

AN ANALYSIS OF TEACHERS' EXPERIENCES IN USING ENGLISH AS
MEDIUM OF INSTRUCTION AMONG GRADE 4 LEARNERS IN MALUTI
DISTRICT

BY

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DECLARATION

I Tsielo, Aron Rabelemanane, student number: 201411610, solemnly declare that the study titled *An analysis of teachers' experiences in using English as medium of instruction among Grade 4 learners in Maluti District* is my own work, that it has not been submitted before for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

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DEDICATION

To the Supreme Power who gave me strength and kept me well. This dissertation is dedication to my wife, my brothers and their wives and my children. I appreciate their everlasting love, patience, encouragement and support.

ABSTRACT

The issue of medium of instruction has been a growing concern for most researchers, especially in contexts where English is used as medium of instruction at the expense of the learner's mother tongue. In a South African context, the problem is being aggravated by the fact that English becomes a language of learning and teaching in Grade 4 whereas the learners' medium of instruction in the lower grades has been their mother tongue and therefore did not have a firm grasp of the English language. Subsequently, there is a general outcry in South Africa that the shift from mother tongue to English as language of learning and teaching happens too early. The objectives in this thesis were to examine the experiences faced by Grade 4 teachers in using English as language of learning and teaching; to determine how these experiences impinge on learning and teaching in Grade 4 and to determine whether the teachers' perceptions of English as the language of learning and teaching impinges on the success of the Grade 4 learners. The theoretical framework of this study is based on bilingualism and multilingualism theories. Qualitative and quantitative approaches were used in the study. The study followed a survey design and both purposive and convenience sampling techniques were used. A sample of 100 teachers from 30 selected schools was chosen. The researcher collected data using individual interviews, questionnaires and observation. The qualitative data was analysed thematically whereas SPSS was used for the quantitative data. The findings of the study revealed that learners lacked confidence in expressing themselves in English in front of their peers and as a result the majority of learners did not participate in class when teachers were teaching in English. The results further showed that learners were passive due to poor understanding of the English language which sometimes resulted in communication breakdown between the teacher and the learner. The researcher recommended that the Government should provide the teachers with workshops

that will unpack the strategies of teaching Grade 4 learners in using English as a medium of instruction.

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I would like to thank the participants. I was warmly welcomed into each of the study classrooms and I have fond memories of the learners that I observed. Ultimately, this experience has changed the way I view the world. I have found that the longer I spend

observing classrooms and reviewing the study and interviewing people, the more respect I have for teachers. Teachers are charged with the task of managing chaotic classroom environments. Furthermore, teachers often take on crucial roles in the large community, such as roles of counselors, coaches, or simply “trusted adults” and confidants. Teachers are responsible for ensuring that future citizens will have the knowledge they need to participate and contribute to society. Teachers are charged with a nearly impossible but monumentally important job and they are wonderful people for taking it on.

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ABBREVIATIONS AND ACRONYMS

CALP	Cognitive Academic Language Proficiency
CLT	Communicative Language Teaching
DoE	Department of Education
ESL	English Second Language
FAL	First Additional Language
FET	Further Education and Training
FFCII	<i>Four Fold Co-operative and Interactive Instructional</i>
HSRC	Human Sciences Research Council
LEP	Limited English Proficiency
LiEP	Language in Education Policy
LoLT	Language of Learning and Teaching
MLAS	Monitoring Learning Achievement Survey
MLE	Multilingual Education
MTE	Mother tongue education
NRS	National Reading Strategy
Pan SALB	Pan South African Language

PIRLS	Progress in International Reading Literacy Study
PISA	Programme International Student Assessment
SA	South Africa
SAPA	South African Press Association
TIMSS-R	Third International Mathematics Science Study-Repeat

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CHAPTER ONE

1. INTRODUCTION

This study sought to explore experiences faced by Grade 4 teachers with regards to the language of learning and teaching in the selected schools in the Maluti District. The main objective of education in any democratic society is to provide each learner with a quality education that enables him or her to become a literate and productive member of society (Republic of South Africa, 1997: 11). However, in South Africa, where the current school population is both multicultural and multilingual, achieving this goal proves to be challenging. Language in Education issues has been the topic of extensive research on language attitudes, broader academic literature and public debate in the media (De Klerk & Bosch, 1993; Kamwangamalu, 2001; De Klerk, 2000a, 2000b; Wolff, 2002; Dalvit, 2004, Aziakpono, 2008). In South Africa, the current policy for speakers of African languages has remained virtually unchanged since 1979. Most African students are expected to learn in their mother tongue up to Grade 3, and in English henceforth (Kamwangamalu, 2001).

1.2 Background of the study

The background of this study outlines the experiences faced by Grade 4 teachers with regards to the language of learning and teaching in schools. The study focused on the language of learning and teaching by learners and teachers, the role of language in teaching, and English as medium of instruction.

1.2.1 The language of learning and teaching by the learners

The issue of medium of instruction has been a growing concern for most researchers. In South Africa, Grade 4 learners in rural and township schools are expected to use the language that is not their mother tongue (English) as a medium of instruction (Thomas & Collier, 1997). According to previous studies, this poses a great challenge in the learner's ability to perform effectively in academics (Bosman, 2000; Roseberry-Mackbin & Brice, 2000; Scheppegegrell, 2004). The extent of these challenges is seen in the descriptions of primary schooling in South Africa as being "in crisis" (Fleisch, 2008; Govender, 2011), referring to the large numbers of learners who have failed in both the international and local systemic assessment of literacy (Makoe & Mickinnery, 2009).

Walters (1996) argues that pupils are not trained in English well enough to use it as a language of learning and teaching before the shift from mother tongue to English as language of learning and teaching takes place. MacDonald (1990) agrees that the shift from the learner's mother tongue to English as a language of learning and teaching happens too early. She notes the discrepancy between the vocabulary of English words pupils have learnt by the end of fourth grade (800) and the one required for fifth grade (5000). Other authors (Szanton, 2005; Holmarsdottir, 2005; Wolf, 2002) argue that low standards and drop-out rates in many rural and township schools might be due, among other things, to the early transition to a language of learning and teaching many students are not familiar with.

The claim that early switch to English as language of learning and teaching does not entail better academic performance is supported by the theory of bilingualism. Sweetnam-Evans (2001) advocates that maintenance or late transitional bilingual education is more likely to lead to academic success across the board than education in a second language forced on

students by the implementation of Educational Policy. Mahlalela-Thusi and Heugh (2002) support this point. These authors note that in the transition between the first phase of Bantu Education (When African languages were used for the first eight years of schooling) and the second phase (When the years of mother tongue instruction were reduced to four), there was a drastic drop in the matriculation pass rate. Since matriculation exams were written in either English or Afrikaans throughout, this seems to support both the claim that prolonged instruction in one's mother tongue offers cognitive advantages implying that bilingual education leads to better performance (Jim Cummins, 2000). Studies have shown that the lack of English proficiency by black students in South Africa affects their academic performance (McLaughlin, 1987).

Desai (2001) points out that learners need to be taught in their mother tongue until the end of the intermediate phase (4-6) in order to have a firmer foundation in new subjects they learn. If this foundation is not there they become stymied for life. According to Lafon (2008), if learners do not have sufficient knowledge of the medium of instruction, they will constantly stumble in their learning, which does not necessarily mean stumbling with regards to concepts or knowledge imparted but regarding linguistic representations and expressions. Learners learning a new language often experience difficulty with academic concepts and terminology because these terms and ideas are more abstract and not as easily understood and experienced as ideas and terms used in social interaction (Le Roux, 1993). Language experts are of the idea that neglected mother tongue education for English as medium of instruction learners is one of the primary causes of poor results, high dropout rates and general level of underachievement in multilingual countries (Webb, 2002; Nel, 2007; Lafon, 2008 & Vandeyar, 2009). The transition from mother tongue to English as medium of instruction causes many problems in the life of black children (Rooyen (1990) cited in Le Roux, 1993). The switch from

mother tongue to English in Grade 4 disrupts the cognitive development of the learners and sets a stage for confusion in the learning process of the learners. These reasons make it very difficult for English second language learners in African schools to acquire the desired competence in English that will enable them to do well in their educational career.

Smit (1996), further observes that language attitudes are some of the challenges of language of learning. Gardner and Lambert (1972) observe that the learners' attitudes towards English (secondary language) affect their ability to learn and master it. They conclude that attitudes enhance the process of second language learning, influencing the learner's behaviour and feelings towards another language, its culture and community. According to Momani (2009), if learners had neutral or positive attitudes toward learning English which affected their performance in reading, Language attitude can hinder or enhance the learning and achievement in that language.

1.2.2 English Second Language teachers

Webb (1996) suggests that the possible reason for low levels of English proficiency is teachers themselves (most of teachers who have been trained under Bantu Education) who are not necessarily proficient in English language. This view is supported by the findings of the Monitoring Learning Achievement (MLA) Survey in 1999 that the employment of under/unqualified teachers, particularly in the Foundation Phase and in rural schools, has been a common practice in South Africa. The survey further reports that the employment of such teachers has had a negative impact on the quality of teaching and has contributed to the poor performance of learners. The sentiment of untrained or poorly trained teachers is echoed by Su (2003) who points out that in such contexts (where teachers are untrained or poorly

trained) the results can be unfortunate for both the teachers and the learners involved. Regrettably, many teachers lack the training, knowledge, tools and time to support these learners (Nel & Theron, 2008).

Teachers do not have the knowledge and skills to support English language learning and to teach literacy across the curriculum (Le Roux, 1993). According to Vandeyar (2009), most teachers completed their initial teacher training in the previously segregated education system with the understanding that they would be teaching in their home language to black learners. They now have to come to terms with teaching in English to learners who are not proficient in the language of instruction. This has a bearing on the quality of the processes and its outcomes, including language learning and application. Hassanna et al, (2006:9) argue that the use of unfamiliar languages forces teachers to use tradition and teacher-centred teaching methods which undermine teachers' efforts to teach and learners' efforts to learn.

Lapp, Flood, Moore and Nichols (2005) explain that English second language teachers speak only English and work on a short term basis (one year or even less) with learners who are learning English. These teachers concentrate on teaching Basic English which the learners need in order to survive in the school and the community. An additional pressure is thus placed on those learners who are not proficient in English as they have to learn the language and at the same time learn the subject content through the medium of English (Lapp et al, 2005).

What compounds the problem is that teachers find it very stressful to teach through the medium of English as an additional language as it prevents the learners from communicating freely. Learners are confused and embarrassed if they are unable to pronounce English words, and become passive and silent for fear of ridicule (Lapp et al, 2005). Fleisch (2008) has

revealed that in South Africa (SA), as in many other countries, teachers are ill equipped with the knowledge, skills and attitude required to meet diverse learning needs in heterogeneous classroom. Holmarscottir, as cited in Fleisch (2008: 109) found that code switching takes place where teachers revert to mother tongue if they are successful in teaching a concepts in English, thus real teaching happens via code switching which is an added burden on the teacher. This results in learners never being equipped with the language knowledge in the language of assessment, which ultimately leads to academic failure.

In South Africa, English is used as a language of instruction as from Grade four in all disadvantaged schools. According to Lemmer (1995:83), a preference for English as the medium of instruction is the result of strong pragmatic incentives because of the socio-economic mobility associated with the language and its traditional place in commerce. However, the majority of these learners battle with English Second Language communication related activities because they are not proficient in English (Schlebusch & Thobedi, 2004:36). The inability of these learners to use English affects their academic performance. What compounds the problem is that most of their educators are also not proficient in English as they use it as a second language. As Lemmer (1995:88) puts it, educators themselves lack the English proficiency necessary for effective teaching. Furthermore, educators are not equipped with principles of language acquisition and thus educators seldom have the knowledge and skills to support English learning and/or to teach literacy skills across the entire curriculum. As a result mastering the language becomes a mammoth task for learners in Maluti schools. Schlebusch and Thobedi (2004:27) are of the opinion that the fact that English is mainly used inside not outside the classroom puts learners in disadvantaged schools at a disadvantage as they do not have time to practice the language at an informal level.

Uys, Van der Walt, Van den berg and Botha (2007) offer the following reasons for teachers being unable to meet the multilingual demands of their learners and their educational needs: teachers are unable to teach their learners academic literacy; they are not aware that they are unable to meet the language needs of their learners; they lack competence in each of the four language skills; they are not familiar with the strategies needed to improve a second language (English) medium of instruction; they lack language proficiency to support learners in acquiring academic literacy and they are not trained to teach through the medium of English.

A great challenge for teachers is that teaching learners coming from multiracial, low-income families are the fact that they do not have adequate knowledge of their learners' world; hence they do not have much in common with their language and culture (Shin, 2008: 61).

1.2.3. The role of language in learning

The initial value of language lies in that it is a medium through which the child communicates with those in their environment. Therefore, it needs to be developed such that it becomes internalized, is used to organise the learner's thinking and assumes an internal mental role (Vygotsky, 1978). In typical primary school classrooms, for example, there are several dialogues going on between learners and educators. This, argues Conteh (2003:4), points to the fact that "learning is strongly socially situated in specific contexts and develops from and within the relationships between teachers and learners whilst suggesting that language-predominantly talk- is an important element of these contexts and relationships". Clarifying the importance of language further, particularly talk, as the primary tool for learning, Conteh (2003:7) states that "not only do children need to learn to talk, they also need to talk to learn and this is true across the whole curriculum".

However, the reality for many African children is that they only come into contact with English at school (Nel & Theron, 2008). As a result, the majority of Grade 4s whose first language (L1) is not English but who use it as a language of learning and teaching struggle to participate meaningfully in the learning process. Clarence-Fincham, (2000) argues that this is due to the fact that such children have a vocabulary of nearly 800 words yet they require much more in order to participate actively in the learning process. In addition, the workload is heavier than in the foundation phase (Grade 1 - Grade 3) and expectations are higher, which challenge their language proficiency in the intermediate phase (Grade 4 – Grade 7) (Nel & Theron, 2008). It is therefore, not surprising that many children who shift from home language to English as language of learning and teaching (LoLT) in Grade 4 tend to perform poorly in the long term than those who continue learning on their mother tongue.

This is due to the fact that children are no longer performing at what Clarence-Fincham (2000) refers to as Basic Interpersonal Communication Skills (BICS) level but are expected to be able to use the language for thinking and learning, to formulate ideas and deal with abstract ideas in order to tackle complex academic tasks or what is referred to as Cognitive Academic Language Proficiency (CALP) (Clarence- Fincham, 2000). All this, undoubtedly, inhibits their participation in the learning process and exacerbates their disadvantages.

Taylor, Muller and Vinjevold (2003), citing Setati (2002) reiterate that English is a foreign language to most people in disadvantaged communities because the opportunities to learn it are inadequate. Naturally, children who are not proficient in the language of learning and teaching would lag behind in mastering conceptual knowledge; a backwardness that is aggravated where the child's L1 "does not coincide with the language of the school" (Taylor et al, 2003: 71). Du Plessis and Low (2008) provide some clarity on the matter , explaining that

developing the proficiency to understand academic concepts in the language of learning and teaching and achieving at school takes between five and seven years. This means that learners would benefit from learning in their home language or, in instances where they opt for a different language of learning and teaching, that schools support them by increasing exposure to the language of learning and teaching to help them develop appropriate proficiency levels in academic concepts. Since language is such a critical resource in learning, changing to a foreign language in Grade 4 must surely have serious implications for classroom interactions and the learning process as a whole.

1.2.4. English as a medium of instruction

Foreign language(s) as language(s) of instruction, on the other hand, seem to be barrier(s) to children's learning. Many scholars have found that learning in English prevents learners' easy accessing of knowledge (Brock-Utne, 2004; Senkoro, 2004; & Mwinsheikhe, 2003). The observations by scholars mentioned above were made in Tanzania where English is supposed to be the medium of instruction in primary schools. Mwinsheikhe (2000), particularly observed that English was not only a barrier to learning in general, but also a barrier to conceptualizing language knowledge.

Learners learn meaningfully through the language they know well, which is usually their mother tongue. That is, the learners' mother tongue is a vehicle of knowledge construction. Brock-Utne (2004) refers to English used as a medium of instruction as a language of "destruction" (instead of construction) because it blocks the learners' potential in attaining the intended outcomes of learning process. In support of the notion of "knowledge destruction" suggested by Brock-Utne (2004), Senkoro (2004) "writes thus: it is next to impossible for one

to inherit a philosophical and moral construction of the world, and to be empowered so that one can form and manipulate concepts if all these are delivered through a medium that one has not fully grasped and does not fully understand. For, indeed, one can only define the world through a language most clear to oneself".

The use of a foreign language (English) in education has implications not for learning only, but also for teaching as well. As mentioned earlier, it appears that some African teachers who are supposed to teach in a foreign language such as English have limited proficiency in such languages. Research studies show that due to limited proficiency in English, some teachers resort to coping strategies such as code-switching and direct translation (Mwinsheikhe, 2003; Brock-Utne, 2004; Vuzo, 2005; & Holmarsdottir, 2005). Holmarsdottir's (2005) study focuses on three South African schools in Western Cape townships where the majority of learners and teachers are mother tongue speakers of isiXhosa. The other three studies reflect teachers' practices in Tanzania where Kiswahili is widely used as a national language by teachers and learners (Mwinsheikhe, 2003; Brock-Utne, 2004; Vuzo, 2005). What all these studies imply is that it was not only learners who experienced difficulties in learning through English, but teachers also found it difficult to teach through the medium of English. The question that remains is: to what extent is teaching and learning effective in cases where both the teachers and learners struggle to communicate through the language of instruction (English)?

Lemmer (1996: 330) also mentions the teachers' limited proficiency in English for effective teaching in South African blacks in particular. This kind of handicap is attributed to the fact that teacher training does not empower (African) teachers with principles of language acquisition. As a result, teachers often lack the ability to support English language learning or to teach literacy skills across the curriculum (Lemmer, 1996).

It is, however, imperative to acknowledge that teachers and learners can also experience problems in science while using a common language, that is, a language which is the mother tongue of both teacher and the learner. For instance, English L1 speakers can encounter problems in communicating science knowledge to English L1 learners depending on the concepts being taught, the teacher's and learners' level of understanding of the concepts, or how complex the concepts or vocabulary are, and the context in which the concepts are used. By implication, communication breakdowns are not necessarily due to a mismatch between learners' or teacher's home language and the language of instruction, but may arise from other factors such as unfamiliar vocabulary or concepts used, or as a result of dialectal variation.

In the context of this research, English appears to be a barrier to teaching and learning. Therefore, for effective teaching and learning, it is imperative that teachers should be empowered with appropriate skills to teach in the learners' mother tongue, as well as in English. This calls for change and reflection in teaching style, with an underpinning knowledge of approaches that can promote scientific literacy.

1.3. Statement of the research problem

In South Africa (SA), there has been a general outcry about the poor performance of all learners at all levels which are associated with literacy or language learning at the intermediate phase (Block 2000). According to Adeyemi (2004), most language learning problems manifesting at the later stages of education have their roots in primary education practices. Literature has shown that among the contributing factors to quality education at the primary level is the language that is used as medium of instruction (Ball 2011; Heugh et al.

2007; Prinsloo 2007; Murray 2007; Sussan 2007; and Benson 2005). Murray (2007), states that the question of language of teaching and learning in African countries has become crucial in research and discussion at many levels.

The Foundation Phase, as the beginning of a child's school life does not have many challenges in terms of learning as learners use their mother tongue. When learners progress to Grade 4, the teaching and learning process seems to be far beyond their expectations; which becomes evident in their display of confusion both socially and academically. I have discovered that in Grade 4, most children become more reserved and less expressive in class which is demonstrated by reluctance in participating in classroom activities. Learners also seem to lack confidence in different learning areas. Significantly, Grade 4 learners refrain from asking and answering questions during the lessons due to difficulty in speaking English. It has been reported by some of the Grade 4 teachers that some learners request permission to answer questions in their home language and when their request is declined; they then refrain from engaging in classroom conversations. Learners in turn show lack of enthusiasm in participating which affects the concept of collaboration and working together between teacher and learners. Failure to complete homework for most learners shows the inability to clearly receive instruction from the educator.

