers' code switching to mediate understanding	8	0
Different strategies employed by teachers to ensure understanding	8	0
Thought-provoking questions	4	3
Teacher feedback to learners	8	0
Teacher assessment in English language to check learners' understanding	8	0
Learner involvement in the whole lesson.	3	5
Teachers' approach to interactive and collaborative learning in which learners speak and practice English language	2	6
Overall participation of learners during lesson	2	6
Oral assessment conducted by the teacher	8	0

5.3.3.1 OBSERVATION ONE

THEME: TEACHERS' RECAP FROM PREVIOUS LESSON

It was observed that from the eight lessons that were observed, seven teachers engaged in the revision of previous lesson. This was done through asking questions about the previous lesson and emphasising and reinforcing important terms from the previous lesson. This revived learners' memory of the previous topic and how it was interlinked with the new one. However, in one lesson that was observed, the teacher did not engage the learners in recap of the previous lesson. The new topic was introduced to the learners without revisiting the topic which was covered in the previous lesson. This is not a fair classroom practice because learners' memory needs to be revived before starting a new topic and the link in the topics must be explicit. According to Ayaya, Makoelle and Van Der Merwe (2021, p 9), it is important to recap from the previous topic to support the learners.

5.3.3.2 OBSERVATION TWO

THEME: LEARNER PARTICIPATION IN THE INTRODUCTORY STAGE OF THE LESSON

Learner participation in the introductory stage of the lesson was minimal in the lessons observed. Only two lessons showed learner participation during the introduction of the lesson. The teacher asked for background knowledge of the topic, and the learners responded based on the questions that were asked. However, in six of the lessons which constituted the majority of the lessons observed, learners were not participating in the introduction of the lesson. Some teachers asked them questions, but they seemed too shy to answer. Other teachers did not give them the opportunity to participate in the introduction of the lesson; they employed a direct instructional method.

5.3.3.3 OBSERVATION THREE

THEME: TEACHERS' USE OF ENGLISH TO INTRODUCE LESSON

The researcher observed that most of the teachers used English to introduce the lesson. In the eight lessons that were observed, seven lessons showed that teachers use English in the introductory stage of their lessons. However, the researcher observed that some of the teachers did not simplify the lesson in the introductory stage by using simpler terminologies. They used difficult English terms which confused the learners. There was only one lesson where the teacher used isiXhosa to introduce the lesson. Learners seemed to be participating when the lesson was introduced in their home language.

5.3.3.4 OBSERVATION FOUR

THEME: LEARNERS' INTERACTION WITH THE TEACHER USING ENGLISH

The researcher observed that learners' interaction with teachers using English is a challenge. The teachers used English when teaching but the learners could not respond in English. When they interacted with the teacher, they used isiXhosa because they clearly lacked the understanding of English. Six lessons that were observed disclosed that learners were not interacting with the teacher using English while two lessons were mediated in English and the teacher-learner interaction was in English. It was observed that the reason for the good teacher-learner interaction in English was that the two teachers prepared notes with simpler terms for the learners

before starting a lesson. This assisted to build the learners' understanding of a particular topic.

5.3.3.5 OBSERVATION FIVE

THEME: TEACHER CODE-SWITCH TO MEDIATE UNDERSTANDING

The researcher observed that teachers employed code-switching as a strategy during their lessons. In all the eight classroom lessons that were observed, teachers employed code-switching as a strategy to mediate understanding. The teachers asked questions in English during the lessons but further explained these questions in the learners' home language. The learners were able to understand the requirements of the question and they responded accordingly. Other teachers explained the difficult terms in isiXhosa. It was also observed that code-switching stimulated learners' participation in the classroom. However, it was also observed that some teachers excessively code-switched, which can be detrimental to the learners because they are assessed in English. Teachers need to minimise the extent to which they code-switch because that disadvantages the learners.