Learners do not understand lessons prepared in English as medium of instruction. Teachers are complaining that they are forced to translate lessons from English to Sesotho. Learners do not use the language which they are most familiar with (usually home language) when they enter Grade 4; this leaves them disadvantaged and unlikely to perform to the best of their ability (Viljoen and Molefe, 2001).

The problem of English as a language of learning in turn affects Annual National Assessment results (ANA) in the whole Maluti District (Department of Basic Education, 2013).

The summary table below shows the average national percentages that learners achieved in First additional Language (English).

Table for ANA results at national level for First Additional Language in 2012, 2013 and 2014

GRADE	FIRST ADDITIONAL LANGUAGE 2012	FIRST ADDITIONAL LANGUAGE 2013	FIRST ADDITIONAL LANGUAGE 2014
4	34	37	41
5	30	37	47
6	36	46	45
9	35	33	34

The table above shows that in South Africa as a whole there is a problem of first additional language in schools. Grade 4 Learners are not performing well across all the provinces when they use English as medium of instruction. In 2014 the national achievement of Grade 4 is 41 %. In Maluti District where the researcher has been to conduct this study, in 2014 academic year Maluti District did not perform well. Maluti District managed to achieve with 27.3 % in First Additional Language (FAL) of which it is not the expected in Annual National Assessment results (Department of Basic Education, 2014). The minimum requirement average is 50 %.

1.4. Research questions

In order to address the research problem, the following research questions will have to be answered:

- (a) What are the experiences faced by Grade 4 teachers with regards to language of learning and teaching?
- (b) How do these experiences impinge on the learning of Grade 4 learners?
- (c) What are the teachers' perceptions of the use of English as a language of learning and teaching?
- (d) To what extent do the teachers' perceptions of English as the language of learning and teaching impinge on the success of the Grade 4 learners?

1.5. The aims and objectives of the study

The following are the objectives of this study:

- (a) To analyze the experiences faced by Grade 4 teachers in using English as language of learning and teaching;
- (b) To determine how these experiences impinge on teaching and learning in Grade 4.
- (c) To assess the perceptions of teachers towards English as a language of teaching and learning;
- (d) To determine whether the teachers' perception of English as the language of learning and teaching impinges on the success of the Grade 4 learners.

1.6. Significance of the study

The significance of the current study lies in its endeavor to generate information on the experiences of Grade 4 teachers with regards to language of learning and teaching. The findings of the study therefore, are expected to address the challenges that the primary school learners and teachers might be facing in explaining concepts across all subjects in a language (English) that is not familiar to them.

In light of the above, it is evident that the current study may contribute greatly in enhancing the knowledge that already exists about challenges of English as a medium of instruction in South African schools. It is likely to eradicate ignorance on this subject thus, challenging any form of misconceptions that may be existing in the world of teaching and learning. One of the misconceptions that exist in the world of teaching and learning may be the fact that lacking ambition either by a teacher or learner is the only factor that may subject a child to possible failure. This study should therefore eradicate such misconceptions and enlighten society about another possible factor that may contribute towards the process of teaching and learning becoming a struggle which is the use of a language foreign to learners as medium of instruction.

This study also seeks to contribute to the already existing knowledge about teaching and learning by exposing readers to the depth of the issue of English as a medium of instruction in classrooms. This means that in order for the real issue to be understood, readers have to be placed in a position to see the world of learning and teaching in the teachers and learners' eyes. This thesis therefore aims to serve as a path to taking readers upon a journey of understanding the real issues caused by the use of English as a medium of instruction in a deeper level. Events that occur in the classroom when English is used as the main language

are likely to transpire through this current study therefore possibly compelling policy makers and curriculum designers in the Department of Basic Education to seek a solution that will be beneficial to all South African learners in terms of the language of learning and teaching so that learners might equally accumulate required knowledge in their schooling years.

Furthermore, the information generated might help the teachers, policy makers and curriculum designers in the Department of Basic Education to recommend the use of a mother tongue as a language of learning and teaching in the Intermediate phase.

1.8 Ethical consideration

Ethics refers to doing what is right when conducting a study that involves human beings; therefore, it becomes essential that the researcher takes ethical issues into consideration (Leedy & Omrod 2004:10). The purpose of this consideration is to ensure participants safety, protect their privacy and respect their dignity. For this study, the researcher obtained and completed ethical clearance forms from the University of Fort Hare before proceeding with the study. The researcher requested the Department of Education to allow research to be conducted in the seven selected schools in Maluti District. Each individual school was approached to seek permission from the school authorities to conduct the research. Furthermore, the researcher gave learners informed consent forms to be signed by their parents or guardians. Since Grade 4 learners are minors and still under the guidance of their parents, informed consent letters were sent to their parents explaining the purpose of the study and requesting permission for their children to be participate in the study. The request letter was written in both English and Sesotho with assistance from a Sesotho speaking colleague who translated it into Sesotho. The researcher gave the English copies to the

teacher and the Sesotho copies were given to each learner so that they could take them to their parents. The research requested the parents to read, sign and return the letters as an indication that they had agreed that their children be part of the research. All the informed consent letters sent to parents were signed and returned for filing and archiving. All the research participants were made to understand that the research was a voluntary activity and that they were free to withdraw at any phase of the research exercise should they deem it necessary.

1.8. Definition of terms

1.8.1 Experiences

Experiences can be described as the apprehension of an object, thought or emotion through the senses or mind. Experiences involve active participation in events or activities, leading to the accumulation of knowledge or skills (Free Online Dictionary 2012). The Free Online Dictionary (2012) further defines experience as the ability to gain some knowledge over a period of time and becoming grounded in such knowledge particularly relating to a specific profession within the society.

In addition, experience can be defined as a person's active involvement in cultural activities and other social interactions that may occur (Hedges, 2007). Wells (1999) describes experience as the fundamental source of the meaning and representations upon which the required knowledge is built.

1.8.2 Teacher/educator

An educator is one who educates, takes the responsibility of leading the learner into adulthood and one who is concerned with the learner in totality and not simply in learning a specific subject (Van Den Aardweg, 1999). The South African Schools Act 84 of 1996 defines 'educator' as "any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at school". For the purpose of the study the term educator refers to intermediate phase teachers at English medium primary schools.

1.8.3 Learning

Ormrod (1999) defines learning from two perspectives, that is, from the behaviourist and cognitive angles. He defines learning from the behaviourist angle as a relatively permanent change in behaviour due to experience. This refers to a change in behaviour that is; an external change can be observed. From the cognitive angle, Ormrod (1999) defines learning as a relatively permanent change in mental associations due to experience. This refers to an internal change in behaviour that cannot be seen or observed. Learning is regarded to have taken place when some permanent change occurs.

1.8.4 Teaching

It is the process or art of imparting knowledge and skills. It is something that is taught: the ideas and beliefs that are taught by a person. Teaching is an interactive process, primarily

involving classroom talk or discussion which takes place between teacher and learners and occurs during certain definable activity.

1.8.5 English as Second Language

When focusing on the context where second language acquisition takes place, it is important to consider that the target language can be either a second language or a foreign language. Cenoz and Gorter (2008) define a second language as “a language other than the mother tongue (primary/ home language) learned in an environment in which that language is the dominant language or where the language is an international language of commerce and industry”. In contrast, a foreign language “is a language that is learned in an instructional environment or during a temporary sojourn abroad as part of general education or professional purposes”. Cenoz and Gorter (2008: 270-271) emphasise that the role of English is special and it can be regarded as second language rather than a foreign language in many contexts.

Mahabeer (2003: 14) maintains that a second language refers to “another language used by people who are proficient in their mother tongue (primary or home language). For the purpose of this research, English Second Language (ESL) refers to English that is learnt as a second language by learners whose primary language is Sesotho.

1.8.6 Additional language

It is language that a person learns in addition to, or after his or her first language (s).

An additional language is also known as a second language or L2 but these two letters are not preferred because they give a misleading impression that individuals can only speak a maximum of two languages.

1.8.7 Medium of instruction

A medium of instruction is a channel through which teaching and learning takes place. The free online dictionary (2012) defines medium of instruction as a language used in teaching which may or may not be the official language of the country. The language policy in Education (South African schools Act of no 84) states that the language of instruction in the lower classes of primary education (Foundation Phase) should be the mother tongue or the language of the immediate environment.

1.9. Structure of the thesis

Chapter One includes the introduction of the study; the background of the study; a discussion of the statement of the problem; the main research question and subsidiary questions; the aims and objectives of the study; the significance of the study; the theoretical framework; and definition of the concepts.

Chapter Two provides an in-depth study of the review of literature.

Chapter Three focuses on the theoretical framework of the study.

Chapter Four focuses on the discussion of the research design; this is followed by the account of the data collection instruments used to attain objectives.

Chapter Five presents data.

Chapter Six discusses where this analysis of the data has revealed, how it may be interpreted and the recommendations that should be implemented to improve learners' performance in the intermediate phase.

Chapter Seven includes the summary of the findings, the recommendation of the study; and the conclusion of the study.

1.10 SUMMARY

This chapter contains the introduction of the study. It deals with the experiences faced by Grade 4 teachers with regards to the language of learning and teaching in the selected schools in Maluti District.

The background of the study outlines the researcher's observation with regards to the teachers' experiences in using English as a medium of instruction among the Grade 4 learners. It also outlines the implication of teachers' experiences related to English as a language of learning and teaching in the selected schools and the researcher relates these implications to others studies.

The statement of the problem highlights the experiences faced by Grade 4 teachers and learners in using English as a language of learning and teaching.

The significance of the study discusses the relevance of the study to policy makers, Department of education, teachers and learners. In clarification of concepts, the researcher defines key terms.

CHAPTER: TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In this chapter the researcher presents a review of literature relevant to the nature of the research problem and what previous scholars have established on the topic. This chapter provides information and research literature related to the present study. It deals with the review of literature related to exploring the experiences faced by Grade 4 teachers with regards to language of learning and teaching in schools. The review of related literature is divided into the following main parts: The Language Policy in Education; the experiences faced by Grade 4 teachers with regards to language of learning and teaching; teachers' perceptions of the use of English as a language of learning and teaching; how teachers' experiences impinge on learning of Grade 4 learners; and the teachers' perception of English as the language of learning and teaching and its impact on success of the Grade 4 learners.

2.2 Language-in-Education

The South African Constitution (RSA, 1996a: art) and the South African schools Act (RSA, 1996b: art. 6) acknowledge the right of all learners to receive education in the official language or language of their choice in public educational institutions where this is reasonably practicable. In accordance with the constitution and the Schools Act, the Department of Education's Language-in-Education policy (DoE), 1997: 1-2) and the working groups on values in education (James, 2000:8-10) aim to promote multilingualism and the development of the official language and to pursue the language policy most supportive of general conceptual

growth amongst learners. According to research findings (Kotze, 2000: 1-5; Smuts, 2000: 1-5; Vermulen, 2000: 265; Von Gruenenwaldt, 1999: 205; Srinjeive, 1999: 130; De Woyy, Lessing & Dicker, 1998: 119) the home language is the most appropriate medium of imparting the skills of reading and writing, particularly in the initial years of schooling. In a research project that was undertaken by the Pan Language African Board (PANSALB) (Die Burger, 12 September 2000:9), 90% of the participants indicated that they were in favour of home language education. Despite the afore-mentioned research findings and the support for home language as language of learning and teaching (LoLT), the majority of South Africans opted for English and not their home languages as language of learning and teaching after the first four years of schooling (NEPI, 1992: 13; Webb, 1999: 69-70).

Research findings (James, 2000:8-9; Kotze, 2000: 1-5; Smuts, 2000: 1-5; Vermeulen, 2000: 265; Desai, cited by Visser, 2000: 11; Von Gruenewaldt, 1999: 205; Sarinjeive, 1999:130; and De Witt et al., 1998: 119) indicate that it is important that children learn in their home language up to cognitive academic language proficiency (CALP) level and then the child may transfer to the second language (English). Learners are, therefore, more successful in acquiring second language literacy if they have already mastered strategies for communicating in their home language. Learning and changing over to second language is a traumatic experience; it takes a learner up to seven years to acquire adequate skills in a second language (De Witt et al., 1998; Nkosi, 1997:2). This may significantly delay, sometimes permanently, learner's academic development (De Witt et al., 1998: 119; 122). Free State educators contend that black learners' lack of proficiency in English was the most important reason for the high failure rate of Grade 12 learners in the province during 1999 (Smith, 1992:2).

Cummins (1984) argues that learners need English cognitive and language proficiency (CALP) to be well developed in order to cope with the curriculum in school. According to Cummins (1984), once cognitive academic language proficiency (CALP) is acquired in one language, it could be transferred to any other language. It stands to reason, therefore, that CALP acquired in African languages can be transferred to classes where English is the language of learning and teaching. Hakuta in Tshotsho (2007) supports this view that skills acquired in the mother tongue could be transferred to English. This, however, remains to be seen as black learners are taught in a mixture of English and an African language in black community schools (Banda, 2003).

2.2. 1. The background of the language policy in South Africa

The language in Education Policy emphasises a change in the medium of instruction on the account of promoting African Indigenous languages; hence, it recommends that the mother tongue should be used as a medium of instruction during early learning. This change makes the home culture visible; it brings the home and the school closer together; it facilitates communication and participation in the classroom; and it allows learners to talk about their prior knowledge and experiences (Corson, 1999).

The Language in Education Policy (1953) regarding the African population under apartheid promoted the notion of divide and rule strategy (Kashula & Anthinissen, 1995: 98; Bennet, 1995: 7) where every ethnic group was educated in their own mother tongue (Kamwangamalu, 2000: 124). For example English mother tongue speakers had to be educated in English medium schools, Afrikaans mother tongue speakers had to go to Afrikaans medium schools and mother tongue speakers of indigenous languages had to be educated in

their respective language medium schools. Heugh (1995: 42) confirms that mother tongue education during the apartheid era was applied to further the political interests of division among all communities.

The Bantu Education Act (Act 47 of 1953) was introduced on the account of promoting segregation in Education (Henrad, 2002: 20) and that was facilitated through the achievement of two main objectives. Firstly, it was meant to ensure the equal use of English and Afrikaans as media of learning and teaching in black schools. This encouraged bilingualism in South Africa in favour of English and Afrikaans at the expense of the indigenous languages. Secondly, it was intended to extend mother tongue education in black African schools from fourth through eighth grades and this further promoted the philosophy of divide and rule as mentioned earlier in this section (Henrad, 2002: 124). Prah (1995: 68) argues that the reason behind the extension of mother tongue education through the eighth grade was meant to hamper black African learners' proficiency in the official languages (English and Afrikaans) so that they may have limited access to securing better jobs (Desai & Taylor, 1997:169). In addition, African learners were not supposed to match the academic achievements of English and Afrikaans speakers (Heugh, 1995b:329) and this was facilitated on the account of protecting white learners from the threat of African competition (RESA, 1998:6). Therefore, they were required to learn through three languages: Afrikaans, English and the mother tongue while white African learners received education through English or Afrikaans (Kamwangamalu, 2000:126). This made black African learners resist education through the mother tongue because they associated it with inferiority (Nomvete, 1994:11) and they also disliked learning Afrikaans as a subject since they regarded it as a symbol of oppression (Kamwangamalu, 2000: 126). The 1976 Soweto uprising heralded the rejection of Bantu Education, which marked the end of Afrikaans as a language of learning and teaching in black

African schools. The use of the mother tongue instruction was reduced to 6 and later to 4 years, followed by a sudden switch to English medium (Heugh, 2000:42).

The result of the 1976 uprising according to Heugh (1995b:330), boosted the status of English over Afrikaans and the African indigenous languages. Since the end of 1976 uprising, English has been the language of instruction in black high schools (Cluver & de, 1992:104) and Afrikaans was offered as a subject throughout black African schooling. This led to the limited command of the medium of instruction in black African schools and it continues to "demonstrate a drastic decline in matriculation pass rates for black African learners" (Heugh, 2000: 24-25). Lolwana (2004:47) echoes a similar view when she says: "proficiency in the medium of instruction is the largest single factor affecting learner performance at school".

At the end of the apartheid era in 1994, the new government of South Africa transformed its language policy to promote the development and use of languages within the society by officially recognising 11 languages (English and Afrikaans as well as Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa, and isiZulu). By adopting the position of balancing the status of 11 languages, South Africa acted in line with the 1986 "Organisation of African Unity" (OAU) Language Plan of Action for Africa which induced member states to recognise all languages within their boundaries (Kashioki, 1993:13). Thus, it is recommended in the South African Constitution (Act 108 of 1996) that everyone has the right to use the language of his or her choice and. This is subject to the provision of the equality of status and "parity of Esteem" to all the 11 official language South Africa (Alexander, 2003:16). However, the right to choose language(s) of one's choice does not apply to the nine official languages (indigenous African languages), but to English in

opposition to Afrikaans. Hence, it is equal to drawing on the apartheid discourse that denied speakers of African languages.

2.2.2 The first language debate and language policy in South Africa

The aims of Language policy were to redress what was implemented by apartheid in South Africa where English and Afrikaans were afforded a higher status than the African languages. Before the advent of democracy English and Afrikaans enjoyed the status of being the official languages of South Africa. Learners whose first languages were English and Afrikaans were always privileged. It cannot be disputed that the majority of South Africans speak an African language as a first language. There are about 22% speakers of isiZulu and 18% speakers of IsiXhosa, while 16% constitutes the speakers of Afrikaans and less than 10% comprise the speakers of English as their first language. The remainder of the population speaks other indigenous languages (National Department of Education, 1992). After the dawn of democracy in 1994 eleven languages were declared as official languages and were given the same status. This was done in order to promote African languages which were neglected in the past. This afforded provinces a free choice to declare official language/languages at regional level from the eleven official languages (Barkhuizen & Gough, 1996). Section 31 of the Bill of Rights established the notion of languages as a fundamental right. The following is stated under Section 31 of the Bill of Rights.

- i. Every person shall have the right to use the language of his/her choice.
- ii. No person shall be discriminated against on the grounds of language.

- iii. Every person has the right to insist that the state communicates with him/her at national level in the official language of his/her choice (Senate sub-committee on languages in the National Department of Education, 1997).

The vision of the South African government in promoting eleven languages could be seen as improbable and insincere. The South African government has not provided the necessary human and physical resources required to promote multilingualism. Realistically speaking, English and Afrikaans still enjoy a higher status than other languages. De Klerk (2002) argues that the official recognition of English as the language used in both government and business spheres confirms the power and worth attached to it as a lingua franca (language that is used among people who speak various different languages) in both these spheres. At present 80% of the South African population choose English as the language of learning and teaching (De Klerk, 2002). English as the language of choice by the majority of learners seems to entrench unequal opportunities in learning and teaching which invariably undermines the success of bilingualism (National Department of Education, 1998a).

In 1992, the National Education Policy (National Department of Education, 1992) in South Africa introduced a model where English was phased-in within specific subjects over a period of years. Learners were expected to undergo intensive learning at the beginning in their home language and the second language was to be introduced in Grades Four or Five. The reason behind this is that most cognitive demanding skills be taught in the home language of a learner for a longer period of time so as to enable learners to benefit from the support of their mother tongue. Learners could only change to the second language when they have acquired necessary language and cognitive skills required for learning another language. Research suggests that this is not the case as parents demand the use of English and educators

continue to teach in the manner explained above. In school, significant numbers of African children are not taught in their mother tongue. Instead, educators code switch to make learners understand the content which is written in English (Mc Donald, 1990; Meyer, 1997).

Some schools in the Western Cape prefer to offer a foreign language instead of one of the indigenous languages (Banda, 2004). The post-1994 language policy supports the democratisation of South Africa (Bhengu, 1996). It aims at redressing the past linguistic imbalances and thus encourages multilingualism. Its eventual aim is to avoid the continuation of the dominance of English and Afrikaans while ensuring linguistic freedom of choice. Multilingualism is seen as challenging English as the language of power (African National Congress, 1992). The introduction of the policy promoting all eleven languages implies that English as a language should no longer enjoy any special privileges (Botha, 1994). Tshotsho (2007) argues that there is little doubt that using English as a language of learning and teaching often denies access to better education for black rural learners while it simultaneously maintains the privileged status of English. Therefore, it is for this reason that the South African Language Policy addresses the issues of status, access, equity and empowerment, based on the following principles:

- i. The right of the individual to choose which language or languages to study and use as language of learning (Medium of instruction).
- ii. The right of the individual to develop linguistic skills, in the language or languages of his/her choice, which are necessary for full participation in national, provincial and local life.
- iii. The necessity to promote and develop South African languages that were previously disadvantaged and neglected (African National Congress, 1994:124-134).

The goals of the language policy in South Africa are as follows:

- i. To promote national unity
- ii. To entrench democracy (this includes the protection of language rights).
- iii. To promote multilingualism.
- iv. To promote respect for the tolerance towards linguistic and cultural diversity.
- v. To further the elaboration and modernisation of African Languages.
- vi. To promote national and economic development (Department of Arts, Culture, Science and Technology as cited by Tshotsho, 2007).

It is obvious that the South African Language Policy outlines a framework for the implementation of the Language-in-Education Policy (LiEP), which promotes multilingualism (Language-in-Education Policy, 1997). According to Tshotsho (2007), this policy has two goals, to encourage the teaching of African languages at all levels of Education and parents' right to choose which language is to be used as the language of learning and teaching. Meyer's (1997) study clearly shows that any decision affecting the language-in-Education Policy needs to be rooted to related issues on the ground. The importance of decisions pertaining to language policy to be taken at both local and regional levels must be emphasized; hence the appointment of staff by the Pan South African Language Board (PanSALB) at regional level to attend to all the language needs that the provinces may have. The question though is whether the policy is aimed at promoting individual multilingualism or societal multilingualism. This could be seen as an attempt by government to use Education as a tool to drive and achieve its multilingual goals. In 1995, the Minister of Arts, Culture, Science and Technology, established the Language Plan Task Group (LANGTAG) to advise him on the development of a

comprehensive language plan. In accordance with the Group's recommendations, the Language-in- Education Policy should:

- i. Encourage the educational use of African languages at all levels of education.
- ii. Allow people to choose which language or languages are used as languages of learning and which languages are to be studied (Meyer, 1997:126).

For more than a decade, very little has been achieved on both objectives, and despite the minister's intervention to promote bilingualism in education, this policy continues to pay lip-service and serves as a symbolic gesture as South Africa continues unabatedly to entrench English as a language of business, commerce, industry and government at the expenses of African languages. Elected Members of Parliament continue to use English in Parliament when deliberating on issues that affect the country and most documents in Government are accessible only in English. Given the above scenario, many a researcher is convinced that it is unacceptable to insist on introducing African languages as languages of learning and teaching (Tshotsho, 2007).

Rex (1989) and Banda (2004) argue that although the National Department of Education promotes both bilingualism and multilingualism, it has not done much to develop programmes as well as learning and teaching materials to develop African languages. For all languages taught and learnt at schools, there needs to be a revision, if not an overhaul (Makoni, 1993). In order for the policy to function well, the following questions have to be put to test:

- i. Will language teaching maintain L1-L2 distinction?
- ii. Will testing maintain higher, standard and lower grades distinction?
- iii. How many languages will learners be required to study as a subject?

- iv. Will there be specific language requirements for admission to tertiary education institutions?
- v. Will learners be allowed to answer examination questions or other school subjects in the language of their choice as suggested by the ANC (1992)? (Barkhuizen & Gough, 1996)

Naledi Pandor, the former Minister of Education, in her budget speech of May 2005, addressed some of the questions above, where she stated that English would no longer be a compulsory subject and learners were free to choose any two languages in order to obtain a certificate in the Further Education and Training (FET) Band (Pandor, 2005). This is not feasible in the sense that black parents want their children to be taught in English as it is the language that is used in the market and for globalisation (Tshotsho, 2007). The former Chief Executive Officer of the Pan South African Language Board (Pan SALB), does not agree with this thinking by parents as she argues that parents of English second language speakers want their children to learn English to the detriment of their own culture (Marivate, 2005). She goes on to mention that 78% of black South Africans did not have the functional 'Know-how' of English (Tshotsho, 2007). However, Banda (2004), argues that 'culture sacrifice' is the risk most parents are willing to take as there is a lack of viable language of learning and teaching. African language speakers, out of desperation, want to learn English for instrumental purposes so as to access education, housing and health services. Therefore, it is imperative for the Government to balance between what black South African people perceive as good Education for their children, and the promotion of cultural heritage. Tshotsho (2007), argues that the Government should devise a strategy to promote and develop all South African languages in all aspects of language and not only promote the spoken language, to the detriment of writing in any language.

It has to be reiterated that one of the stumbling blocks to the successful implementation of the Language Policy is the lack of resources and funding. A well-formulated plan of action needs to be devised in order to realise the development of African languages. Having nine languages centres to develop African languages, makes the whole process diffuse and uncoordinated, and difficult to synergise the development among African languages (Marivate, 2005).

2.2.3 The intentions and goals of language policy

The Language-in-Education Policy (Act 27 of 1997) aims to promote multilingualism and language rights in South Africa (Kamwangamalu 2000:127). This led to the adoption of mother tongue as the medium of instruction from Grade 1 to 3. The ability to learn another language is enhanced through mother tongue proficiency. Hence, the Language-in-Education Policy (Act 27 of 1996) was formulated basically to promote and develop all official languages by establishing additive multilingualism as an approach to language in education and also support the teaching and learning of all other languages as explained in paragraph 5 of the South African Constitution (Act 108 of 1996). The significance of additive multilingualism is that it consciously and deliberately alludes to the official recognition of multilingualism as a feature of South African society, enacted by the declaration of eleven official languages in the constitution. In particular, multilingualism celebrates nine indigenous languages (and by implication their speakers or users) as national resources.

The current Minister of Basic Education, Angie Motshekga (2010) announced that: The language chosen by the learner as a language of learning and teaching shall be taught as a subject or as a first additional language, from Grade 1 to 3 whilst teaching of English would

therefore occur alongside the mother tongue instruction for those learners who choose English as the language of learning and teaching. English will subsequently not replace home language in the early grades.

Following this line of thinking, it is clear that the mother tongue should be adopted as the language of learning and teaching from Grade 1 to 3 whilst teaching English as a subject. This is an attempt to address the overall high failure rate experienced by black African learners in South Africa. Another reason for this adoption is based on encouraging learners to be competent in both languages. Basically, it has already been demonstrated in research conducted internationally (cited by Geneese, Paradis & Crago, 2004:168) as well as in South Africa (Heugh, 2000; Macdonald, 1990) that learners are able to develop academic language proficiency more effectively in their own language and alternatively, in multilingual education. In addition, the Department of Education (2002: 5) states that learners or their parents have the right to inform the school of language(s) they wish to be taught in when applying for admission. Bearing in mind that South Africa is a multilingual society, in order for the language policy to be implemented successfully; a provision is available to cater for learners whose home language is not offered in the school where they are seeking admission, but, that will be determined by the availability of resources to meet such demands.

OECD (PISA) suggests that “students and schools will perform better in a climate of high expectations, the readiness to invest effort, the enjoyment of learning, good teacher-student relations, access to best practice, quality professional development,...” (Scheicher 2006).

In order to be able to achieve, a school must have willingness, the possibility, the capacity and the ability to develop a school policy.

2.2.4 English as a language of learning and teaching at school

According to Chick (1992) English, to a large extent, has escaped the antagonism that was directed towards the ex-colonial language as most language education policy proposals envisaged a central place for English. Heugh (1990), states that the primary goal of the bilingualism proposed by National Language Project is that English and one dominant regional language will be used for teaching. According to Harshorne (1997), official statistics showed that by 1978, 96 % all black pupils were taught through the medium of English from Grade 7.

Mkabela and Luthuli (1997) declare that even in the new South Africa, African languages appear to be gradually ceding importance to the English language. This prompted the government to adopt a language policy which recognises eleven official languages in the Constitution of South Africa (Act 108 of 1996) Chapter One, Section 6. However, African people have become sensitive about ethnicity and they feel that the enhancement of the eleven official languages will promote ethnicity, while English will promote unity.

Motivated by the declaration made by Mkabela and Luthuli (1997), that even in the new South Africa, African languages appear to be gradually ceding importance to the English language, the researcher took the initiative of finding out whether other languages which form part of South Africa's eleven official languages enjoy the same/equal recognition as English in Maluti District schools. This was done in an attempt to discover whether English was still considered a prominent language in the South African Education System or whether it was still the language of dominance in Black schools. If so, then how did the lack of recognition of ethnic languages impact on teachers as well as learners and what impact did the use of English as the language of teaching and learning have in a classroom environment. The researcher also sought to determine the impact of the use of English as the language of teaching through

establishing whether English as a medium of instruction made failure by Black school learners eminent.

As Chick (1992), indicated that English, to a large extent, has escaped the antagonism that was directed towards the ex-colonial language, the researcher sought to establish whether that is still the case even in today's education system. The views of teachers, parents and learners concerning English as a language of teaching and learning reveals whether English still enjoys superiority among other languages as one of South Africa's official languages; or the Education system is no longer antagonistic towards ethnic languages which puts them at the same level as English. The findings and conclusions from the research following the above previously conducted researches provides more insight on the experiences of teachers when using English as language of teaching and learning in Black South African schools as well as the experiences of learners when learning in English.

From the research findings of the President's Education Initiative, cited in Taylor & Vinjevold (1999: 213), many teachers and parents uniformly endorse the use of English as the medium of instruction. This is so because they consider English as a means of gaining access to mainstream national and global society. For De Klerk and Bosch (1998: 43-45), a world-wide study shows a steady shift in language allegiance in favour of English, and in some cases the mother tongue has been abandoned for English. Duncan (1993: 5) observes that research shows schools which introduced pupils to literacy in English out performed pupils who opted for mother tongue literacy instruction in reading levels. Met (1988), contends that studies of second language acquisition in childhood (both in a natural and school setting) have shown that cognition is enhanced as children acquire an additional language.

The researchers above, namely (Taylor & Vinjevold (1999: 213, De Klerk and Bosch 1998: 43-45), share the same sentiments concerning what could be one of the influences on forces behind the continuity of dominance of English language as medium of instruction in schools, which according to them is an endorsement of the use of English as medium of instruction by teachers and parents which in turn poses a threat to the mother tongue in favour of English. This motivated the researcher to look into these claims by interviewing the subjects concerned who are "Teachers and parents" about their personal preference of a language that should be used as the language of learning and teaching as the main focus of this study is to explore the experiences of teachers when using English as the medium of instruction. It was important for the researcher to find out whether it was possible that sometimes teachers themselves preferred using English as the medium of instruction in classrooms. The researcher also looked into the language of learning and teaching preference by significant others to understand whether parents could be the other forces behind the continuity of English as it enjoyed dominance in black schools.

However, the use of a foreign language such as English for learning and teaching at the early age of the child's development poses some challenges. Heugh (1990: 31) states that despite the predictions that many black parents opted for the straight-for-English model of education; twice as many schools favoured the gradual-transfer-to English model in 1992. The Project for the study of Alternative Education in South Africa (PRAESA) report in (Taylor & Vinjevold 1999: 214) indicates that the increasing use of English as a language of learning and teaching in the foundation phase at the expense of the learners' primary language, negatively affects the learning and teaching in many township and rural schools. De Klerk (1995:51) is of the opinion that "the fallacy that proficient competence in English can only be achieved if it is used as a language of learning and teaching is part of the colonial legacy of South Africa". De Klerk

(1999: 223) further states that submerging children in an English school or placing their first language with English has never worked anywhere in helping children to perform.

Contrary to Taylor & Vinjevold (1999: 213), as well as De Klerk and Bosch's (1998: 43-45) claims that parents endorse the use of English as a medium of instruction, Heugh (1990: 31) states that despite the predictions that many black parents opted for the straight-for-English model of education; twice as many schools favoured the gradual-transfer-to English model in 1992. The collision of views by former researchers raises the researcher's enthusiasm to discover whether the school favours the transfer to English despite the parents' preference of the language of instruction.

The researcher in this study makes it a point to pay attention to the effects of the use of English as medium of instruction on the learners academic performance following Taylor & Vinjevold's (1999: 214) indication that the increasing use of English as a language of learning and teaching in the Foundation Phase at the expense of the learners' primary language, negatively affects learning and teaching in many township and rural schools. The discovery of the level of academic performance of the learners gave the researcher a concrete conclusion as to whether English as a medium of instruction posed a challenge in the learners academic performance or whether it affected the learning and teaching process negatively. If learners are negatively affected by the use of English as the language of learning and teaching, then it means teachers are also having a hard time facilitating classroom learning using English as a medium of instruction.

However, Taylor and Vinjevold (1999), contend that competence on the part of both teachers and learners in the language of instruction is crucial for effective learning and teaching. Murray cited in Vinjevold (1999: 224), believes that the norms and standards for teacher

education are inadequate when it comes to requirements for the language competencies of teachers. In support of Murray, Department of Education (DoE) (2008: 8) states that the majority of South African teachers do not have the knowledge and skills to support English language learning and to teach literacy skills across the entire curriculum.

The argument brought forward by Taylor and Vinjevoold (1999), is that competence of both teachers and learners in the language of instruction is crucial for effective learning and teaching. This seems to be of great significance in this study considering that the main focus is on the experiences of teachers when using English as the language of learning and teaching in the classroom. The researcher finds it important also to look into the teachers' level of competence when conducting a classroom and the way he/she interacts with learners. Murray's belief that norms and standards for teacher education are inadequate when it comes to requirements for the language competencies of teachers raises the researchers concern regarding the teachers' level of education or credentials.

Educational background of a teacher may also be an essential part in this sense as it may have a great impact or may play a major role in their ability to use language effectively in class to get the message across. The fluency of teachers in English may create more articulacy in their communication with learners than when they lack competence in language themselves. The researcher therefore seeks to establish teachers' educational background in the selected schools and whether they are equipped or skilled enough to teach literacy skills.

Howie in Blaine (2007: 1), also attributes the poor literacy in the English language in South Africa to the fact that many primary school pupils have reading problems due to the poor reading skills taught at school. Howie in Blaine (2007: 2), argues that poor literacy results cannot be solely attributed to second language instruction as teachers and learners are

struggling with literacy in the African languages as well as in the English language. In support of Howie, Hugo in Blaine (2007) states that reading skills are not well taught in schools because teachers are insufficiently trained. Besides, teachers do not have good teaching and learning materials that are relevant and motivating for children to read. In a study by Howie in an institution that trains teachers, 50% of the students said they did not believe that they have been adequately prepared to teach reading (Blaine, 2007).

Taylor and Vinjevold (1999) recommend that the initial teacher development programmes should incorporate the development of linguistic competence. In view of the fact that an overwhelming number of South African classrooms are moving towards English as a medium of instruction, Taylor and Vinjevold (1999), stress that the English language component of initial teacher training courses should be a central feature of pre- and in-service courses. Furthermore, teachers should have some knowledge of learners' primary language to facilitate learning and improve relationships between teachers and learners. Hence, teacher education courses should include a compulsory component of a major language of the region in addition to the language of instruction (Taylor and Vinjevold, 1999: 225).

2.2.5 The role of language in school

Language is an important element in the efforts made by schools to redress social inequality and in its emancipatory function in general. Language is one of the basic instruments for social functioning (Jaspaert, 2005). Children who grow up in a "socially disadvantaged" context often lack the language skills required to function in society in the way that society expects them to. Low literacy skills are often observed; a lack of proficiency in the standard language makes it difficult for the children to participate in the societal debate; they avoid writing because they

realise that they make a lot of spelling mistakes. The school's task is to compensate for the language arrears, not to delegate its tasks to society by asking it to provide these children with the necessary language skills before they enter the school (Jaspaert, 2005). All children must be given the best possible opportunity at school to acquire the language skills (more than knowledge of a language) that are needed to function in society. This means more than just teaching the relevant vocabulary, syntactic constructions, pronunciation and providing a lot of opportunities to practice. The acquisition of the relevant language skills is inextricably bound with learning to carry out a set of cognitive actions that a socially disadvantaged child does not have to carry out – and thus does not acquire - in his own environment (Jaspaert, 2005). This represents a mismatch in (language) codes or communication modes between a particular social context and the school context. This mismatch should not be seen as a deficit or deficiency for the people belonging to that social group. It is simply a difference, one - as has already been stated - that education has to take into account in its attempt to teach the language skills that the children need to function in society. Educators must be aware of the fact that the codes they tend to use correspond to that of a certain societal group only. It is important that that code is not considered the only norm for learning and transforming knowledge. Communication modes and language codes that are used in each societal group are valued by the group and members of that group. These are the cultural and social differences that language has to take into account when trying to compensate for the language skills – and in general the cognitive and other skills – those socially disadvantaged children often lack (Jaspaert, 2005).

2.2.6 The need for mother tongue in education

Research in children's development and experience in early childhood education has shown that young children have unique styles that match their stages of development (Gallahue, 1993; Case & Okamoto, 1996; Bredencap & Copple, 1997; Crain, 2000). Therefore, their environment education needs to be designed to match their development needs, interests, abilities and learning styles (White & Stoecklin, 2008) which will enhance effective outcomes of their learning. Consequently, this calls for mother tongue education, which affords children opportunities to learn through their mother tongue. According to Senadeera (2010), mother tongue helps learners to develop confidence, self-esteem and their unique identity within a multicultural society. When children are required to acquire an unknown language in an unknown cultural pattern, they are likely to experience anxiety; thus, may tend to react very differently to such intense experiences (Menyuk, 2005).

Using English as the medium of instruction during early learning could have caused many black South African learners face language barrier in the classroom. Hallberg (2010), asserts that a language barrier is a kind of psychological barrier in which language is a psychological tool that affects the communication being put across. According to the South African Department of Education (2005), language barriers are often caused by forcing learners to communicate and learn in a language which they do not usually use at home and are, therefore, not competent in. Owen-Smith (2010;16) concurs and emphasises that children who cannot use the language they are most familiar with, (usually the home language), are unlikely to perform well in their literacy tasks. Moreover AfriForum CEO, KallieKriel indicates that it has been proven repeatedly that learners cannot understand another (South African Press Association), 2010. Therefore, unless children are competent in their first language, they

will always experience cognitive difficulties in their second language (Thomas & Collier, 2004: 61).

Nomlomo (1993), states that maintaining learners' home language is essential in supporting and sustaining their performance. Cultural roots contribute to one's self-esteem and promote a sense of belonging (Gxilishe, 1996; Gfeller & Robinson in Spofana, 2008). It is necessary to make sure that language is understandable and is able to facilitate expression (Spofana, 2008).

A former Minister of Education, Naledi Pandor (2005), argues that the use of English was to be 'optional', but in the same vein she contradicted herself by saying that English was to remain the language of learning and teaching until African languages were sufficiently developed. The current government (2016) in South Africa advocates that there may be equal opportunities in education but language in education does not receive the attention it deserves. Barry (2002), argues that research has shown that language and achievement are closely related and that the use of the English language as a language of learning and teaching in South Africa contributes a great deal to the high failure rate and dropout rate among black learners. Proficiency in English is essential as learners are expected to complete the exercises in school subjects in English. The first Minister of Education post-1994, Sibusiso Bengu, stated in 1996 that theoretically, learners have the education in language of their choice, but practically this was not feasible since there were no sufficiently written resources in indigenous languages. Invariably, English continued as the language of learning and teaching. Cummins (1984), argues that learners need English cognitive and language proficiency (CALP) to be well developed in order to cope with the curriculum in school. According to Cummins (1984), once CALP is acquired in one language, it could be transferred to any other language. It stands to

reason therefore that CALP acquired in African languages can be transferred to classes where English is the language of learning and teaching. Hakuta in Tshotsho (2007), supports this view that skills acquired in the mother tongue could be transferred to English. This, however, remains to be seen as black learners are taught in a mixture of English and an African language in black community schools (Banda, 2003).

With regards to the above arguments concerning the use of language in classrooms, the researcher sought to pay attention to the operation of teaching and learning in Maluti District schools. Following Banda's (2003) view that black learners will be seen as taught in a mixture of English and an African language in black community schools, the researcher sought also to observe the styles of teaching applied by teachers in the classroom with more emphasis on the use of code-switching. The aim was to determine whether the learners acquired the same language skills with the use of code switching as they would with the strict use of one language (English) as the language of learning and teaching. The researcher also looked into the authenticity/validity of Barry's (2002) argument that research has shown that language and achievement are closely related and that the use of English as language of learning and teaching in South Africa contributed a great deal to the high failure rate and dropout rate among Black learners. The researcher observed and interrogated the causes of the high failure rate and dropout rate among black learners so as to determine whether language played a crucial role in such.