5.3.3.6 OBSERVATION SIX

THEME: DIFFERENT STRATEGIES EMPLOYED BY TEACHERS TO ENSURE UNDERSTANDING

The various strategies used by teachers of both English and content subjects addressed the individual needs of the learners. The majority of the learners participated in the lessons because of various strategies that the teachers used in the classroom. All the eight teachers employed different strategies to ensure understanding in their lessons. The strategies employed by teachers included code-switching, scaffolding the learners, peer discussion, group discussion, direct instruction, and oral assessment.

5.3.3.7 OBSERVATION SEVEN

THEME: THOUGHT- PROVOKING QUESTIONS

The researcher observed that most of English teachers asked thought-provoking questions to the learners when teaching poetry, short stories, cartoons, advertisements, and comprehension passages. The questions emanating from these topics provoked learners to think critically. However, most of the learners had a challenge in answering some of these questions and some could not answer at all.

Therefore, learner participation was very minimal. Learners preferred questions about things they knew and understood.

5.3.3.8 OBSERVATION EIGHT

THEME: TEACHER FEEDBACK TO THE LEARNERS

All the teachers provided the learners with feedback on every assessment. The researcher observed that when teachers asked a question to the learners and they responded, the teacher gave immediate feedback to the learner so that the learner will know whether he or she was correct. It was observed that when teachers came to class, they brought learners' marked workbooks. The teachers provided feedback on both written and oral assessments.

5.3.3.9 OBSERVATION NINE

THEME: TEACHER ASSESSMENT IN ENGLISH LANGUAGE TO CHECK LEARNERS' UNDERSTANDING

The researcher observed that teachers conducted assessments during and after the lesson. The assessments conducted were in the form of oral and written assessments. Written assessments conducted in class included classwork and homework. The researcher observed that mathematics teachers mostly used the written assessments. Oral assessments comprised the questions that the teacher asked during the course of the lesson. However, the researcher observed that most of the teachers employed both forms of assessment during and after the lesson. The assessments reflected the learners' understanding of a particular topic and provided teachers with feedback for remedial work.

5.3.3.10 OBSERVATION TEN

THEME: LEARNER INVOLVEMENT IN THE WHOLE LESSON

Learner involvement in the whole lesson was minimal. Five classroom lessons revealed that learners were not involved in the whole lesson. Some of the teachers did not ask questions that invited the learners to fully participate in the classroom. They relied on direct instruction where the teacher is the only one speaking in the classroom. The researcher observed that during the course of the lesson, learners tended to lose focus in the lesson and would start playing with each other. However, in three of the classrooms observed, the teachers involved the learners by asking them questions

and giving them short assessments. It is therefore important to frequently assess the learners to keep them involved in the lesson.

5.3.3.11 OBSERVATION ELEVEN

THEME: TEACHERS' APPROACH TO INTERACTIVE AND COLLABORATIVE LEARNING IN WHICH LEARNERS SPEAK AND PRACTICE ENGLISH LANGUAGE

The researcher observed that in six classroom lessons, teachers did not provide opportunities for interactive and collaborative learning. Some of the teachers were teaching without expecting any interactive environment where learners can be able to express themselves in English. Other teachers used good approaches that allowed interactive and collaborative learning; however, learners were reluctant to engage with the teacher and other learners because they were shy and could express themselves in English. Meanwhile, in other lessons, collaborative and interactive approaches were implemented and these stimulated learners' participation in the classroom. Learners were able to interact and collaborate with each other on a given task through English.

5.3.3.12 OBSERVATION TWELVE

THEME: OVERALL PARTICIPATION OF LEARNERS DURING THE LESSON

Learners' participation in the classroom was minimal. Six of the lessons that were observed showed that there was no participation of learners in the classrooms. The approach used by the teacher did not allow full participation of learners. The researcher also observed that the learners were not confident enough to participate in classroom lessons. They did not respond to the questions that were asked by the teacher during the lesson. However, in the other two lessons observed, learners participated actively if the lessons were provided in isiXhosa.