The researchers reviewed above significantly seem to be of the view that the use of English in the early stages as the language of teaching and learning causes learners to face a language barrier in the classroom, and that the mother tongue enhances the effectiveness of learning and teaching (Gallahue, 1993; Case & Okamoto, 1996; Bredencap & Copple, 1997; Crain,

2000; White & Stoecklin, 2008; Senadeera 2010; Hallberg 2010; Menyuk, 2005). As the main objective of this study was to explore the teachers' experiences in using English as the medium of instruction among Grade 4 learners in Maluti district, the researcher looks into each and every view of these researchers in order to determine whether teachers as well as students are having challenges using English as medium of instruction in the classroom. Following Menyuka's (2005) argument that learners are likely to experience anxiety when required to acquire an unknown language in an unknown cultural pattern, the researcher was keen to closely observe the reaction of learners when taught in a language that is foreign to them (English) and expected to function effectively in a classroom environment with such a language. Learning about the learner's reaction to English as the language of learning and teaching helped the researcher gain more insight with regards to what exactly was taking place in a classroom environment during the process of learning and teaching. The researcher also gathered reliable facts as to how using English as the medium of instruction during early learning made many black South African learners face language barriers in the classroom. This again was achieved by the researcher making an effort to gather an insight on what exactly was taking place in the classroom.

2.2.7 Mother tongue versus first additional language (English)

As previously mentioned above, mother tongue is learnt first (UNESCO, 2003: 15) and second language (L2) is learned later on in life (Kramsch cited in Cenoz & Gorter, 2008: 270), this is what makes a child arrive at school with knowledge of his/ her mother tongue, an opportunity, which according to Cummins (2000: 16), may be used by schools to build on what children already know. Children acquire the first language by picking it up from their parents or

caregivers around them- this makes them learn how to listen, understand and speak the language used in their social environment (Archarya, 2009:2). The children's experience of their mother tongue from home based learning may not be adequate to provide them with the academic knowledge (such as reading and writing) that is required of that language. Archarya (2009) maintains that language is taught at school basically to open its resources to the learner so that he/she may find the right words and sentences to convey the intended meaning. The mother tongue provides the basis for the child's ability to learn another language. In his (2001) study, Cummins emphasises the need for a strong foundation in the mother tongue when he says: the level of development of children's mother tongue is a strong predictor of their second language development (2001). Cook (2001) adds that learners learn a second language quicker when learning is first conducted in their first language, nevertheless, there are a number of researchers (e.g. Wills, 1981; Nunan, 1991; Auerbach, 1993) who oppose the use of first language in a first additional language (FAL) classroom with the perception that "the more student are exposed to English, the more quickly they will learn; as they hear and use English" (Auerbach, 1993:86).

The implication in response to this perception is that the use of L1 in the FAL classroom is likely to deprive learners of opportunity to learn first additional language better. Thomas & Collier (2002:15) agree that it is a fallacy to think that children who are immersed in second language (L2) from the beginning learn the L2 better. Learning through L2 at early stages has been proven by several researchers that it is much more complicated and demotivating to learners (Delpit & Kimmelfield, 1985; Benson, 2002; World Bank, 2005; Jhingran, 2005). Children's understanding of concepts is limited if learning only in the second language (L2), but the knowledge and skills they acquire in their language "transfer across languages from the mother to the school" (Cummins, 2000: 21). It is impossible to teach in a context where

English is not the prominent native language to create an intensive English speaking environment in the short time that a formal L2 lesson takes place, especially for young learners. Hence, the mother tongue is necessary for beginners of L2 classroom lessons; because it enables the teacher to provide a quick and accurate translation of English words (code switching and mixing) (Schweers, 1999). In this study, the researcher assessed the perceptions of teachers towards English as a language of teaching and learning.

2.2.8 The importance of language in cultural activities

Language has a dual character: it is both a means of communication and a carrier of culture (Misimang, 19992: 02). Bokomba (1998: 1), cited by Sarinjeive, (1999: 128) stresses the role that language plays in the cultural identity of children. Bloch and Edwards (1998: 13), are of the opinion that "the tendency to ignore or trivialize home language in school may have very damaging effects hardly conducive to the feelings and comfort which go hand in hand with successful learning". The possibility exists that if English is the African child's most important language of learning and teaching, the child can become anglicised- at the expense of his/her own cultural heritage (Matsela, 1995:50; Webb, 1992:114; Mawasha, 1987:114). Matsela (1995:50) has observed the following inclinations in his fellow Africans: outright dislike for or indifference to cultural and traditional artefacts, values and ways of behaving and relating; and "hurried and slipshod assimilation of the modern culture culture's obvious and translucent ways and items". Mtuze (1990:13), believes that the development and the use of Indigenous African Languages as language of learning and teaching will ensure that African learners "will have pride and no shame in the culture of their own family and the community".

It is widely accepted that language is important for learning and thinking. What is still under constant debate and investigation in both the public domain and in research is which language is most appropriate for learning subjects such as mathematics especially in the South African multilingual context (Setati, 1998; Lemke, 1990; Bohlmann, 2001; Richards, 1982; Rollni, 2000; Fleisch & Shindler, 2007; Botes, 2008; and Huitt & Hummel, 2003).

There are presently two opposing views in the public domain in South Africa. The one view is that in a multilingual country like South Africa, English is the most practical language of teaching and learning. This view maintains that learners in multilingual classrooms do not necessarily share the same home language and using their home language can lead to complexities of separating them into language groups. The implication of this is that finding mathematics teachers who are fluent in those languages would be necessary. Proponents of this view also argue that given the international nature of English it makes sense that all learners who are fluent in English are taught in English so that they are at the same level with learners from other countries. For them English is the future, a language that represents progress, opportunity and modernity. The ability to speak English has become a new symbol. Parents want their children to gain access to the socioeconomic benefits for their children that come with being competent in English (Gules, 2005). African languages are seen as having little or no relevance to learning except to help them construct a cultural identity (Bokomba 1998:1, cited in Sarinjeive, 1999:128).

The opposing view maintains that all children must be taught in a language with which they are fluent because students learn better in their own languages. Proponents of this view also raise political and cognitive arguments to support their view. They maintain that the low performance of most learners in previously disadvantaged schools is because they are learning

in a language they are not fluent in. the concern here is that “as mother tongue withers, conceptual thoughts run the risk of dying out too” (Nicol, 2004:17). In fact, the poor matriculation results and the general lack of academic skills and intellectual growth among blacks at high school and tertiary levels have most often been attributed to the use of English (Heugh, 1995 & Lockett, 1995).

Arguments from the political perspective include the fact that most schools use the issue of language as a way to exclude learners from other language backgrounds; as a result, language is used as a political tool to keep classes smaller and to limit the resources available to speakers of specific languages only. Khumalo (2005) argues, “English language instruction is an ironic euphemism for the blackness of school”. He maintains that there are more English medium schools in certain areas than there are for African learners. African learners are compelled to travel long distances for their schooling. This scenario does not reflect equal education for all, but rather a mockery of equal education (Khumalo, 2005). The Minister of Education, Naledi Pandor, also raised a concern on this issue; she argued that:

The time has come to make learning of an African indigenous language compulsory in all our schools. We need to develop a language policy that vigorously promotes South African indigenous languages in all our schools (South African Information reporter; 2005:1)

Despite the minister’s speech and the existing language policies, the debates on which language is appropriate for learning are still looming. In research, the debates can be interpreted as a tension between home language as a resource for learning mathematics and the learners’ home language as a hindrance in learning mathematics (Durkin, 1991:1, Adler, 1997 & Du Plessis & Louw, 2008).

Curry (1958:76) argues that competence in the usage of mother tongue is necessary for the acquisition of knowledge and discipline. Curry (1958) further states that the mother tongue is the medium in which much of our thinking is carried out; improvement in using the language corresponding to the mother tongue ensures improvement in thinking. Therefore, the mother tongue is the child's most valuable social instrument.

The mother tongue has a very important role to play as a medium of instruction for most of the school subjects. It can be a powerful instrument for the explanation and formulation of knowledge even for junior pupils. Knowledge expressed in indigenous language is fundamental and therefore more useful than knowledge expressed in general or in imprecise language. It is also more clearly understood and more perfectly remembered (Cury, *ibid*).

In recent years, the question of language in education has been a continuing topical issue especially in the multilingual countries. Even in South Africa, different educational stakeholders still differ in their perception on the usage of English as a language of learning and teaching and as an additional language in high school hence this research into the experiences of teachers in using English as language of learning and teaching.

The underlying cause of the debates on language in education in Africa is that the languages of learning and teaching which in most cases can be English, French or Portuguese, are initially foreign to the continent. For this reason the continued use of these languages as a medium of instruction has come to be regarded by some as 'Linguistic imperialism' in the literature (Klu, 1997). In addition UNESCO (1953:1) states that it is axiomatic that the best medium for teaching is the learner's mother tongue. Psychologically, it is the system of meaningful signs that the learner's mind works automatically for expression and understanding. Sociologically it is a means of identification among members of the community

to which one belongs. Later on, however the notion of transfer from the mother tongue into English becomes easier to facilitate.

2.2.9 Teachers' and parents' perceptions

In the study conducted by Viljoen and Molefe (2001) on language related problems of limited English proficiency, learners, teachers and parents maintain that frustration caused by communication breakdown is common to these English second language learners. Frustration is when learners feel overwhelmed by the demands of the classroom situation. Demands could be too overwhelming on account of the fact that Limited English Proficiency (LEP) learners may encounter English only at school because their parents do not speak English and they have little or no access to books (Krashen, 1997:2). This in turn may lead to feelings of being lost as a result of lack of communication that is not limited to specific times, but seems to be a constant state of Limited English Proficiency (LEP) children. It becomes apparent when teachers give instructions or ask questions, learners may not be able to respond.

Layman (2014) expressed concern that African learners were being disadvantaged by their parents' choice of English as a preferred language of instruction at schools. These parents realise the power and prestige of the English language and choose English as a medium of learning and teaching at schools as a means of improving their children's educational and employment opportunities in future (Nondo, 1996). As a result, mother tongue education was seen by African parents as a means of denying their children access to the English language, to the lingua franca of South Africa, to a language of power and a language of wider communication (Boeder et al, 1998). According to De Klerk (2002), parents view English as the language that will allow their children access to participation in the international world. In

fact, a survey carried out in Japan by the Ministry of Education, Culture, Sport, Science and Technology in 2004 found that 92% of parents support English education in elementary schools (Torikai, 2006). This is largely due to the fact that English has become the main language of international relations in the global economy (Smit, 2010).

African parents encourage their children to study through the medium of English in the hope that English will provide them with education and employment opportunities in the future (Mda, 1997; Nondo, 1996). They feel that since English is the international and dominant language, teaching should take place through the medium of English and should start as early as possible (Probyn, 2001; Mda, 1997). Mbanjwa (2011) asserts that the introduction of English at a very early age is having a negative impact on the performance of non-mother tongue speakers of English. Many schools are aware of the repercussions but are still introducing English to primary school learners after only three years of schooling. In 2008, Setati (2008:07) conducted a study among educators in multilingual township schools in South Africa and found that all teachers regarded English as the only choice for use in teaching of mathematics – mainly because English is an international language. It was surprising that South African educators did not question the reasoning behind the fact that textbooks and examinations are administered only in English to African secondary learners who may be experiencing difficulty understanding the English language as language of learning and teaching.

Further studies conducted among South African learners showed that they preferred the use of English to the African languages in the learning of mathematics in secondary schools (setati, 2005). Setati believes this is mainly due to the socio-political situation in South Africa. African parents see the African language as having little or no social and economic benefits.

Mbuyiseni Mathonsi, the provincial secretary of the South African Democratic Teachers Union (SADTU) has called for the language question to be addressed (Mbanjwa, 2011). He cites the use of English as medium of instruction, as being a major hindrance to the improvement of education in South Africa and suggests the use of other languages as media of instruction in order to improve the quality of education (Mbanjwa, 2011).

There are other reasons why African parents prefer English-medium schools. Due to the injustices of the past, schools in previously disadvantaged areas may not have the same resources as English-medium schools (Olivier, 2006). Many African parents therefore feel that admission into an English-medium school gives the learner access to better educational resources and high quality of education (Feinberg & Lubieniski, 2008). Makoni (2003: 8) concurs that English-medium schools receive more and better resources and have a higher level of professionally qualified educators. Baker (2005) adds that African parents feel they are being short changed by the poor quality of education in township schools and are therefore choosing English medium schools because they have dedicated educators with a serious work ethic.

Canagarajah (1999) and Martin (2005), also express their view regarding the implementation of language policy in the classroom. They believe that effective teachers adjust practices handed down to them through policy and curriculum to serve the needs of their learners. Other teachers who may not have appropriate expertise, training, time or resources might reject and ignore the policies and materials altogether. Another hindering factor in learners' performance is that they are only exposed to English when they are at school. According to Setati et al (2002), most black children, especially in rural areas, have very little contact with English outside school. Setati et al. (2002) further speculate that this could explain why

teachers in rural areas expressed particularly negative attitudes towards code switching, since the classroom is the only domain where students are exposed to English and have a chance to practice it.

Furthermore, teachers and parents mentioned that the fact that LEP learners were not proficient in English made the situation very frightening for them, especially when they had to respond in English they become anxious unless they get help from classmates. This may be attributed to the fact that LEP learners are very self-conscious and are afraid of making mistakes and appear foolish when they try to express themselves in English. The behaviour of these learners is characterised by aggression, which could be looked at in the following ways (Krashen, 1997):

1. These learners tend to be rough to others when they want something because they do not have language to express themselves;
2. Physical violence resulting from frustration is encountered and becomes the LEP learner's way of communication. Teachers remarked that they tend to be rough on others when they want something, since some learners isolate themselves.
3. Parents perceive that these learners turn to cry frequently especially when they have to go to school. They believe that crying is a sign of depression caused by the perceived hostility of the school environment. The children in the study reported that they were feeling sad. A fact that may be indicative of depression as highlighted by Mussen, Conger Kangan and Houston (1990:416); depressed children cry easily and feel lonely.

There is an impact of sudden transition to English in Grade 5. A study conducted by the Human Science Research Council to investigate the educational language policy was instituted in 1979. The project conducted its research in the schools under Bophuthatshwana and

Department of Education and Training departments. Its findings were probably true of schools in other homelands and self-governing territories. The project had its beginning in a pilot programme whose findings showed that African children had considerable problems in their fifth year of school when they changed from mother tongue to English instruction on a superficial level. It seemed difficulties could be attributed to the ineffective language teaching methods. Learners were taught in a way that encouraged rote memorisation for the subjects they learnt.

Human Science Research Council (HSRC) highlights inability to understand English. The project conducted by the Human Science Research Council in 1979 found that the English proficiency of many children ranged from the inability to converse about common place topics to inability to understand simple sentences including being unable to respond to questions such as "what is your name?".

Pattanayak cited by Mhlanga (1995) makes a strong argument for the mother tongue as the primary form of identity for human beings. Through the first language the child sees and comes to understand the world around him or her. Mhlanga (1995) further argues that initial concept formation place in L1 as does acclimatisation to his/her environment and that kinship with other children and adults formed through the first language. A child is socialised into a system of beliefs and practices through the L1 and myths are also transmitted from great grandparents down to parents in the same language. The feasts and other cultural activities all anchor the child to his/her culture and through the first language. The loss of the first language (L1) therefore, has serious implications to the rootedness of the child in the traditions of her speech community (Mhlanga, 1995).

2.2.10 Home and a child's literacy development

Education can be regarded as the most important path through which the child's potential can be developed. In order for the child's potential to be developed, teachers and parents need to work together to ensure that the child develops to the best of his or her ability (Driessen, et al. 2005). Kok and Ranmabiyana (2002:10) indicate that education should not be offered for the sake of school but for the child, family, the community and even the state. Parental involvement is therefore viewed as one important contributing factor to improve learner performance. Driesen, Smit and sleepers (2005:509) suggest that parental involvement is an important strategy for the improvement and upliftment of the quality of education. Driessen, et al. (2005:510) further indicates that "parental involvement has indeed been found to influence the cognitive and social development of children". It is evident that the child's development, learning achievement and understanding of the school's purpose are influenced to a large degree by the home environment and experiences in this milieu. According to Goodall and Harris (2008:278), "it is what parents do to support learning in the school and in the home that makes a difference to achievement". On the other hand, Mmotlane, Winnaar and waKivilu (2009:527), declare that parental involvement promotes children's social and interpersonal relations with the whole schooling system. It is thus evident that the environment in which the child grows up has important implications for the child's academic achievement at school, level of aspiration, motivational level and attitude towards school. Both parents and teachers have the obligation to teach the child together even if it is at different levels. Even though parents are teachers in an informal manner, it is important to further involve them in the years of formal education of their children. According to Burgers (1993) as cited by Gobler (2005: 19), it is the duty of parents and teachers to teach the child.

Calitz, Fuglestad and Lillejord (2002:124) state that parents in rural and predominantly black communities are often not actively involved in the school activities; therefore it is difficult to establish effective partnerships between parents and schools. Some, if not most parents in rural communities, are not literate and find it difficult to assist and support their children and be in partnership with them, and ultimately delegate their responsibility to the teachers. According to Singh, Mobokodi and Msila (2004) as quoted by Lombard (2007:44), "parents send their children to schools with the expectation that they will get quality education..." Parents must also play their role by supporting, guiding and assisting their children. When parents are not supportive enough, the child does not experience healthy relationships with the family. Nicholas Omoregbe (2010:176) indicates that the family is the main factor that contributes towards, and influences the lives of school children.

2.3 The experiences of grade 4 teachers with regards to language of learning and teaching

2.3.1 Large numbers of learners in the classroom (Large classes)

Teaching a large class poses many challenges, both in and out of the classroom. In the classroom, large enrolment can promote student disengagement and feelings of alienation, which can erode students' sense of responsibility and lead to behaviours that both reflect and promote lack of engagement (Renud, Tannenbaun, and Stantial, 2007). This view is supported by Kambuga (2013), who acknowledges that it is not easy to give individual attention to each and every learner especially in a large class. Learners come with different strategies and expectations to school (Shulman, 1987; Brisk & Harrington, 2007; Rahman, scaife, Yahya, & Jalil, 2010). Rahman (2010) argues that there is a mismatch between ways of learning at

home and ways of learning at school. This mismatch contributes to learners falling behind to meet their full potential as learners. Effective teachers therefore recognise the differences among their learners and have the capacity and willingness to understand the impact of dissimilar backgrounds abilities on learning (Wiseman, Cooner & Knight, 1999). A study in Tanzania primary schools where classes ranged from 50 to 120 learners shows that large numbers of learners in classrooms make it impossible for teachers to pursue teaching adjusted to learners' level of cognitive development. Kambuga (2013) noted that the absence of individual attention for each learner in their classroom was underlined by the fact that they did not even know the names of their learners.

Similarly, in a study conducted by Navsaria et al (2011) in two primary school classrooms in South Africa, with 48 and 35 learners respectively, teachers indicated large classes as one of the barriers that prevented them from giving individual attention to learners who were struggling with language (reading and writing). Hendricks (2006), argues that a favourable teacher-learner relation does not necessarily translate into greater written output from learners. She claims that most township schools in South Africa continue to produce poor results even with fewer learners in their classrooms. While large classes are not definitely a pedagogical disaster, the difficulties arising from large classes raise more requirements to language teachers compared with those teaching smaller classes. In this study the researcher also looked at how the large classrooms affect English teachers when they teach English in the classroom. From the late 20th century, the issues of handling large English classes also aroused the interest of teachers and researchers in China especially in Higher Education (Hayes, 1997).