5.3.3.13 OBSERVATION THIRTEEN

THEME: ORAL ASSESSMENT CONDUCTED BY THE TEACHER

The researcher observed from the eight lessons observed that a form of oral assessment was conducted through the questions that the teacher asked during the course of the lesson. Teachers assessed learners verbally as they taught during the lesson. The questions tested learners' speaking skills. In another English lesson, learners were required to present the activity they had worked on collaboratively. This was an oral assessment as it evaluated the learners' speaking skills.

5.3.4 DOCUMENT ANALYSIS

The researcher analysed the mark lists that the teachers used to record learners' marks. The mark lists were used to evaluate the learners' performance in English First Additional language and content subjects (Mathematics, Social Sciences, and NSTech) as observed from term two schedules. Learners' marks used in this research were derived from the term two examinations. The learners' performance informed the researcher about their ability to learn through English. The learners' performance was examined across all schools. English First Additional language and content subjects were grouped together respectively. Tables 5.5 and 5.6 show the performance of learners in all the schools where the data were collected.

Table 5.5: Learners' performance in English FAL

Performance of learners	No. of learners
1-29	48
30-39	55
40-49	68
50-59	53
60-69	28
70-79	20
80-100	5
	277 total learners



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Table 5.5 shows the performance in English First Additional language of learners from all the four schools. There were 277 English language learners whose marks were analysed. The analysis indicated that the majority of the learners performed at 40% and below in the term two examinations. A few learners were able to perform above 50%. These results revealed that the performance of learners is not satisfactory in the subject. Therefore, intervention strategies need to be put in place to improve learners' performance in English FAL.

Table 5.6: Learners' performance in Content subjects

Performance of learners	No. of learners
1-29	53
30-39	74
40-49	66
50-59	39
60-69	30
70-79	15
80-100	5
	282 total learners

Table 5.6 shows the performance of learners in content subjects across the four schools. The content subjects included mathematics, social sciences and NSTech. The sample examined in the mark list to determine the learners' performance in the content subjects had 282 learners. The mark lists showed that the majority of learners were concentrated in the 30-39% margin. This is poor performance. The table indicates that a few learners performed at the 50% and above margin. This indicates that there are gaps that need to be addressed to improve the performance of learners. The teachers, subject advisors, parents, and all other stakeholders need to collaborate to support the learners to achieve maximum performance.

5.4 CONCLUSION

The chapter presented and analysed data. The study aimed at establishing the challenges and benefits that are presented by using English as the medium of instruction, determining the learning outcomes associated with using English as a language of education, and exploring teachers' strategies for addressing the linguistic gap to improve learners' access to knowledge. The study used the qualitative research method, and the data were presented according to attendant themes. The next chapter summarises the findings from the current chapter. It also acts as the conclusion of the study.

CHAPTER SIX: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter focused on presentation and analysis of data. This chapter re-states the objectives of the study and discusses the results of the study in relation to existing literature on perspectives on the use of English as a medium of instruction and language of education. In addition, the chapter summarises the findings, concludes the study and proffers recommendations.

6.2 RESEARCH OBJECTIVES

The overarching aim of the study was to examine perspectives on the use of English language as a medium of instruction in selected primary schools in Amathole west district.

The objectives of the study were:



- To establish the challenges and benefits of using English as a medium of instruction in primary schools.
- To determine learning outcomes associated with the use of English as a language of education, and
- To explore teachers' strategies for addressing the linguistic gap to improve learners' access to knowledge.

The first objective sought to establish the challenges and benefits of using English as the language of education. The researcher conducted interviews to find out the challenges and benefits of using English as a language of education in primary schools. The findings indicated that learners seem to be struggling to learn through English because they have difficulties understanding the language. Therefore, English seems to be barrier to teaching and learning. Teachers' mark lists were examined, and findings indicated that learners were underperforming in English First additional

language and all other subjects taught in English. The findings also revealed that English is perceived as a gateway to better opportunities, and it assists to build strong communication, despite the challenges associated with learning it and in it.