2.3.1.1. Problems and disadvantages of teaching in large classes

There is no consensus when it comes to the effects of class size on students' learning achievements, but many language teachers hold a negative view on teaching English in large classes. Often, teachers use such words as "out of control", "hard to organise class activities" or "impossible to communicate". Similar worries are also shared by many researchers. Kennedy and Kennedy (1996), feel that it is difficult to control what happens when the number in groups surpasses a certain number. Hayes (1997) thinks the ideal size of a language class is 30 at most, because only such a scale can offer enough chances for the students to communicate with each other. According to many teachers' views and complaints, Hayes classifies the problems associated with teaching in large classes into five categories: 1) Discomfort caused by the physical constraints; 2) control problems (Discipline aspects); 3) lack of individual attention; 4) difficulty on evaluation; 5) problems of charging learning effectiveness. These problems can be physical, psychological but to a great extent technical. According to Qiang and Ning (2011) teachers are concerned with the physical limitations which are forced by large numbers in classrooms. The teachers cannot improve student's interaction, many teachers consider teaching in large classes to be physically very hard and this is connected to the problem of control. Teachers believe that they are unable to control what is going on. And also when the learners do activities, they make noise and disturb the others (Harmer (2000; Qiang and Ning, 2011).

Nolasco and Arthur (1988); Wong, (1991); Renaud, Tannebaun and Stantial, (1992) have the same opinions as the Minister of Education in Malawi (1987) who states that classroom management challenges in large classes and adds that the distance between the teachers and some learners make it difficult to monitor what learners do since they purposely hide from the

teacher's attention. In addition learners become noisy, arrive late for a lesson and leave the class before the lesson ends. Carbone (1999) also adds that learners in large classes cheat in examinations and engage in off-task behaviour during discussions and group activities. There are claims that most disorderly behaviour in large classes is caused by disengagement, boredom and restlessness. The challenges and reasons for learners' engagement in disruptive behaviour in the large classrooms are related because it is through finding the cause of the behaviour that teachers would know how to deal with the arising challenges. In this study, the researcher explored the experiences faced by Grade 4 teachers with regards to language of learning and teaching. If the teachers of Maluti District know why learners behave inappropriately in large classrooms they would help many of the problems they face in English as medium of instruction to the Grade 4 learners.

Hayes (1997) pointed out that some teachers felt that they are unable to communicate with learners individually. In fact, it is lack of adequate time for the teachers to attend to, and help all learners. If it is a small class, a teacher can give attention to them very well. The other difficulty in large classes is evaluation. Teachers have accountability to check every learner's work. Therefore, the teachers become concerned when they cannot have contact with every learner. Every teacher hopes that their learners learn English effectively but the challenge is learning effectiveness or the outcome of the lesson. Teachers are worried about large classes because they are not certain about who is learning what? It means that the activities are passive for the teachers because of the large class. The teachers cannot accomplish their objectives. And also, teachers claim that in large classes they are not sure what they have taught exactly, it means they cannot achieve their goals (Hayes, 1997).

In addition, large classes have negative and lower achievement rate than smaller classes. Also, class size affects the learners' manners more significantly than it affects achievement. A large class has a direct effect on teachers' morality and increases stress levels (Akhtar, et al, 2012).

Harmer (2000) also found out in his study that large classes bring difficulties to both teachers and students as well as to the process of teaching and learning. It is difficult for teachers to make contact with the students sitting at the back and for students to get individual attention, and it is even impossible to organise dynamic and creative teaching and learning sessions. Most importantly, large classes are especially daunting for inexperienced teachers. This also indicates that teachers need more technical strategies in large classes. Synthesizing the earlier views, Locastro (2001) summarizes the problems of teaching. Cheng Dongmei and Tian Jiangno (2002); Liang Ying (2009); Shao Ying (2010); Xiong, Hui (2006); Yang Xingsheng (2008); Yuan Mingxi (2003); and Zuh Zhenhua (1995) express concerns over the challenges encountered by language teachers. For example, Zhang Jiamin (2000) analyzes the large classes in two colleges and identifies the problems as follows: 1) Discipline problems; 2) Effective learning; 3) weariness, which confirms the problems highlighted by foreign researchers. Yu Jianqiong (2004) identifies some similar problems of large classes, for instance, students' individual differences are ignored and the classroom environment is worrying. She also mentions that the notion that there is a limited chance for students to practice English in large classes yet this might be the only opportunity for students to practice oral English. These problems of college classes are also reflected in those of primary and secondary schools Tongquan 2005, Tan Long 2009, Zang Lian 2010).

To summarise this point, it is difficult for teachers teaching large classes to: discipline the class, especially for primary and middle school students who lack self-control; satisfy all the needs of students who have different interests, personalities and capabilities; organise efficient class activities due to the constraints of time and space; provide equal chances for the students to participate and practice; and give timely and effective feedback and evaluation.

In the current study, the researcher investigated the teachers' experiences in using English as medium of instruction among the Grade 4 learners in various schools. The researcher furthermore, looked into the impact of English as language of learning and teaching in large classes.

2.3.2 Teacher proficiency and language of instruction

The status of English proficiency has a wider, deeper impact on teacher training programmes as teacher language proficiency requires a strong foundation in general language proficiency before interpersonal and subject specific competencies in the medium of instruction can be developed (Uys, 2006: 58). Development of these competencies, especially when the student is a second language speaker of English, is not a quick process. Uys (2006:111) recommends that language modules will focus on teacher proficiency in the undergraduate programme and should be run for at least 3 years. However, teacher language proficiency can only be addressed once general language proficiency has been obtained.

The importance of English in the classroom implies that teachers must have a very good command of the medium of instruction (English) to ensure that effective teaching and learning take place (Mafisa & Van Der Walt, 2002:23). The ability to use English effectively in the

classroom requires specific competencies, which is not necessarily developed through general English programmes, syntactic competence or social fluency (Kilfoil, 1999: 51). Defining the language proficiency requirement for teachers is not a straightforward task. Elder (2001:152), explains that the proficiency required by teachers encompasses everything that 'normal' language users might be expected to be able to do in the context of both formal and informal communication, as well as a range of specialist skills. Hugo and Nieman (2010:60) state that where a second language is used as a medium of instruction by a teacher who is a second language speaker of the language, the ability to use the four language skills, knowledge about language use and culture and an understanding of how second languages are learned and acquired are paramount for a successful learning environment.

In her study; De Klerk (1995:8) interviewed several teachers on language matters in their schools. Teachers admitted that they could not help their learners as they were not proficient in English themselves and experienced difficulties in understanding reading material prescribed for their learners. The lack of adequately proficient teachers to teach through the medium of English has been cited as one of the major barriers to effective learning (Pluddemann, 2002:48; Uys et al, 2007:69; Sookrajh & Joshua, 2009:334, Evans & Cleghorn, 2010: 141; Hugo & Nieman, 2010: 61). The link between teacher proficiency and the academic success of learners is discussed by Uys et al (2007: 77), who comment that effective teacher training in the medium of instruction (which in most cases is English) is one of the most important factors in improving the level of academic literacy in South African learners. This study explored the experiences faced by Grade 4 teachers with regards to the language of learning and teaching.

2.3.3 The importance of adequate teacher preparation in the medium of instruction

The assertion that proficient teachers are paramount for success in the classroom and the need to ensure teachers receive adequate preparation during their studies is not a recent development. Johnson (1990:269) states that 'a course which focuses on the effective use of classroom specific language be an important part of any teacher preparation course, but is most critical where teachers will be teaching through an additional language'. What is worth noting is that although the importance of adequately preparing teachers to teach through the medium of instruction has been advocated for over 20 years, currently no mandatory requirement for ensuring teacher language proficiency is required in South Africa. This issue has been discussed in research with numerous researchers recommending the re-introduction of mandatory preparation courses as well as mandatory endorsements of teacher proficiency (Evans & Cleghorn, 2010:147; Pluddemann, 2002: 61).

The aim of teacher language proficiency is not necessarily the attainment of near-perfect L1 proficiency but rather to achieve a 'threshold proficiency', it is not an 'either or' proposition but must rather be viewed as a continuum with varying degrees of developing proficiency (Pasternak & Bailey, 2004: 163). Elder (2001:162) observes that a high level of language proficiency does not necessarily imply a better teacher; on the contrary, a teacher who speaks at a lower level of linguistic complexity and explains simpler terms to second-language learners may achieve better results. Simplicity, clarity and sensitivity to the audience are of more value than elaborateness (Elder, 2001: 162). Student teachers should rather be trained in the ability to present subject-specific content, discourse competence, command of linguistic features such as directives and questioning, and simplification strategies (Elder, 2001: 152).

In addition to these elements, teachers need to be trained in the theory of language development and learning (Andrews, 2007:ix), nonverbal behaviour and speech, second-language acquisition processes and cultural issues (Klaassen & De Graff, 2001: 390), technical vocabulary, the reading of official documents, professional journals and students' compositions (Riegelhaupt, 1994:95), the sourcing of target language resources, reflection strategies for monitoring own language usage, and consistent providing of feedback on learners' language usage (Richards, 2010:103).

According to Darling-Hammond and Bransford (2005:161), the language education of teachers must be one of the basic strands of teacher preparation – parallel to courses in human development, teaching and learning. Such a course should include an introductory course in linguistics that focuses on questions, oral language development, reading and writing (Darling Hammond & Bransford, 2005: 161). Student teachers need to understand how language works, what it means, what it means to understand a language, and how language is used in everyday life. This knowledge can be applied to the particular learning areas that they are going to teach. For example, they must examine how language is used in their learning area (for example, Maths and Science) and what subject jargon is particular to that area. In addition to a specific course on language use, these aspects should be incorporated into and stressed continuously throughout the student teachers' curriculum.

2.3.4 Inadequate qualified English language teachers and uncondusive learning environments

Adedokun, (2011) states inadequate qualified English language teachers cause poor performance in English language in the primary schools in Maluti District. Due to the above quoted cause, in some schools other subject teachers are forced to teach English language

because of the paucity of teachers. Some who even read it exhibit poor abilities in oral and written expression of English. Therefore, with this kind of situation these teachers cannot be expected to teach effectively and hence poor performance from their products. Adedokun, (2011) was of the view that poorly trained English and untrained teachers of English were employed and prepared secondary school students for the certificate examinations in English language. This situation contributed immensely in poor performance in English language among primary school students. Therefore, it is clear to that inadequate teacher in the primary schools studied lead to poor performance in English language (Adedokun, 2011).

The English language teachers in the schools studied lacked particular linguistic skills and language proficiency (Moussu & Llurda, 2008; Shin, 2008; Nemtchinova, 2005; Buttler, 2007 & Evrim, 2007). The researchers further stated that the teachers also lacked confidence and knowledge of English language culture. Braine (2010) states that teachers had long being considered second rate, which in turn may have caused a certain lack of self-confidence. Teachers are sometimes afraid that they are going to make a mistake when speaking; (Kamhi-Stein, Aagard, Ching, Paik & Sasser 2004, cited in Braine, 2010). Inadequate qualified English language teachers tended to leave problems unexplained (Benke & Medgyes, 2005). Inadequate qualified English language teachers are often unable to empathise with students going through the learning process (Barrate& Kontra, 2000). According to Reves and Medgyes (1994), cited in Braine, (2010); and Mossou & Llurda, (2008) found that the English language teachers were sacrificing the communicative language teaching for the sake of accuracy and more formal features of English. Similar results were found in Samimy Brutt-Griffler's subjects, who also perceived the English language teachers as relying on textbooks, which suggests a lack of innovation and creativity in the classroom as well as preparation for examinations instead of learning for communication.

In light of the insistence of learners on English as language of learning and teaching, cognizance must be taken of Mondstuk's, (1996:2); Rossouw's, (1999:101) and Lemmer's (1995) observations that educators in traditional black schools often lack the English proficiency that is necessary for effective teaching. Educators do not have the knowledge and the skills to support English language learning and to teach literacy skills across the entire curriculum. Dedman as cited by Nkosi, (1997:2) argues that a large number of African educators educate in "an English dialect". Van den Berg (2000:10) warns that this may have negative consequences for the learners- learners often imitate their role models' (read educators), (wrong) pronunciation, grammar and vocabulary. This view is supported by the findings of the Monitoring Learning Achievement (MLA) Survey in 1999 that the employment of under/unqualified teachers, particularly in the Foundation Phase and in rural schools, has been a common practice in South Africa. The survey further reports that the employment of such teachers has had a negative impact on the quality of teaching and has contributed to the poor performance of learners. The sentiment of untrained or poorly trained teachers is echoed by Su (2003) who points out that in such contexts (where teachers are untrained or poorly trained) the results can be unfortunate for both the teachers and the learners involved. Regrettably, many teachers lack the training, knowledge, tools and time to support these learners (Nel & Theron, 2008).

Dippenaar (2004:7) alludes to the notion that language proficiency is generally regarded as the ability to effectively communicate in the target language by using all four skills (reading, writing, speaking and listening) as mediating tools. Though general proficiency serves as a basis for communicating in day-to-day activities, the type of proficiency required by teachers goes beyond this general language proficiency to include elements of subject specific language proficiency and interpersonal language proficiency (Elder, 2001 & Uys, 2006:55).

According to Nel and Theron (2008:203), Grade 4 seems to be a particularly challenging level for both the learners and the teachers because the sudden switch from mother tongue to English as a medium of instruction takes place at a time when the learners must work independently, adjust to additional learning areas and meet different educators for various learning areas. This is referred to as subtractive bilingualism. The teacher on the other hand is supposed to adjust to change by introducing different teaching methods that will facilitate second language and enhance the use of English as a medium of instruction.

Nel and Theron (2008:203) state that the teaching of language as the first additional language deserves more attention than it currently receives from teachers. According to Nel & Theron (2008), most teachers lack the training, knowledge, tools and time to support learners with limited English proficiency to ascertain that these learners achieve their full potential. These researchers argue that challenges to teaching English as first additional language are huge in classrooms. Teachers do not have the knowledge and skills to support English language learning and to teach language skills across the curriculum (Le Roux, (1993:150). According to Vandeyar (2009), most teachers completed their initial teacher training in the previous segregated education system with the understanding that they would prefer teaching in their home language to black learners. They now have to come to terms with teaching in English to learners who are not proficient in the language of instruction. This has a bearing on the quality of the learning process and its outcome, including language learning and application. Hassanna, et al (2006), argue that the use of unfamiliar languages forces teachers to use traditional and teacher-centred methods which undermine teachers' efforts to teach and learners' efforts to learn.

Mati (2000) confirms this when he points out that teachers in African schools in South Africa prefer to interchangeably use both the mother tongue of learners and English in the classroom because there is a lack of suitable textbooks, materials for the specialised language needs of children and most importantly, because teachers themselves are not well trained and qualified to teach English. Other teachers are trained to teach other subjects but are forced to teach English due to the paucity of teachers in Maluti District as it is the furthest remote area. At the end, the country is faced with high percentages of poor results, dropouts and the general level of academic underachievement. Language for academic purposes requires the understanding and use of classroom discourse which includes the educator's verbal instructions and lessons, as well as written text (Rooyen & Jordaan, 2009:271). This study therefore sought to explore experiences faced by Grade 4 teachers with regards to the language of learning and teaching in the selected schools in the Maluti District.

Besides incompetent teachers, there are other factors which influence limited English proficiency in learners from rural schools. An uncondusive environment is one of them. There is very little English spoken by learners outside the classroom, in their homes or their communities. Educators and learners in rural schools feel more comfortable using their mother tongue in conversations outside the classroom (Schlebush & Thobedi, 2004:44). Most English Second Language (ESL) learners in Grade 4 have only been formally exposed to English in Grade 2 and lack essential support of parents who are themselves not proficient in English. Besides, English is not likely to be used in the English second language learners' immediate environment, which limits their exposure to the use of English (Nel, 2007:2). According to Le Roux (1993) a parent may feel ill-equipped to assist with homework or may fail to understand the special educational needs that stem from the child's limited language proficiency. Le Roux

(1993) further argues that important written communications and homework may lose their effectiveness because parents themselves have difficulties in English.

2.4. The teachers' perceptions in using English as language of learning and teaching

The need to be proficient in the use of English among non-native speakers has become a global phenomenon. Currently, teachers are faced with the challenges of addressing the needs of the growing numbers of students whose primary language is not English (Gibbons, 2003). While mastering other skills and content in other areas, there is the necessity for these to gain proficiency in English.

It is surprising to note that even in the United States of America where immigrants continue to increase in number; studies show that this is a predicament (Berriz, 2006; Spanos, 2006; Reyhner & Davison, 1992). Public schools in the United States of America have been developing instruction for their learners learning English as a second language for the past 25 years and the challenge has remained.

In South Africa, Miller, Bradbury and Pedley (1998) studied the academic performance of learners in English. The findings show that the second language, which is English, rather than being the direct cause of under-preparedness in primary learners, serves to compound or exacerbate a more fundamental educational or cognitive problem. Mathematical concepts are acquired through language and the challenge arising from the use of a second language has truly affected the learning of the concepts of Mathematics.

The attitudes of teachers come to the fore as they reflect upon the language that they use in teaching. Consciously or unconsciously, their attitudes play a crucial role in language's "growth

or decay, restoration or destruction" (Baker, 1998). Their attitudes, too, as part of their cultural orientation, influence heavily their young learners (Shameem, 2004). In 2001 Gardner's contribution in the understanding of attitudes and their relation to language of teaching and learning, however, cannot be ignored. Gardner's studies in language attitudes and motivation have been cited by professionals and experts in language acquisition (Ellis, 1985; Sposky, 1989; Romaine, 1995; Cook, 1996; Hashimoto, 2002; and Kamhi-Stein, 2003). Gardner (2001) proposes that the teacher must have the training, personality characteristics, and ability to teach the fundamentals of the language to the learners. Not only that, teachers must encourage students to learn the materials and most importantly, use them.

According to Smit (1996), language attitudes can act as strong positive emotional experiences by people when they are faced with a choice between mother tongue and second language, where English is used as language of learning and teaching. According to ZainolAbidin et al, (2012) a person who holds strong beliefs that positively valued outcomes will result from performing the behaviour will have a positive attitude towards the behaviour. Gardner and Lambert (1972) observed that the learners' attitude towards English (secondary language) affect their ability to learn and master it. They concluded that an attitude enhances the process of second language learning, influencing the learner's behaviour and feelings towards another language, its culture and community. According to Momani (2009) learners had neutral positive attitudes toward learning English that will affect their performance in reading. Language attitude can hinder or enhance the learning and achievement in that language.

Mohammed (2002) states that another cause of poor performance in English language as language of learning and teaching is the negative attitude of students towards the learning of English language. Learners, particularly in secondary and primary schools mostly show

negative attitude toward learning of English language because they consider it as a foreign language. Furthermore, Mohammed (2002) was of the view that most learners put a kind of negative attitude in learning and use of English language and in the process make the teachers' task a difficult one indeed. It is obvious that for any learner to be proficient in the English language, mastering of skills of listening, speaking, reading and writing is necessary, and it requires a laborious process of hard work and dedication. Therefore, it is clear that the negative attitude of learners toward learning of English language is one of the causes of challenges in the English language classroom.

Many studies (Schmied, 1991; Young et al, 1991; Bot, 1993 & De Klerk & Bosch, 1993) report a significant preference by parents, teachers and learners for English despite the fact that this language poses some challenges to learners' academic achievement. In a study conducted by Klerk & Bosch (1993), that looked at language attitudes in the Eastern Cape (EC), it was found that English was favoured as a major (but not the only) medium of instruction in schools, although most people were less proficient in the language-especially Xhosa speakers. It was also found that Xhosa learners displayed a slightly negative attitude towards Afrikaans. Their positive preference of English displayed positive instrumental and integrative attitudes. However, it was also reported that Xhosa and Afrikaans informants lacked confidence in their own languages.

De Klerk and Bosch (1993) argue that since most Afrikaans and Xhosa speaking learners had to be fairly proficient in English, they invested less in their mother tongue, which resulted in language loss in their home language. Attitudes (motivation and interest) are important factors that affect language. Research shows African first language speakers encounter a lot of problems in reading and writing in the English second language classroom. They lack

proficiency in English because the input of English for the second language learner is often limited to what they come into contact with within the classroom, and at the same time they do not have a strong base and support in their mother tongue at school. The study investigates Grade 4 teachers' perceptions towards the use of English as language of learning and teaching and how they deliver information to the learners by using English in the classrooms.