The second objective intended to determine the learning outcomes associated with the use of English as a medium of classroom instruction. The researcher conducted interviews, lesson observations and document analysis to assess learner participation in English medium lessons and learner performance. Findings indicated that in most cases, there is lack of learner participation in lessons which are mediated in English. Participation in classroom is only achieved through home language instruction. Findings also revealed that learner performance in English FAL and content subjects ranged from average to poor.

The third objective explored strategies for addressing the linguistic gap to improve learners' access to knowledge. Through interviews and classroom observations, it was evident that teachers employed varied strategies as instructional methods to improve learner performance in their respective subjects. Teachers confirmed that some of the strategies had positive impacts on learners' performance.



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Having examined the objectives of the study, with specific reference to challenges, learner performance and learner participation in English medium lessons, it is fair to conclude that English as a language of education seems to pose inevitable challenges in teaching and learning. However, it cannot be denied that English provides learners with a plethora of benefits as indicated in this study.

6.3 CHALLENGES OF USING ENGLISH AS A LANGUAGE OF EDUCATION

Teaching and learning in English language consist of numerous challenges for both teachers and learners. Data indicated that learners struggled to understand lessons mediated in English. This affects other subjects as they depend on proficiency in English by learners. According to Probyn (2006, p.391), most learners lack language skills to negotiate the curriculum. This forces teachers to code-switch to mediate understanding. Most of the teachers code-switched to learners' home language in their instruction. As indicated by the findings, code-switching helps to mediate

understanding in the classroom, and it improves learners' performance. However, code-switching is time consuming and severely impacts curriculum coverage.

Learners based in rural areas and townships do not understand English, and this affects their academic achievements as other subjects are taught in English (Du Plessis & Letshwene, 2020, p.77). The findings of the study indicated that learners from rural areas do not understand English because they only hear it at school and because of low literacy levels in their communities. Nchindila (2017, p.13) argues that African learners have been deprived of the right to acquire education in their mother tongue and this has led to poor academic achievement.

Inadequate English language training for both teachers and learners has contributed to learners' lack of understanding of this language of education. Learners arrive at school without knowing the language. Bergbauer et al. (2016, p.10) confirm that children enter school without the knowledge of the language of instruction, while education is mediated in a language they do not speak or understand.

Lack of resources and teaching materials pose a challenge in the acquisition of advanced English language skills for effective classroom interaction. During the interviews and observations, it was discovered that there is a shortage of resources to assist learners develop their language aptitude. There is not enough reading materials for learners to read independently; in some instances, they have to share a book in groups. In many schools, a textbook is the primary resource for English teaching (Nguyen, 2011, p.240). Therefore, there is need for the provision of resources that will enhance learning and teaching through English language.

6.4 REFLECTION ON THE FINDINGS OF THE STUDY

6.4.1 TEACHERS' TRAINING TO TEACH USING ENGLISH

It was discovered that most teachers have received formal training at the university that enables them to teach through English. However, the training received from the university is insufficient for content subject teachers. Only English teachers are thoroughly trained in English. As confirmed by Uys et al. (2007, p.76), teachers have not been trained in a programme that aims at capacitating them with skills to teach

through English. Therefore, there is need for frequent departmental workshops and programmes that aim at capacitating teachers with language skills necessary for effective instruction in English.

6.4.2 LEARNERS' PREPAREDNESS TO LEARN IN ENGLISH

In all four Amathole West District primary schools where data were collected, it was discovered that when learners get into the intermediate phase, they are not prepared to learn in English. Importantly, the current education policy provides for the teaching in the home language for grades R-3, with English coming into play from Grade 4 (intermediate phase) and upwards (Motilal, 2021, p. 239). During the interviews, teachers indicated that learners arrive in the fourth grade without knowing English and that suggests that learners are not prepared sufficiently to learn in the language. This presents a struggle to the teachers as they have to teach them English and the content at the same time. Sibomana (2022, p. 1259) confirms that learners are facing a two-fold problem, a language, and a subject.