2.5 The teachers' perception of English as the language of learning and teaching-effects on success of the grade 4 learners

Learners whose primary language is not English or who have limited English proficiency face special obstacles to succeed in school (Natriello et al, 1990:25). This is one of the problems faced by most learners in disadvantaged schools as they, in most cases, use the language that is not their mother tongue as a medium of instruction. These learners are, as Khattri, Riley and Kane (1997:89) suggest, at risk of educational failure due to the classroom challenges they face. The problem is exacerbated by the fact that most of the time, there are no programmes readily available to support learners in disadvantaged schools to master the language that is foreign to them. Natriello et al (1990:26) are of the opinion that parents who do not speak the language used as the medium of instruction may be severely hampered in the ability to help their children with their school work or their ability to manage their children's school career (Natriello et al, 1990:26).

In South Africa, English is used as a language of instruction as from Grade Four in all disadvantaged schools. According to Lemmer (1995:83), a preference for English as the medium of instruction is the result of strong pragmatic incentives because of the socio-

economic mobility associated with the language and its traditional place in commerce. But the majority of these learners battle with English Second Language communication related activities because they are not proficient in English (Schlebusch & Thobedi, 2004:36). The inability of these learners to use English affects their academic performance. What compounds the problem is that most of their educators are also not proficient in English as they use it as a second language. As Lemmer (1995:88) puts it, educators themselves lack the English proficiency necessary for effective teaching. Furthermore, educators are not equipped with principles of language acquisition and thus educators seldom have the knowledge and skills to support English learning and/or to teach literacy skills across the entire curriculum. As a result mastering the language becomes a mammoth task for learners in Maluti schools. Schlebusch and Thobedi (2004:27) are of the opinion that the fact that English is mainly used inside, and not outside the classroom puts learners in disadvantaged schools at a disadvantage as they do not have time to practice the language at an informal level.

Meanwhile, Lemmer (1995:92) explains that some learners in disadvantaged schools in South Africa may also speak other languages beside their mother tongue and English may reveal various language disorders because of the interference of other languages in the production and understanding of Standard English. This hampers these learners' competence in English (Schlebusch & Thobedi, 2004:36).

The English language, being the language for learning and teaching has a great impact on learning and teaching in the rural schools in South Africa. Lemmer cited by McDonald (1990: 39) argues that since the majority of South African teachers do not have the knowledge and skills to teach or express themselves fluently in English, learners often have no idea of what is

being taught. McDonald (1990:40) states further that in such situations, teachers often resort to providing notes that learners are required to memorise.

In many schools, the English language is perceived as the official medium of instruction; however, in the classroom teachers use the home language in order to facilitate better understanding. In a research project by Cahill and Kamper (1998) more than half the Grade 12 pupils indicated that they only use the English language in the English subject classes. The medium of instruction in all other classes is one of the indigenous languages. The inability for both teachers and learners to effectively use English as a language of learning and teaching leads to a tendency to fall back on the familiar mother tongue of both teachers and learners (Cahill & Kamper, 1989:27).

Mashiya cited by Songca (1998: 14) avers that many students in the former Transkei area cannot express themselves in English; hence they tend to muddle up English with the mother tongue. Songca (1998: 15) states further that many researchers admit that learners are reluctant to participate in group discussions in the English language because they lack the skills of communicating in English. Most learners could not finish a three minutes presentation without throwing in a word from the vernacular. Songca (1998), identified in the study that 54% of the learners in the study could not express themselves fluently in the English language when speaking to their teachers or colleagues in class.

The researcher believes that the child's ability to communicate fluently does not depend on classroom influences only but on several factors which include his or her parental background and the environment. Watching and listening to certain television and radio programmes such

as news, and holding discussions with peers in the English language can help to develop the child's proficiency in the English language. In black townships and the rural areas, children always resort to the use of indigenous languages outside the classroom. Guthrie De Lange cited in Songca (1998) argues that many teachers, including language teachers in the former Transkei are not competent in subjects they teach, and this impacts negatively on the learners' performance. However, since this is not always possible with teachers who do not speak English with confidence or fluency, learners understanding of content is always limited.

English second language teachers face specific professional challenges (Reagan, 1987; Eastman, 1990; Westley, 1992; Baine & Mwamwenda, 1994; Skutnabb-Kangas, 1994; Barkhuizen & Gough, 1996; Mda, 1997; Heugh, 1999; Brock-utne & Holsmardottir, 2004; & Prinsloo, 2007). These challenges include: The number of learners in classes, which makes the effective use of time to support English second language learners with barriers to learning and teaching. Van Wyk (1999), stresses that few issues arouse stronger feelings among educators than class size. Educators believe that the quality of their interactions with learners declines with an increase in the size of the class.

There are different socio-economic backgrounds from poor to good among learners, which influence prior knowledge and skills, as well as the availability of resources. As economic survival is the priority for parents, the stimulation of, and exposure to, English for their children, will be very low on their list. Many of these parents are illiterate and therefore, cannot read to their children, even in their mother tongue, and definitely not in English, to develop their children's literacy; most of these parents have inadequate English proficiency

and would therefore not be able to develop and stimulate their children's English (Lemmer & Squelch, 1993; Louw, Van Eden, 1998).

There is lack of essential support of parents/ caregivers at home to reinforce the support provided in the classroom. Parents are the primary caregivers of the child (Donald, Lazarus & Lolwana, 2005) and therefore need to play an important role in the support of the English second language learners that experience barriers to learning because of inadequate English proficiency. ESL learners usually have diverse home languages. In a multilingual classroom, it is almost impossible for educators to have knowledge of all learners' mother tongues. To provide support for the English second language learner with inadequate English Proficiency, it is more advantageous for the learner and educator if the latter has knowledge of the learner's languages (Marais, Du Toit & Steyn, 1999). Many learners learn in their mother tongue in the Foundation Phase and are then only exposed to English as language of learning and teaching in Grade 4 (Rademeyer, 2005 & Tancred, 2006).

In many cases, English second language educators with a limited English proficiency teach English second language to learners (Mati, 2003; Donald et al 2005; Sweet-nam Evans, 2001). The ineffective training of educators poses challenges of addressing barriers to English second language learners, with limited English proficiency (Cele, 2001; Waddington, 1999; James et al. 2000 & Rees, 2000).

2.6 Summary

This chapter has discussed the language policy in Education and the background has been given and explained in detail. The experiences faced by Grade 4 teachers with regards to

language of learning and teaching are mentioned or unpacked by the researcher in this study. The experiences like large number of learners in the classroom and paucity of trained and qualified educators, importance of English as medium of learning and teaching and teachers' perception and parents' perception are discussed. The researcher further elaborated on the teachers' perceptions of the use of English as a language of learning and teaching and how it impinged on the issue of success of the Grade 4 learners.

CHAPTER THREE

ANALYTICAL THEORETICAL FRAMEWORK

3.1 Introduction

The chapter focuses on the theoretical framework that is based on bilingualism and multilingualism theories. This study is grounded on the bilingualism and multilingualism theories. Bilingualism and multilingualism form an interdisciplinary complex field. Bilingualism and multilingualism are devoted to the study of production, processing and comprehension of two (and more than two) languages, respectively. However, in colloquial usage, the term “bilingualism” is used as a cover term to embody both bilingualism and multilingualism (Weinreich, 1953). The researcher decided to use the two theories in the study. It is because these two theories discuss the instance of two languages sharing space; an issue that the current study grapples with through interrogation of English as language of learning and teaching. The learners of Maluti District use isiXhosa or Sesotho as their mother tongue in the classroom from Grade 1 up to Grade 3. When they enter the Intermediate Phase they use English as language of learning and teaching. The researcher decided to use the two theories of bilingualism and multilingualism to explore how learners perform when teachers use English as language of learning and teaching in the classroom instead of their mother tongue. The two theories will be defined in detail.

3.2. Bilingualism

3.2.1. Definition of Bilingualism

Users of the term bilingualism define it in many different ways and sometimes they disagree on the precise terms and on how to embrace the definitions. Anderson and Boyer (1970) assert that the only agreement is that the term bilingualism “refers to knowledge and use of two languages by the same persons”. Bloomfield (1933:56) defines bilingualism as native-like control of two languages. His definition implies that one is not bilingual in a second language if his or her pronunciation does not sound like that of the native speaker of the target language; if his or her grammatical knowledge of the target language is not equal to that of a native speaker and so on.

It is not difficult to see how narrow and insufficient Bloomfield's definition is. It excludes those people who speak more than one language but without native-like control of one or both languages. In this regard, his definition of bilingualism is inadequate. However, despite its shortcomings, the definition raises the question of the level of proficiency a bilingual should reach before he or she is classified as a bilingual.

This is the question that Haugen (1953:7) addresses by suggesting that bilingualism sets in when “a speaker of one language can produce complete, meaningful utterances in the other language (when a person begins to understand or speak another language or second language). On the other hand, Diebold (cited in Liddicoat, 1991:1) suggests that bilingualism begins when a person starts to understand utterances in the second language. The two definitions put emphasis on two different sides of the coin of language use. These are production and reception. Diebold emphasises that one can understand and follow a

conversation in a second language without necessarily being able to respond verbally to it. Canale and Swain (1980) assert that such people develop strategic competence. In this sort of competence, the speakers employ strategies that help them to convey their messages by using paralinguistic features such as gestures and facial expressions, which are also features of communication.

Bilingualism is a language phenomenon that develops within societies ('groups' or 'communities') and individuals (cf. Edwards, 1994; 2003; 2007; Baker, 2006; 2007a; 2007b; Hoffman, 1991; Hammers and Blanc, 2000), and where such societies and individuals are able to use two languages in many intimate and public domains. Thus a bilingual is a person who speaks two languages, and a multilingual person is able to speak more than two languages. To become bilingual or multilingual is an extra ordinary experience, because the language (s) we learn open different types of social, educational, political and economic worlds. Even so, if bilingualism is a phenomenon where two languages are acquired by an individual and phenomenon possessed by societies alike, then bilingual education has to ensure bilingual development or 'language proficiency' (Cummins, 2000). But what exactly is bilingual education?

A more encompassing definition of bilingualism is that offered by Liddicoat (1991:1). Liddicoat proposes that the concept of bilingualism refers to some ability to use two or more languages. This use may therefore be the employment and application of any one or a combination of the four language skills of listening; speaking, reading and writing in varying degrees. Some theorists actually consider regular use of the two languages rather than fluency as the hallmark of bilingualism (Grosjean, 1982). With this definition, it might be reasonable to look at bilingualism not as an absolute phenomenon, but rather, as something existing along a

continuum. At one end of the continuum will be those speakers with native-like proficiency of the two languages while near beginners will be at the other end. Bilingual education is a broad term that refers to the presence of two languages in instructional settings. The term is , however, " a simple label for a complex phenomenon" (Cazden and Snow, 2001) that depends upon many variables, including the native language of students, the language of instruction, and the linguistic goal of the program, to determine which type of bilingual education is used.

Bilingual education is a term that refers to structurally different schools where teaching is done 'bilingually' or schools where teachers educate 'bilingual students' (Baker, 2006). It refers to schools where children from minority language backgrounds are immersed from 'minority language dominance' to 'majority language dominance'. When learners are entering the school, the school assists in further developing bilingualism and biliteracy in children, and school is where content subjects are taught through the medium of two languages (Baker, 2007:131) (see also, Hamers and Blanc, 2000; Genesee, 2006, for comparable definition). Hamers and Blanc, (2000) assert that it is important to understand that any bilingual will have different levels of proficiency in the four language skills. In an illiterate society, a bilingual will be called such because of his or her listening comprehension and oral communication. In this system a bilingual may be more comfortable doing reading comprehension than composing, for example. The opposite may also occur.

The recognition that the same bilingualism may have ability in the four language skills is important in the use of English as medium of instruction among Grade 4 learners with another mother tongue or first language. It is significant for curriculum specialists and syllabus designers. A curriculum that puts too much emphasis on the development of oral

communication may deny the learners the opportunity to attain acceptable levels of both reading and writing language skills (Baker, 2006).

Bilingual programmes were intended to allow children to progress in subjects such as Maths, Science and Social studies while they learn English in a separate class. Baker (1996:9) a respected scholar in the field of bilingual education defines bilingual education as the ability to use more than one language. Garcia (2009: 5) maintains that bilingual education is the only way to educate children in the twenty- first century. One may partly disagree with Garcia because as the world is becoming borderless in terms of the information flow and the movement of people, multilingual education could be the way. We already have Chinese, Indians and Nigerians in South Africa. And if we need to treat all languages on equal basis then one ought to have some kind of a multilingual education. There are four models of bilingual education, namely, subtractive, additive, recursive and dynamic models (Garcia 2009:711).

3.2.1.1 Subtractive bilingual model

Heugh et al. (1995) define subtractive bilingualism as limited bilingualism often associated with a negative cognitive outcome. It is applied to a context in which speakers of usually low-status languages are expected to become proficient in a second language which is usually a dominant language of high status, such as English and French in Africa. During the process of acquiring the second language, the home language is either abruptly or gradually replaced as language of learning in the school. This type of situation is responsible for the marginalization of African languages. This is an agreement with Garcia (2009:116) who argues that the process results in children developing a feeling that their home language is useless at school

and that only the school language is valued and assessed. This cannot be over emphasized, however, it is a major problem because children come speaking in one language, the school adds a second language, and children end up speaking the school language and losing their own language. It is not fair for someone to lose his or her language knowingly or unknowingly because all languages ought to be regarded as equal no matter how small the number of speakers of language is (Garcia, 2009:116). After completing the Foundation Phase, learners begin to use English as the language of learning and teaching. This study sought to explore how learners perform in the classroom using language that is not their mother tongue. Learners who are receiving instruction in indigenous mother-tongue instruction from Grade 1 are expected to learn a language from Grade 4 onwards (usually). It seems as if in Grade 4 learners are literally thrown into the deep end and expected to swim safely to the shore. Learners are introduced to six to seven subjects while in Grade 3 it was three subjects that they were taught. In the Intermediate Phase teachers are using subject teaching (different subject teachers) and a more structured timetable. Learners are taught by different teachers. Learners must also deal with the feeling of being alone, as they do not have form-based teachers. There is now less individual contact time with the teacher.

Subtractive bilingualism characterises the situation in which learners lose their home language in the process of acquiring the second language. That is, an incoming language displaces and replaces the home language. According to Lambert (1981), it is a situation in which learners lose their mother tongue in the process of acquiring the second language. It prevails when the child's home language is totally replaced with English and it typically has a negative effect on learners' educational experience. A dominant majority language is learnt at the cost of a home language, which is displaced and sometimes replaced. Learners who experience subtractive

bilingualism typically have negative cognitive effects, and experiences show that learners who do not receive either first language (L1) or second language (L2) support, have a difficult time succeeding in school. Subtractive bilingualism occurs most often when the home language is denigrated in school. Normally what happens is the home language skills are replaced completely by second language skills. Teaching through the home language until learners are proficient enough in the majority language to cope with all English instruction, is key to learning a second language. Lambert (1981) points out that home language loss may be preferred to lack of home language development or delayed home language development. This study, therefore, attempts to examine reasons why learners decline or lack proficiency in the home language when they use English as a language of learning and teaching. The goal should be to encourage learners to develop skills in an additional language to seek a deeper understanding of how language works and raise their interest in the English language. Learners can do better if they can develop their home language proficiency while becoming fluent in English. Cummins (1994) gives support to this idea, by pointing out that learners cannot learn in a language they do not understand and therefore some initial language instruction is necessary to overcome the effects of home-school languages.

According to Mwamwenda (1996), subtractive bilingualism rises out of a situation where the second language is acquired without accommodating the linguistic skills that have already been developed in the first language. Such situations are evident in societies where one language is considered as having a more prestigious socio-economically determined status than the other, which is regarded as inferior (Jeffrey, 1996; Hornby, 1977; Roy-Campbell, 1996). In this model, the learners' first language skills are replaced by the second language (English), thereby placing linguistic and cultural system in conflict instead of complementing

one another (Robinson, 1996). The study seeks to find out what experiences language teachers face when they leave home languages and teach using English as second language.

3.2.1.2 Additive bilingual model

There is remarkable unanimity among language-in-education experts about the best approach to education in multilingual environments. This approach is called additive bilingualism. It involves the gradual adding of English language as the medium of instruction by the target language-English in the South African case. Ideally, children entering school would be taught entirely in their home language for four to six years, while learning the target language as a subject. Incoming language is initially used for new functions but does not replace original languages. A new language (English) is learned in addition to the mother tongue which continues to be used and developed. Teaching the curriculum through both majority and minority languages must also occur.

Additive bilingualism refers to bilingualism associated with a well-developed proficiency in two languages and with positive cognitive outcomes (Heugh 1995). The term is applied to a context in which speakers of any language are introduced to a second language (or even languages) in addition to the continued educational use of the primary language as a language of learning. The second language is never intended to replace the primary language in education; rather, it is seen as complimentary to the primary language throughout. Additive bilingualism could be preferred by many people who would like to see their mother tongue's status promoted throughout their children's education mainly because children come in speaking one language, the school adds a second language, and they end up speaking both. According to Luckertt (1993), if a child maintains her L1, it will be easier for her to master

content in L2. This will not only benefit the child in performing academically, but will also enable the child to get other job opportunities that require candidates with a good command of two languages.

Lambart (1981) describes additive bilingualism as the acquisition of a second language without any loss or weakening of the first language. In other words, learners add a second language to their repertoire of skills at no loss to the development of the first language. Consequently these learners attain a relatively high level of fluency and literacy in two languages. This pattern suggests that the level of proficiency attained by bilingual learners in their two languages may influence their academic and intellectual development. Griego-Jones and Mary Lou Fuller (2003), on the other hand, point out that an individual suffers no loss of the primary language and the associated culture. The current research needs to find out the experiences by Grade 4 language teachers in using English as language of learning and teaching in classroom instead of their home language.

3.2.1.3 Recursive bilingual model

According to Garcia (2009), recursive bilingualism refers to bilingual practices that are sustained after suppression. Recursive bilingualism is a theoretical framework that acknowledges that even a single ethno linguistic group's bilingualism is complex and not static, and therefore, depending on personal and socio historical circumstances, bilingualism can take different directions at various times from that of simple shift, addition, or maintenance (Cummins 2000; Rivera 2001; Garcia 2009). This type of bilingualism supports a heteroglossic vision, focuses on the bilingual continuum of students as they come into classrooms, sees their bilingualism as right, and works towards the acceptance of all their linguistic and cultural

differences. Garcia (2009:118) maintains that this model promotes biculturalism as groups develop understandings of their histories and reconstruct their culture, but also as they develop competencies in the other languages and cultures with which they are in contact. It is clear that this model tends to protect and nurture the language undergoing revitalization. It may however be difficult to practice especially for those teachers that are not fluent in their mother tongue. This study also determines whether this recursive bilingual model is fruitful to be used by teachers and the learners of Maluti District. The current study also investigates whether these Grade 4 English teachers are trained to teach English at University level.

3.2.1.4 Dynamic bilingual model

Dynamic bilingualism refers to a theoretical framework that allows the simultaneous co-existence of different languages in communication; accepts translinguaging and supports the development of multiple linguistic identities (Garcia 2009:119). Under this model all learners are considered as a whole, their bilingualism continuum is acknowledged and it is seen as a resource. It is believed that by bringing together learners from different cultural experiences and contexts a new and hybrid cultural experience can be generated. It is against this background that Garcia (2009:119) maintains that the dynamic bilingual model supports the education of children to use languages for functional interrelationships. This is relevant to the present situation in which children from various corners of the world can meet in one class because parents are free to move wherever they can get employment in the world. This means that children and their parents nowadays need to have some basic knowledge of intercultural communication.

Bilingual education is grounded in common sense, experience and research. Common sense dictates that children will not learn academic subject material if they cannot understand the language of instruction (Locket, 1995: 75). Research done by Cummins (2000), of the Ontario Institute for studies in Education at the University of Toronto, supports a basic tenet of bilingual education: children's first language skills must become well developed to ensure that their academic and linguistic performance in the second language is maximized.

The subjects of bilingualism and second language acquisition are closely related. Becoming bilingual often involves second language acquisition, either achieved formally (for example in the classroom) or informally (naturally, for example, in the street and playground, via television and radio). At the same time, research into bilingualism fits into the wide field of second language acquisition. This topic outlines some of the key theories of the second language acquisition. The essence of second language theories is to describe the individual and contextual conditions for efficient second language learning to occur. Lambert's (1974) model is a valuable resource in this area because it combines both the individual and social elements of bilingualism. It is the important societal element of the model that is emphasized in the following discussion.

The model initially discusses individual's aptitudes and attitudes towards language. Aptitude and attitude are regarded as one major and relatively separate influence to replace or reduce the first language, in which an additive form of bilingualism will occur. A positive self-concept is likely to relate to additive bilingualism. When a second language and culture are acquired (for example in migrants) with pressure to replace or demote the first language, a subtractive

form of bilingualism will occur. This may relate to less positive self-concepts, loss of cultural identity with possible alienation and assimilation (Lamber's, 1974).

Landry, Allard and Theberge (1991) suggest this first use is too narrow, with a second use of additive and subtractive bilingualism being more appropriate. This wider use of additive and subtractive bilingualism relates to the enrichment and loss of minority language, culture and ethno linguistic identity at societal level. In an additive situation, language minority members are proficient (or becoming proficient) in both languages, have positive attitudes toward the first and second language, with ethno linguistic vitality in the minority language community. According to Garcia (2009), one of the main characteristics of dynamic bilingualism is that it allows for the co-existence of different languages in the classroom whether they are used as means of instruction simply for communication, in other words, it allows for translanguaging to occur inside the classroom. This concept refers to the use of both first and second language at specific points of the lesson. This means that learners will develop both languages simultaneously; it is for this reason that the dynamic bilingualism model is seen as the most appropriate to apply to this study. In this sense, the learning experience becomes more meaningful for the learners to the fact that they already have the knowledge of the content in Sesotho or isiXhosa, so it is used as a foundation for the creation of knowledge in English. Furthermore, the use of both Sesotho and English in the classroom not only allows for both languages to be developed at the same time, but it also allows for the most dominant one, in this case Sesotho, to be able to compensate for students lack of knowledge in the foreign language, in this case English. In this sense, the aim of a dynamic bilingual education framework is to develop both languages and the students' content knowledge simultaneously.

Lambert's (1974) model contains the basic ingredients that help make up an explanation of individual and societal bilingualism. It suggests that both individual and socio-cultural factors are important in the possession and passage of bilingualism. Like most models, it is static rather than dynamic. It tends to suggest that there is an easy, functional flow in relationships between the factors. What it may fail to do is to represent the dynamic, ever changing, often conflicting and politicized path of bilingualism at individual and at a societal level.

3.3. Additive and subtractive bilingualism in South Africa and other countries

On the basis of the North American and European constructs and in conjunction with an understanding of concepts, (Phillipson 1988) 'additive' and 'subtractive' bilingualism have helped socialist and democratically aligned language workers and educationists in South Africa to mount a sustained critique not only of state schooling for 'African', but also of the domination of English Education as a second language (ESL) industry- what Heugh calls ' the covert forms of the hegemony of English' (1992). Thus 'subtractive bilingualism' has become synonymous with poor academic performance, low esteem and social marginalisation associated with deficit approaches and language policies that officially replace learner's primary (or home) languages LoLTs with a target language of higher status after only a few years of schooling. In practice, this means that African children have to change suddenly into English-Medium classes with debilitating consequences (Mcdonald 1990). 'Additive bilingualism', on the other hand, has become a shorthand expression for a language-in-education approach designed to foster advanced bilingual proficiency, cognitive development, and general social empowerment preferably through the use of two languages of learning and teaching, one of which has to be primary or home language of the majority of learners.

Additive and subtractive bilingualism have become important concepts in the explanation of research. Lambert's (1974) distinction between additive and subtractive bilingualism has been used in two different ways. First, additive bilingualism is used to refer to positive cognitive and effective outcomes from being bilingual. Subtractive bilingualism hence refers to the negative affective and cognitive effects of bilingualism (for example where both languages are "under developed"). Learners switch to English as a medium of instruction in the Fourth Grade which is one of the earliest years of school life and by the time they switch to English, their mother tongue is not yet fully developed. This study also explored how an early switch to English while the mother tongue of the children is not well developed itself impacts on the development of language.

Interestingly, the Department of Education (DoE) in South Africa outlines additive bilingualism as the goal of its language in education policy (Department of Education Language-in-Education Policy document, 1997a) See also the historical outline of language in education policy in chapter two of this study. There are, however, different ways in which one can become an additive bilingual. These are: the use of both mother tongue and additional language as media of instruction, also described as a dual medium approach. This was the model used in the early bilingual schools for English and Afrikaans pupils in South Africa; the use of mother tongue as the medium of instruction and learning the additional language as a subject, a model used in countries such as the Netherlands and Iceland; and the use of a second language as the medium of instruction whilst learning the mother tongue as a subject, the model used in the St Lambert's immersion experiments in Canada. Such a model works best when learner's mother tongue is a dominant language, such as English (Cooper 1989).

Subtractive bilingualism, on the other hand, refers to a situation where the first language is gradually (but often, not so gradually) replaced by a more prestigious second language (Cummins, 1979). This usually happens in situations where the mother tongue is not a dominant language and has a low status. Pupils from immigrant communities in countries like the USA or the UK would fall into this category as they usually have to learn in their second language, whilst their mother tongue is rarely acknowledged. It is also a situation in which many African language speakers (and their children) in South Africa, and elsewhere, find themselves.

Both additive and subtractive bilingualism are the outcome of particular approaches to language in education, but they are outcomes which are heavily influenced by contextual factors such as the status of the mother tongue, power relations in that society with regard to speakers of different languages, the quality of teaching, and the availability of resources such as reading materials in particular languages. Pluddemann (1997) raises some interesting issues about the use of the terms 'additive' and subtractive' bilingualism in South Africa. He argues that in South Africa there has been a tendency to conflate 'several dimensions of additive and subtractive bilingualism' with the result that the terms could refer to the process of becoming bilingual, a form of bilingualism (Pluddemann, 1997:20). For example, there are those like Lockett (1993:47-8) who argue that there is a link between the outcome and the process, that is, one can become additively bilingual only in a dual medium education system where two languages are used as media of instruction. Liddicoat, (1991) cited Lambert who distinguishes between additive and subtractive bilingualism. In doing so he associates bilingualism with social and psychological aspects of the individual. When a child learns a second language, often a majority language without losing his or her first language, that child

develops additive bilingualism. Additive bilingualism develops where the two languages are not perceived to be in competition with each other. On the other hand, subtractive bilingualism occurs if in the process of acquiring a second language the child gradually loses the first language (Landry et al, 1991). The important factors in first language loss are the age of the child, the social context and the prestige of the second language (Baker, 1996).

Research by Hakuta and D'Andrea (1992) and by Wong Fillmore (1991) indicates that young children from minority language groups have a great chance of losing their first language if they are acquiring English, which is the dominant language in the United States. However, this is likely to happen only if the families where the children come from do not support their further development in their language. Loss of the minority language may have far-reaching consequences both on children and parents. Children may be emotionally as well as cognitively affected. Wong Fillmore (1991) argues that, if children lose the use of the language that their parents speak, parents have difficulty in socialising their children. Fillmore (1991) asserts that, "When parents are unable to talk to their children, they cannot easily convey their values, beliefs, understandings, or wisdom about how to cope with their experiences." As regards the social context, Fillmore (1991:295) further argues that in the United States minority language children quickly:

"Discover that one of the things that stand between them and easy participation in their world is language. They can tell by the way people interact with them that the only language that counts for much is English. If they want to be accepted, they have to learn English, because the others are not going to learn their language".

Thus, such children seem to see English not just as a majority language but also as a prestigious language that bestows some degree of inferiority upon their first language. The children may not even see much of their minority language written anywhere while they are constantly surrounded by written English and overwhelmingly bombarded by it through television and the radio. In a situation like this it is perhaps unlikely that it is possible to motivate the children to maintain their first language. Consequently, the children may choose to be integrated quickly into the mainstream language community. It seems that language loss mostly occurs in young children of immigrants who speak minority languages. Baker (1996: 149) supports this view. He states that research:

Suggests that the younger the US language minority child is acquiring English, the greater chance that the minority language will be replaced. The later the age of learning to speak English, the greater the chance of retaining the minority language and becoming bilingual.

This observation may be true in almost every country where the immigrants are in the minority. Perhaps it is even more so where the majority language is socially and economically powerful like English in the United States, Canada, Britain, and Australia. If the parents of children were forced to migrate to other countries by traumatic experiences such as political persecution or economic hardships, they may perhaps have little intention of going back to their countries where their minority language becomes the majority language again. This unwillingness to go back to their home country might contribute to the parents' attitude towards teaching their first language to their children or speaking it to them. Yet research shows that resettling in a new country is least disruptive to children's cognitive and emotional

development if the parents' first language is maintained in the home (Doepke, 1996; Bus and Van Ijzendoorn, 1998).

The factors that accelerate first language loss in favour of English in the United States and the other countries in Europe do not, however, exist in Malawi. English is the minority language while Chichewa and other local languages are the majority languages. Furthermore, most children begin to learn English at school at the age of six, after their first language is firmly established in their cognitive structure. After school and indeed even within the school premises, business and almost all communication are done in their first language. Chichewa therefore, cannot be under threat of being replaced by English. Since the use of the home language continues for the majority, and is encouraged through the formal education system, one assumes that it enhances pupils' emotional as well as their cognitive development.

In the Malawian context, English and Chichewa are in no way in competition with each other. They are seen as complementary, fulfilling complementary roles in the society. Children are aware that they themselves do not learn English in order to be integrated into the native speakers' community. Rather they learn it because it is instrumental to the acquisition of new knowledge that they need and because of the upward mobility it offers them after schooling. Consequently, pupils who learn English in Malawi learn it in an environment where additive bilingualism is the norm. Many pupils have experience of additive bilingualism, even before coming to school, because they are in constant contact with their peers who speak other local languages. It was pointed earlier that Chichewa is under no threat of being replaced by English. In the same vein, English, though a minority language cannot be replaced by Chichewa. It is firmly enshrined in the constitution of Malawi. However, in terms of learning

English, rural Malawian pupils do not sit in the same class with native speakers of English as do the children of immigrant parents in the United States or in Britain. Native speakers of English are so few that those who have children or dependents send their children to private schools, either within the country or abroad. This means that Malawian children in the rural areas are under no pressure to compete with any native speakers of English in the classroom as do English second language speakers in the United States or Britain. One can therefore assume that the absence of pressure from native speakers is psychologically advantageous background because it gives the learners the feeling that they are all on an equal footing.

Although children are under no pressure of the kind that minority children suffer from in the United States, other pressures may create similar anxiety among them in Malawi. English is both a prestigious and instrumental language in the country. School children are socially under pressure to master it. They are further under pressure because they are required to pass it in all national examinations in order to get a certificate. What is different from the situation of their counterparts in the United States and Britain is the environment outside the classroom.

In South Africa, particularly Maluti District, most communication and interaction outside the classroom is done in the home language (Southern Sotho & IsiXhosa) and there is usually nothing to motivate speakers to use English in the home. Baker (2003) contends that the education level of parents has a strong effect on learner's performance. Baker (2003); further states that parents with higher levels of education placed greater value on education and provided more materials and school related activities for their children at home. On the other hand Englund, Lucker, Whaley, Gloria and Egeland, (2004) point out that the parents with low level of education do not assist their children in English reading materials because they have

difficulties in fostering their children's reading abilities due to the level of their education and as a result they do not provide English books for reading. Worse still, for the purpose of learning English, most of these were written in Sesotho. In Maluti, learners have very limited opportunities to learn or reinforce their English in natural settings and to hear or read English outside the classroom.

3.3.1. Simultaneous and Successive Bilingualism

While additive and subtractive bilingualism are concerned with what happens to the children's first language when they are acquiring or learning a second language, simultaneous and successive bilingualism are preoccupied with the spacing of the times when the children acquire their first language and when they acquire the second one. McLaughlin (1984) argues that when children learn two languages before the age of three, they learn them simultaneously. In that case, it is inappropriate to discuss the children's first and second languages. Both languages are the children's first languages, because McLaughlin argues that below the age of three children's first language is not yet established.

Successive bilingualism refers to a situation where a child acquires a second language after he or she has acquired the first one. Thus, in successive acquisition the languages are distinct from each other, Liddicoat (1991:5) points out that "Simultaneous acquisition of the two languages is not necessarily superior to successive acquisition and both patterns of acquisition can lead to bilingual competence".

The assertion should, however, be treated with some degree of caution. Simultaneous bilingualism is acquired in a natural manner and in natural contexts in which communication is of prime importance (Ellis, 1994:12). In such settings, utterances or speech acts are dictated

or governed by social conventions and the need to express one's feelings or to pass on information. Furthermore, the time for acquisition is not limited by any formal conventions of the classroom. On the other hand, successive bilingualism is mostly acquired through the formal system of education although it could also be acquired informally. In formal settings, successive bilingualism is timetabled and in most cases, the time is very limited. Furthermore, although the formal structure has lots of factors that may facilitate the acquisition or the learning process, other factors may militate against it. Such factors may be social, economic, political, attitudinal and pedagogic factors (Baker, 1996: 82). Therefore, pupils might not acquire appropriate communication abilities quickly enough.

The fact that the simultaneous bilingual acquires the language before the age of three means that he or she is likely to acquire even nuances of the target language as well as some aspects of the culture of the speech community. Under these circumstances a simultaneous bilingual may be more proficient than a successive bilingual in some ways. For example, the bilingual may acquire a native-like pronunciation.

3.3.2. The Thresholds theory

The threshold hypothesis is concerned with second language acquisition set forth in a study by Cummins (2000) who stated that a minimum threshold in language proficiency must be passed before a second-language speaker can reap any benefits from the language. The hypothesis further states that in order to master proficiency in a second language, the learners must also have passed at a certain age appropriate level of competence in their first language. Cummins' threshold theory (1976) was developed to account for the inconsistencies in the research on bilingualism and cognitive development. Cummins (1979) asserts that the

thresholds evolved as an attempt to resolve the apparent inconsistencies in the results of early and more recent studies on the relationship between bilingualism and cognition. The threshold hypothesis proposes that there may be threshold levels of linguistic competence which a bilingual child must attain both in order to avoid cognitive disadvantages and allow the potentially beneficial aspects of bilingualism to influence the child's cognitive and academic functioning (Cummins, 2000). Furthermore the threshold hypothesis suggests that there is a minimum level of competence required for a child to develop in the first language in order to gain cognitive development when exposed to second language learning or instruction. This is further interpreted as implying that when a learner has a high level of competence in L1, they will have a high level of competence in L2. It is logical to assume that once a learner attains a high level of bilingualism in first and second language; they will also achieve greater cognitive development.

The hypothesis according to Baker (1996:148-150) proposes that there must be two threshold levels of language proficiency (bilingualism and cognitive development). Below the first threshold level, bilingualism may have a negative effect on the child's cognitive development. When the child reaches the second threshold level in the target language, then the child may begin to benefit cognitively from the bilingualism. Several research findings support the thresholds level theory (Cummins, 2000; Clarkson, 1992; Meyer & Land, 2005). In this current study, the researcher examined the relationship between bilingualism and cognitive development because this theory maintains that there may be levels of linguistic proficiency which bilingual learners must attain in order to avoid cognitive deficits and to allow the cognitive benefits. This study also explores the experiences faced by Grade 4 English language teachers with regards towards the use of English as a language of learning and teaching.

According to the Cummins' threshold theory (2000), three things may therefore happen to a child in bilingual Education. Below the first threshold level, the child will suffer from negative effects. When the child attains the first threshold level, the effects of bilingual education may either be negative or positive. On the other hand, the onset of the second threshold level will bring the child positive results in his or her academic work. This distinction seems to suggest that school children, who have to change from their mother tongue to their first language to English as the medium of instruction, should reach a reasonable level of competence in English before they transfer to English as medium of instruction. In this study, the researcher explored teachers' experiences in using English as the medium of instruction among Grade 4 learners. The researcher also looked at the challenges faced by English teachers when they use English as medium of instruction because in the Foundation Phase, learners were taught in their home language. As they entered Grade 4, English became a new language for them. The study also explored how the Grade 4 learners coped with many subject teachers in the Intermediate Phase whereas in the Foundation Phase they were taught by one teacher.

However, there seems to be an inherent problem in applying the thresholds theory. The problem is how to define the 'reasonable level' itself. Many Southern African countries prescribe to teachers in public schools when English should be used as the medium of instruction. In Zambia pupils were, until recently, expected to start learning in English right away in Grade 1. In Zimbabwe, the language policy states that pupils should switch to English medium in Grade 3, while in Namibia the transition year is Grade 4 (Haacke, 1994). In South Africa, English takes over from Home language as the medium of instruction in Grade 4. These

prescriptions do not propose any standard proficiency tests to be administered before the pupils switch to factor automatic transition.

According to Baker (2006), several studies have suggested that the more the child moves towards balanced bilingualism, the greater the likelihood of cognitive advantages. The term *balanced bilingualism* is used to describe individuals who possess about the same fluency in two languages, while *semilingualism* refers to those who have deficiencies in both languages compared with *monolinguals*. These deficiencies could be in a reduced vocabulary, incorrect grammatical patterns, difficulty thinking or expressing emotions in one of the languages. Few people are truly balanced bilinguals in both languages in all situations. One language is usually dominant. This dominance may be different for listening and speaking or reading and writing and usually changes over time.

The threshold hypothesis was first postulated by Cummins (2000). Cummins suggests that research on cognition and bilingualism is best explained by 'the idea of two thresholds' (as cited in Baker 1993:136). The first threshold in this level includes those children whose current competence in both their languages is insufficiently or relatively inadequately developed, especially compared with their age group (baker, (2006). The second threshold is a level required to experience the possible positive benefits of bilingualism. The threshold hypothesis assumes that the positive effects of bilingualism will only come into being once a child has attained a certain minimum level (second threshold level) of competence in the first language and second language. However, the threshold cannot be defined in absolute terms; it is likely to vary according to the child's stage of cognitive development and the academic demands of different stages of schooling. As the curriculum content becomes more symbolic and requires

more abstract formal operational thought process, the child's 'surface' first language (and /or second language) competence must be translated into deeper levels of competence in the language. The development of adequate literacy skills is obviously crucial in this respect (Cummins, 2000). Cummins argues that findings of several research studies (such as Cummins and Mulcahy (1978), as cited in Cummins, 2000) suggest that maintenance of first language skills can have cognitive benefits for minority language children. It is useful to note that such research findings are evident in situations as varied as the USA and Nigeria.

What is important about the threshold hypothesis is the notion that the benefits of bilingualism are not automatic. Benefits emerge under certain conditions, and in particular contexts (Cummins 2000). One of the essential ingredients for such conditions is the maintenance and development of the learner's mother tongue. Another ingredient is the development of materials in the learner's mother tongue so that adequate literacy levels are developed. Drawing on international research, the Programme for International Student Assessment (PISA) data, Cummins highlights the language education of ethnic minority children whose parents are of immigrant origin. In Sweden, for instance, it was used with reference to the language skills of the children of Finnish migrant workers (Skutnabb-Kangas and Toukomaa 1976, cited in Cummins, 2000). In this study the researcher investigated which language teachers used most when teaching Grade 4 learners in the classroom. The study determined whether teachers sometimes engaged in code-switching when learners were unable to participate in lessons taught in English or not. The researcher also explored whether the Grade 4 learners were still comfortable to use English as the language of learning and teaching in the classroom as they used the home language before entering the intermediate phase.

3.4 Multilingualism

Multilingualism is defined differently by different researchers. Many view multilingualism broadly and define it as the ability to function in more than one language, without reaching the same degree of grammatical perfection in all the languages known by the individual (Psaltou-Joycey & Kantaridou, 2009: 461). Banda (2010) defines multilingualism in individuals as the acquisition and the use of two or more languages, and for him, multilingual education is a setting in which two or more languages are used as languages of learning and teaching content matter, not where a variety of languages are merely taught as subjects. For Cenoz (2009), multilingualism can refer to an individual and a social phenomenon. It can denote the acquisition, knowledge or use of several languages or by language communities in a specific geographical area.