6.4.3 LEARNERS' PERFORMANCE

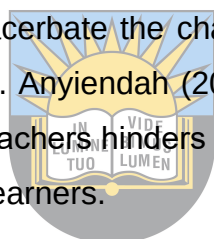
Reflecting on learner performance in English and the subjects that are taught in English across all the four primary schools in Amathole West District, it was established that the performance of learners is not good in most learners. In content subjects such as Social Sciences, Technology and Natural Sciences, the performance of learners was not entirely satisfactory.

6.4.4 BENEFITS OF USING ENGLISH AS A LANGUAGE OF EDUCATION

Notwithstanding the challenges of learning through English, there are some benefits. The study established that learning through English improves the learners' linguistic and communication skills in the target English language. Learners are able to communicate with people from different nationalities. According to the social psychological model explained in chapter three of this study, learning another language can be instrumentally motivated. This reflects the rewards obtained through the knowledge of a particular language. Many of responses suggested that English has educational benefits, as learners can be employed in South Africa and abroad. Ahmad (2016, p.478) concurs with this thinking.

6.4.5 CHALLENGES OF USING ENGLISH AS A LANGUAGE OF EDUCATION

The study established that across all the four schools where data were collected, teachers and learners were facing numerous challenges in teaching and learning through English. It was established that learners did not have the necessary language skills to learn in English at the time they arrive in the fourth grade. Most of the learners cannot write, read, or speak in English. Bergbauer et al. (2016, p. 10) concur that by the time learners enter school, they do not have verbal skills and abilities to learn in English because they do not understand it. This poses a challenge to the teachers as they have to combine language skills and the content matter in their instruction. To mediate understanding, teachers taught in isiXhosa. Shinga and Pillay (2021, p.1) confirm that the situation in classrooms forces teachers to code-switch from English to learners' home languages. Illiteracy levels of parents perpetuate learners' incompetence in English because they are not assisted at home. Lack of reading materials and resources pose a challenge to effective teaching and learning. Lastly, overcrowded classrooms also exacerbate the challenge as the teacher cannot give individual attention to the learners. Anyiendah (2017, p.2) confirm that overcrowded classrooms with the shortage of teachers hinders teachers' ability to provide effective and quality language skills to the learners.



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6.4.6 STRATEGIES TO IMPROVE THE LEARNERS' PERFORMANCE

Teaching using English as a language of education requires that teachers employ a wide range of strategies to mediate understanding. In this study, it was established that teachers employed cooperative learning as a strategy to improve learners' performance. They divided the learners into smaller groups, and the more competent learners assisted those who were less competent in a given task or activity. Yusuf et al. (2019:1401) confirm that this method or strategy is effective when learners are divided into smaller groups and work together on a given task and are rewarded based on their performance as a group. Learners are also exposed to extensive reading and that improves their reading and builds up their vocabulary. Tichenor et al. (2020, p.11) recommends that learners should be given opportunities to read books that interest them, as this would inculcate reading skills and motivate them. It was also established that some content subject teachers used of diagrams, images, and drawings to assist the visual learners memorise concepts in the subject. Some teachers scaffolded underperforming learners through extra lessons and parental involvement.

Lastly, the study established that teachers used code-switching as a strategy to mediate understanding. Teachers code switch to explain difficult terms that learners do not understand, and they interface English and the learners' home language to ensure that the learners understand. Early and Norton (2014, p.676) assert that code-switching is employed by teachers in classrooms to ensure understanding. Teachers also use translanguaging to accommodate learners' linguistic needs in a classroom setting. This happens when teachers integrate learners' home language in their instruction. As Makalela (2019, p. 249) states, translanguaging involves competence of being able to converse with more than one language and it occurs in classrooms.

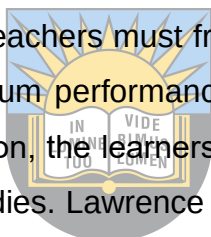
The study does not directly imply that improved language proficiency will guarantee better performance in the content subjects. However, through engagements with content subject teachers (Mathematics, Social Sciences, Technology and Natural Sciences), the findings of the study indicate the difficulties the learners face when they transition from the foundation phase (where the medium of instruction was their home language) to intermediate phase (where there is a shift to English medium of instruction). Most of the township and rural school learners are facing a challenge when it comes to understanding the academic content delivered through English. This forces the teacher to code-switch to mediate understanding. However, assessments are conducted in English in all subjects, then most learners do not perform very well.

The data that were presented in this study proved that language proficiency is the cause of underperformance in assessments, because in a classroom if the teacher verbally ask the learners in their home language, they responded to the questions in their home language. Subjects like mathematics, focus on numbers rather than words and learner tend to perform better, however, the teacher still need to simplify a question and translate it to the learner's language. Therefore, language proficiency is an important element in the academic performance of learners. It is also important to note that the study deals with primary school learners, who have just transitioned from foundation phase (where they were taught in their languages in all subjects) to the intermediate phase (where there is change in the language of instruction and new subjects are introduced in this phase).

6.5 RECOMMENDATIONS

There is need for improved teaching practices. The teaching practices employed must be able to capacitate learners with language skills necessary to be able to engage with the curriculum in the multilingual classroom. Content subject teachers must not regard equipping learners with English language skills as the duty of only English teachers. Therefore, they must include basic language skills in their teaching so as to train the learners in the language of instruction, which will result in improved performance. As indicated in the study, the motivational element is vital in learning a language; teachers must also motivate learners and applaud their performance, which will make the learners feel recognised and appreciated by the teacher. They will also thus strive for optimal performance.

Parental involvement is key in the learners' educational journey. Parents can buy books and read with the learners at home, this can assist to build their English language proficiency. Therefore, teachers must frequently communicate and consult with the parents to ensure maximum performance. When the learners' parents are involved in their children's education, the learners will strive for optimal performance and be fully committed to their studies. Lawrence & Fakuade (2021, p. 4) concur that parental involvement has an encouraging effect that benefits the learners' academic success.



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Given that the study established that intermediate phase learners struggle with English because in the preceding phase, they were taught in the home language, therefore, the study recommends that policymakers should review the current language policy. English as a language of education must be established as early as the foundation phase or learners must learn in their home language throughout all their schooling years. A choice must be made and maintained. Multilingual instruction must be implemented in schools.

This study also recommends that the department of education must conduct quarterly workshops and programmes specifically aiming at training teachers to equip them with skills to teach through the gazetted language of education. Workshops for content subject teachers only focus on the content but not the language aspect; therefore, workshops where teachers are specifically trained to teach in English and also on the

strategic use of indigenous languages alongside English in the classroom are required. Provision of sufficient resources and materials to assist both teachers and learners must be the priority of the department to promote effective teaching and learning in the language of instruction. Lastly, school libraries must be revamped with up to date reading materials. This will expose learners to a great deal of reading, eventually making them competent in the language of instruction.

6.6 SUMMARY OF THE STUDY AND CONCLUSION

The study examined the perspectives on the use of English language as a medium of instruction in selected primary schools in Amathole west district. The objectives of the study were to establish the challenges and benefits associated with using English as a medium of instruction in schools, to determine the learning outcomes associated with the use of English language as a medium of instruction, and to explore teachers' strategies for addressing the linguistic gap to improve learners' access to knowledge. The study established that learners are not sufficiently prepared to learn in English when they enter the intermediate phase. This is reflected in their performance. Teachers are also not adequately trained to teach in English, with a large proportion of them also still needing to perfect their competence in English as a language. Furthermore, lack of material is an impeding factor that derails effective teaching. To bridge the linguistic gap in the classroom, teachers engaged in innovative interfacing of English and IsiXhosa through code-switching. Therefore, the study recommends that policy makers should review the current language policies to deal with the language issue in schools. There should also be departmental workshops that will capacitate teachers with language skills for effective teaching, and there must be provision of sufficient materials that will help learners acquire language skill.

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ETHICS CLEARANCE
REC-270710-028-RA Level 01

Project Number: ZHO011SMAK01

Project title: Perspectives on the use of English Language as a medium of instruction in selected primary schools in Amathole West district.

Qualification: Master of Arts in English Studies and Comparative Literature

Student name: Ncebazakhe Makhohlisa

Registration number: 202000872

Supervisor: Dr S Zhou

Department: English

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby grant ethics approval for ZHO011SMAK01. This approval is valid for 12 months from the date of approval. Renewal of approval must be applied for BEFORE termination of this approval period. Renewal is subject to receipt of a satisfactory progress report. The approval covers the undertakings contained in the abovementioned project and research instrument(s). The research may commence as from the 01/05/22, using the reference number indicated above.

Note that should any other instruments be required, or amendments become necessary, these require separate authorisation.

Please note that UREC must be informed immediately of

Any material changes 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 student must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

UREC retains the right to

Withdraw or amend this approval if o Any unethical principal or practices are revealed or suspected; o Relevant information has been withheld or misrepresented; o Regulatory changes of whatsoever nature so require; o 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.

Your compliance with Department of Health 2015 guidelines and any other applicable regulatory instruments and with UREC ethics requirements as contained in UREC policies and standard operating procedures is implied.

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UREC wishes you well in your research.

Yours sincerely

Dr N Taole-Mjimba

Chairperson: University Research Ethics Committee 30 April 2022

AMATHOLE WEST EDUCATION DISTRICT: FORT BEAUFORT CIRCUIT
MANAGEMENT CENTRE

NO 4 BARACK STREET FORT BEAUFORT

ENQUIRIES: D W. MBONISWA Tel: 04661187 Cell:060 523 6823/ 078 875 0451

Email: dumilemboniswa@gmail.com/dumile.mboniswa@ecdoe.gov.za

19/07/2022

THE HEAD OF DEPARTMENT

FORT HARE UNIVERSITY

ALICE

5700

Dear Sir/ Madam

AUTHORISATION LETTER - MR.N. MAKHOHLISA

This letter serves to formally confirm that Mr N MAKHOHLISA, I D 960913 6287 082 Persal 92073620 IS employed by the Department of Education and is appointed as an educator in Gobizembe High School in Fort Beaufort, Amathole West District Education, the school erns number IS 200 200 209 He has been granted permission to conduct research on the use of English as medium of Instruction in four schools in the district. The programme to conduct research must not disturb teaching and learning as educators should be at school not less than 7 hours per day and are expected to perform the core duties as outlined in paragraph A 5 2 of the PAM document as amended, both within and outside of the formal school day and with the understanding that none of these may diminish the overall amount of scheduled teaching time can negatively impact upon the curriculum.

I further certify that the above Information is true and correct Furthermore I understand that if any of the Information provided in this letter is false, I can be held accountable by law, including a gruesome sanction from my Department under the Employment of Educators Act 76 of 1998, Section 18 for misconduct. I hope that the matter Will be treated with urgency It deserves.

KIND REGARDS

D.W. MBONISWA (A/CES-FORT BEAUFORT CMC)



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Ikamva eliqaqambileyo!



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INTERVIEW SCHEDULE FOR TEACHERS OF ENGLISH AS A SUBJECT

Section A: Demographic information

Name of School _____

Grade teaching _____

Subject teaching _____

Gender: _____

Section B: Background knowledge about Learner and teacher readiness for English as a medium of instruction

Are teachers and learners sufficiently trained to be able to teach and learn in English?

Learning outcomes associated with the use of English as a medium of instruction.

1. Tell me about your experiences as a teacher of English.
2. How is the performance of learners in English language as a subject?
3. How is the learner participation in English lessons?

Section C: Challenges and benefits of using English as a medium of instruction in schools

4. What would you think are the benefits, for learners, of learning through English?
5. Discuss the challenges (if any) that you have faced teaching through the medium of English.
6. How have you overcome some of the challenges?

Section D: Teachers' strategies on addressing the linguistic gap to improve learners' access to knowledge.

11) Please explain some of the specific strategies that you employ to improve learners' performance in the teaching of reading, writing, speaking, and listening skills.

12) Do these strategies work in all the four language skills? Please explain.

How are these strategies helpful? Please explain.

Section E: Concluding question(s)

13) Any other issues/concerns that you would like to share regarding the teaching and learning through English?

THANK YOU FOR YOUR COOPERATION!



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INTERVIEW SCHEDULE FOR TEACHERS OF CONTENT SUBJECTS

Section A: Demographic information

Name of School _____

Grade teaching _____

Subject teaching _____

Gender: _____



Section B: Background knowledge about learner and teacher readiness for English as a medium of instruction

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What subject are you teaching?

Are teachers sufficiently trained to be able to teach in English?

Are learners sufficiently prepared to be able to learn in English?

SECTION C: Learning outcomes associated with the use of English as a medium of instruction

1. Tell me about your experiences of teaching through English.
2. How is the performance of learners in your subject?
3. How is the learner participation the lessons provided in the English medium?

Section D: Challenges and benefits of using English as a medium of instruction in schools

1. What would you think are the benefits, for learners, of learning through English?

2. Discuss the challenges (if any) that you have faced teaching through the medium of English.
3. How have you overcome some of the challenges?

Section E: Teachers' strategies on addressing the linguistic gap to improve learners' access to knowledge.

Please explain some of the specific strategies that you employ to improve learners' performance in your subject.

Do these strategies work in your subject? Please explain.

How are these strategies helpful? Please explain.

Section F: Concluding question(s)

Any other issues/concerns that you would like to share regarding teaching and learning through English?

THANK YOU FOR YOUR COOPERATION!



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CLASSROOM OBSERVATIONS CHECKLIST

NAME OF SCHOOL.....

CLASS OBSERVED.....

DATE & TIME.....

OBSERVATION QUESTIONS	YES	NO	NOT OBSERVED
1. Does the teacher recap from the previous lesson before starting the lesson?			
2. Do learners participate actively in the introductory stage of the lesson?			
3. Does the teacher use the English language to introduce the lesson?			
4. Are the learners interacting with the teacher using the English language?			
5. Does the teacher code-switch to mediate understanding?			
6. Does the teacher employ different strategies to ensure the learners' understanding?			
7. Does the teacher ask thought provoking questions?			
8. Does the teacher give feedback to learners?			

9. What is the nature of the feedback and in what language is it?			
10. Does the teacher assess in the English language to check learners' understanding?			
11. Are learners actively involved in the whole lesson?			
12. Does the teacher's approach allow for interactive and collaborative learning in which students speak and practice English language use as they learn?			
13. Is the overall participation of learners during the lesson lively, engaging, and meaningful?			
14. Does the teacher conduct oral assessment?			



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COMMENTS.....



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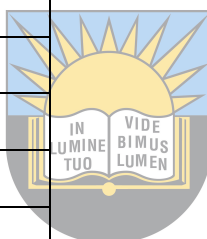
DOCUMENT ANALYSIS CHECKLIST

NAME OF SCHOOL.....

LEARNERS' SCRIPTS (ENGLISH FIRST ADDITIONAL LANGUAGE)

GRADE 4-7

PERFORMANCE	NO. OF LEARNERS
1-29	
30-39	
40-49	
50-59	
60-69	
70-79	
80-100	



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LEARNERS' SCRIPTS (CONTENT SUBJECTS)

PERFORMANCE	NO. OF LEARNERS
1-29	
30-39	
40-49	
50-59	
60-69	
70-79	
80-100	

PERSPECTIVES ON THE USE OF ENGLISH AS A LANGUAGE OF EDUCATION IN SELECTED SCHOOLS IN AMATHOLE WEST DISTRICT

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