Multilingualism is the use of two or more languages, either by an individual speaker or by a community of speakers. Multilingualism is becoming a social phenomenon governed by the need for globalization and cultural openness. Owing to the ease of access to the information facilitated by the internet, individual's exposure to multiple languages is becoming increasingly frequent thereby promoting a need to acquire additional languages (Cummins 2000).

Multilingual Education typically refers to "first-language-first" education that is, schooling which begins in the mother tongue and transitions to additional languages. Typically, Components of Multilingual Education (MLE) programs are situated in developing countries where speakers of minority languages tend to be disadvantaged in the mainstream education system (Thomas & Collier, 1997).

MLE proponents stress that the second language acquisition component is seen as a “two way” bridge, such that learners gain the ability to move back and forth between their mother tongue and the other tongue(s), rather than simply a transitional literacy program where reading through the mother tongue is abandoned at some stage in the education. This study was exploring the advantages and disadvantages of using English as language of learning and teaching (Thomas & Collier, 1997).

3.4.1 Benefits of bilingualism/ multilingualism

Bilingual/multilingual programs encourage teachers and learners to use more than one language. This serves as an advantage because the programs enable teachers to provide content area instruction in learner’s first language; hence, the learning of new concepts is not postponed until learners are competent in the second language (Benson, 2004:3). Research in the academic literature reported that bilingualism/multilingualism as opposed to monolingual schooling offers significant pedagogical advantages to both teachers and learners (Cummins, 2000; Baker, 2001; CAL, 2001). In other words, classes with bilingual/multilingual education promote effective interaction between teachers and learners and the environment undoubtedly encourages what is called “active learning” Qune & Glanz (2010:5). Benson (2004) furthermore, claims that through bilingual/multilingual education; children acquire and develop literacy skills in addition to understanding and participating in the classroom.

Based on the above mentioned claims, it is evident that bilingual/multilingual children demonstrate self-confidence and are highly motivated while learning in the classroom (Dutcher, 1995; ADAE, 1996). Urzagaste (1999:10) & CAL (2001:27) also found that bilingual schooling has positive effects on children’s pass rates and the dropout rates are lower. If children are denied opportunities to be literate in both their mother tongue and the second

language, this can result in what Landry (1987) calls subtractive bilingualism or what Cummins (1994) calls semilingualism, which yield negative consequences on their academic performance. Ball (2009:3) further asserts that early transition from mother tongue to learning in second language may lead to children losing their first language. Based on this account, Keeves & Darmawan (2007:20) suggest that it is highly desirable that an adequate level of competence in the learning of the mother tongue is achieved before any formal learning of a second language takes place through classroom instruction. The stronger the development of the mother tongue, the stronger the proficiency in the second language (Heugh, 2006:7). If they continue to have opportunities to develop their first languages skills in secondary schools, (Ball, 2009: 3) claims that they can emerge as fully bilingual (or multilingual) learners. The idea of bilingualism/bilingualism is also supported by Krashen (1982:10) who contends that bilingual/multilingual programs provide learners with both subject matter and literacy in the language. The researcher is brought to the conclusion that given an opportunity to practice bilingualism and multilingualism, the self-confidence of learners in the Maluti District Schools may be restored hence bettering their chances of academic success.

3.4.2 Multilingual education and additive multilingualism

The term 'additive multilingualism' has not fallen from the sky. It consciously builds on its predecessor, 'additive bilingualism' and has often been used in conjunction with it for example; 'an additive bilingual/multilingual approach' (CEPD, 1993), and 'additive bi-or multilingualism (Alexander, 1996). The historical significance of additive multilingualism is that it consciously and deliberately alludes to the official recognition of multilingualism as a feature of South African society, enacted by the declaration of eleven official languages in the constitution. In particular, multilingualism celebrates nine indigenous languages (and by

implication their speakers or users) as national resources. The use of the term signals the discursive break with the oppression of apartheid-colonial bilingualism, which recognised only English and Afrikaans as official languages, that it, you were 'bilingual' only if you spoke those two (CEPD, 1993; Alexander, 1996). 'Multilingualism' enshrines the principle of equality between the eleven languages. 'Additive multilingualism' is designed to operationalise the principle in the educational sphere (Alexander 1996).

In current policy documents, there is a degree of indecision in terminology which hints at some of the contextual constraints under which the policy making process has had to operate. As Du Toit et al. (1997:6) point out, 'Additive multilingualism' in the language policy for schools (1997a:4) is used interchangeably with 'an additive approach to bilingualism' (ibid: 3) which is (mis)quoted as 'an additive approach to multilingualism' in the Curriculum 2005 brochure (DoE 1997b: 22). Fortunately the language policy document has a principle position in this regard: whichever route (towards multilingual education) is followed, the underlying principle is to maintain home language(s) while providing access to and effective acquisition of additional language (s).

This principle is to operationalise through language policy that takes into account a school's admission policy, languages of learning and teaching, languages as subjects and various norms and standards. Most significant is the learners right (in practice the parent/guardian) to choice with regard to language of learning and teaching, and the injunction that school shall provide for more than one language of teaching where the need arises' (DoE 1997b:23). The 'need arises' where sufficient numbers of learners request a particular language of learning and teaching, subject to reasonable practicality. As Greenstein (1997) points out, the dense legal formulation of the document is the result of a concession on conservative Afrikaners who

have resisted the introduction of English as a second language of learning and teaching (and the enrolment of black learners) in Potgietersrus and elsewhere, as a result of this political compromise, it seems the matter will be resolved by extending the definition of additive multilingual education to include situations where single-medium schools offer high-quality subject teaching in the relevant additional languages (Alexander 1996:7).

The minimalist interpretation of 'additive multilingualism' to effectively mean 'mother tongue education' has resulted in a degree of uncertainty in current policy documents. Du Toit et al (1997:5) For instance, take issue with apparent lip-service given to an additive bilingual/multilingual model of language- in- education in the 2005 Curriculum. The authors are concerned with the reference to language of me (in the singular) and the absence of any affirmation of the 'cognitive role the primary language' appear to signal the government's lack of commitment to overcoming 'the deficit model of the past' (6). Quite clearly, the authors are implying that since 'bilingual education' is generally taken to mean the use of two languages of learning and teaching at some point in the instructional process, multilingual education implies the use of at least two, and possibly three or more languages of learning and teaching (Du Toit et al, 1997:5). It is quite likely that in addition to the political constraints mentioned above, budgetary constraints on employing and training more (bi- and trilingual) teachers and producing appropriate resources for education for multilingualism have played a role in accepting single-medium schools within the definition of 'additive multilingual education'. The net effect of those constraints is that 'multilingual education' and 'additive multilingualism' have come to mean a lot less than their names suggest. In this study the researcher explores the experiences faced by Grade 4 teachers towards using English as a medium of instruction

in the classrooms. This study ascertained if these Grade 4 learners coped well or were comfortable to use English although it was not their mother tongue.

3.5 Translanguaging

Translanguaging is another theory that is related to bilingualism and multilingualism. Garcia, Skutnabb-kangas and Torres-guzman (2006) defined translanguaging as "the use of more than one language in a classroom". Garcia (2006) referred to translanguaging as the planned and systematic use of two languages inside one lesson which may help the learners to learn and understand through interactional communication with the teachers and other learners. Martin (2005) defined translanguaging as the use of local languages alongside the 'official language' of the lesson. He mentioned that it is a well-known phenomenon but for some reasons it is often criticised as a 'bad practice' and mostly blamed on teachers who are incompetent in English.

Translanguaging is defined as a communicative practice engaged in by bilinguals " accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential" (Garcia, 2009 : 140). It is a practice that does not focus on the distinct languages that multilinguals know, but on how the linguistic resources they have are used in making meaning within a given context. The author introduces the concept "translanguaging" as one of `the main characteristics of the dynamic model since it refers to the use of several languages in the classroom at different points in the lesson with the objectives of simultaneously developing both first language and second language. This concept is going to be explored through the contributions of Baker (2006) and Garcia (2009).

Baker (2006) defines translanguaging as parallel use of two languages in the classroom with the aim of developing skills in both languages and contributing to a deeper understanding of the subject matter being studied. The concept of translanguaging is a more specific term than the general umbrella term "concurrent use of two languages". Williams (1994) argues that the amount of each language in the classroom is not a relevant issue in translanguaging, but rather the purpose and the activities carried out in each language. Also, the aim of translanguaging should be the development of Academic Competence (CALP) in both languages, which means that learners should be exposed to the same concepts in both languages so as for them to learn content knowledge in L1 and L2.

Additionally, the author states that in order for translanguaging to develop learners' academic competence and make progress in both languages, it is necessary to include strategic classroom language planning. This takes place when input and output are deliberately used during classroom activities; general reading or listening is carried out in one language and then a production activity about the same concept being studied is made in the other language, and vice versa. Baker (2006) also highlights that translanguaging has four potential advantages described as follows: It might teach students to have a deep and full understanding of the content being studied, since they have to analyse concepts before elaborating an exercise or activity by understanding in one language and producing in another, rather than simply copying and adapting text chunks into answers. Translanguaging might promote the development of skills in the learners' weaker language. This is due to the fact that translanguaging attempts to develop academic language skills in both languages in the bilingual setting; thus, learners may carry out the main part of the work in their stronger

language and then undertake less challenging related tasks in their weaker language. The dynamic use of languages can facilitate home-school co-operation. A learner capable of production in both languages may be able to communicate with a monolingual parent about school work and in this way, can be helped and supported. According to Baker (2011), translanguaging may ease home-school links and co-operation, especially if the child is being educated in a language that is not understood by parents. As translanguaging involves the reprocessing of content, it may lead to deeper understanding and learning and this, in turn, allows the child to expand, extend and intensify what they have learned through one language in school and through discussion with the parent at home on the other language. Translanguaging happening in a classroom with native speakers and language learners might support the development of second language ability along with content learning. Maillat and Serra (2009) support the fact that the classroom integration of fluent first language speakers and second language learners of various levels of attainment can be facilitated by translanguaging. Furthermore, second language (L2) ability and subject content learning can be developed concurrently if sensitive and strategic use is made of both languages in class. This advantage was particularly important in original discussions of translanguaging in the argument that it develops the student's minority language, be it their first or second language (Williams, 1994 & 1996).

Finally, the researcher makes important contributions regarding the issue of translanguaging on limitations when managing, allocating and organising the use of both languages in the classroom. However, it can be highlighted that the value of the idea is that the teacher plans the strategic use of two languages, thinks consciously about the use of the two languages in the classroom, reflects and reviews what is happening, and attempts to cognitively stimulate

students by a ' language and provocative' and ' language diversified' lesson (Garcia, 2009: 291).

Garcia further suggests that translanguaging could probably be used in a way that the language inputs (reading and listening) will be done in one language and the language outputs (writing and speaking) may be done in another language. She believes that it is one way in which bilingual learners get engaged in the classroom. Besides, translanguaging could be a kind of 'bird hybrid language' use that is systematically and strategically making sense for the speakers and listeners in order to construct deeper understanding. On the other hand, translanguaging is dynamic bilingualism with interconnected use of two languages to negotiate the meaning and situations (Garcia et al, 2006). The current study explored experiences faced by Grade 4 English language teachers with regards to using English as language of learning and teaching. It also looked at how the teachers used both languages in teaching Grade 4 learners.

Additionally, Greece and Martin (2006) admit that there was need for complementary schooling which may be a response to historically monolingual ideology that ignores the complexities of multilingualism because this can provide an environment where teachers and learners move flexibly between languages and can make it a perfect way of expressing mixed identities. On the same tone, Martin (2006), emphasizes that allowing the interaction of learners and teachers can lead to the negotiation of meaning, and offers a more effective way of assisting learners' comprehension, but restricted language can decrease their participation especially those who are not competent enough in the English language as they are discouraged from expressing themselves well.

According to Martin (2006), many bilingual teachers try to facilitate their learners' lessons through using code-switching practices in order to provide a good level of bilingual support, so in cases where learners are just restricted to only English, they find it difficult to understand everything; therefore code-switching could be a good practice in multilingualism or multicultural classrooms. One could be the reason to the notion that translanguaging could be used as an alternative way of using two languages in a lesson, because it offers teachers and learners flexibility in their interaction and in the process allows the learners a great opportunity for participation in the lesson (Arthur & Martin, 2006). Greece and Blackledge (2010) are optimistic that using two languages may be seen as valuable resources that may contribute to the performance, lesson accomplishment and participation of learners in the lesson. It has been emphasized by scholars that flexibility of teachers in bilingual classrooms can be a good instructional strategy to make a link between classroom participants and the social, cultural, community and linguistic domains of their lives (Greece and Blackledge, 2010). If multilingualism or bilingualism is allowed in the classroom, learning is maximized across learners rather than being constrained and inhibited from doing it by monolingual assumptions or practices (Hornberger, 2002). I concur with this notion because if translanguaging could be allowed in Maluti district schools, learning will occur. The Grade 4 English language teachers can make learners cope well in English.

The limitations of the use of two languages in the classroom are two-fold. There are different aspects to take into account before including translanguaging or any other bilingual strategy of language use during lessons. These aspects are related to the aims of the school in terms of second language competence and language preservation; the nature of the learners themselves, their ages, grade levels, and language development stage, policies regarding the

integration of languages in different dimensions such as the curriculum, classroom, lessons and levels of organisation; the language balance of the class; students, exposure to the language out of school; the use of bilingual materials; and the management skills required by teachers to monitor and reflect upon a complex language use situation.

The contribution made by Baker (2006) provides the study with crucial information regarding the use of translanguaging in the language of learning and teaching in the classroom, the beneficial aspects that its inclusion in the classroom has for achieving language and context objectives at the same time, which is the essence of the bilingual model carried out during implementation stage. Also, light has been shed over the relevance of each language amount to be addressed in the lesson, and the importance of planning for allocating both languages in the classes in such a manner that students develop their cognitive academic language proficiency in the first language and second language at the same time.

A second definition regarding translanguaging that needs to be included in the current study is the one presented by Garcia (2009), the author of the dynamic bilingual education model that frames the current study which requires translanguaging to allow the co-existence of both languages in the classroom. It is defined as the access of different linguistic features of autonomous languages by bilinguals with the aims of maximising communicative potential. Garcia (2009:140) explains that translanguaging goes beyond what has been termed code-switching, although it includes it and that it extends what Gutierrez et al. (2001) have called "hybrid language use" which is "a systematic, strategic, affiliative, and sense-making process".

It is further delineated that translanguaging makes part of an increasing tolerance at a classroom level towards multiple "*linguaging*" practices as far as the linguistic range in the classroom allowed the new types of bilingual education. Garcia (2009) argues that translanguaging is a responsible communicative and educational possibility to all, but that it should respond to separate language arrangements, which means that it should be included in certain points of the lesson for previously well-planned purposes. Additionally, it is stated that there has to be " a social practice principle that places learning as a results of collaborative social practice in which students try out ideas and actions, and thus socially construct their learning" (Garcia,2009: 153). Translanguaging in linguistically heterogeneous collaborative groups helps students to try out their ideas and actions with the aim of learning and developing literacy practises. This is done through using languages flexibly to support understanding and building conceptual and linguistic knowledge. Finally, Garcia (2009) refers to translanguaging as the language arrangement responsible for children's bilingual acquisition and their learning in view of the fact that with language flexibility, they can perform appropriately in both content and language, and in both oral and literacy activities. Therefore, it is used in the classroom to mediate understandings, to co-construct and to interact with others.

As a conclusion, translanguaging in the classroom allows bilingual education to happen while constructive learning is taking place. The authors' definitions on the concept clarifies the use, importance, benefits and influence of translanguaging and its role in the dynamic model as defined by Garcia (2009) whose model framed this project in terms of teachers' implementation of CLIL lessons.

Bilingualism/Multilingualism has been adopted in this study since it advocates that learners may have an opportunity to freely use their native languages in the classroom whilst they learn/familiarize themselves with a second language (English) which may reduce the amount of pressure exerted upon them when they have to suddenly transition from one language to another in an instant. Multilingual/bilingual education also help learners accumulate literacy skills while they actively participate in the classroom using both their first and second language. Learning English while they are graced with a privilege to also use their mother tongue will mean that learning English will be a more pleasant experience for learners than learning a foreign language in a sudden.

Translanguaging as a theory related to bilingualism and multilingualism has been considered by the researcher as an approach that could also add value to the current study. As defined by Baker (2006), translanguaging is a parallel use of two languages in the classroom with the aim of developing skills in both languages and contributing to a deeper understanding of the subject matter being studied. This theory is relevant for this study as both Isixhosa/ Sesotho together with English can be used simultaneously which could eradicate the struggle in a classroom as a parallel use of these two languages may serve a purpose of preventing another language from lagging behind.

3.6 Summary

The definitions of both bilingualism and multilingualism have been discussed in detail and linked with this current study in the chapter. The researcher further justifies the choice, use and functionality of the two theories in this study. Additive and subtractive bilingualism are also unpacked by the researcher. The role of constructs such as code-switching and

translanguaging in multilingual education and additive multilingualism were also discussed in the just ended chapter.

CHAPTER FOUR

4. RESEARCH METHODOLOGY

4.1 INTRODUCTION

The chapter presents the methodology used by the researcher in this study to analyse the teachers' experiences in using English as medium of instruction among Grade 4 learners. This chapter informs the reader on how the research process was conducted and how progress was recorded and monitored at the various stages of the research. In this section, the research methodology used for this study is described. These include the research design, study area, study population, sample and sampling procedure, research methods, data collection, data analysis and ethical consideration.

This chapter contains links regarding the methodological issues in this research. It sought to justify why the researcher has chosen to utilize certain research techniques instead of others and it explains how these techniques have assisted the researcher to delve deeper into the experiences faced by Grade 4 teachers with regards to language of learning and teaching in the selected rural schools. This study used both quantitative and qualitative approaches. The research methodology provides assistance with the tools and techniques used in the research process.

4.2 Research design

One of the most important choices made in the construction of any study is the research design. According to De Vos (2005:389), a research design is a logical strategy for gathering evidence about knowledge desired. Schinder (2003), Christenson and Johnson (2008) and Gay

et al. (2009) assert that a research design is a strategic framework for action that serves as a bridge between research questions and execution or implementation of the research. McMillan and Schumacher (2006:22) state that a research design describes how the study should be conducted. They further indicate that it summarises the producers for conducting the study, including when, from whom, and under what conditions the data will be obtained.

A research design can be defined as a plan or blueprint of how one intends to conduct the research. The metaphor of building a house, used by Babbie et al, elucidates more clearly the term research design (Flick, 2007: 36; Bryman, 2008; Konthari, 2004; Babbie et. al., 2001:74-75). The research design focuses on the end-product, namely, the kind of study being planned and the kind of results which are aimed at (Babbie et al., 2001; 2009; Cohen et al., 2011; Schumacher & McMillan 1997). The research questions and the problem being investigated are the point of departure. Research designs are classified into two types: Empirical studies and non-empirical studies. Empirical studies involve the study of "real-life" problems, whereas non-empirical studies involve the study of "entities" in the world (Babbie et al., 2001). In order to resolve empirical questions we have either to collate new data or analyse existing available data. Non-empirical questions would include a study of scientific concepts or competing theories undertaken: this is an examination of "real-life" problems.

In the empirical work, an investigation was carried out into the teachers' experiences in using English as a medium of instruction among Grade 4 learners in Maluti district. The researcher made use of primary data. All data were collected "first hand" by the researcher. By using primary data, he ensured that all data received were free of bias and relevant to answering the research questions (in social research this is not always possible to achieve). This use of

primary data also helped the researcher to maintain some degree of control over the data collected. The current study used the quantitative and qualitative approaches.

4.2.1. Qualitative approach

The study aims at bringing realities rooted in what the teachers constitute as the experiences faced by Grade 4 English teachers in using English as medium of instruction in the classrooms particularly in Maluti District. Such information was accessed from teachers' verbal narratives of their views in the practical and natural setting of the programs. Therefore, I adopted a qualitative research approach.

Creswell (2009) defines qualitative research as a collection of approaches to inquiry, all of which rely on verbal, visual, tactile and auditory data. These data are preserved in descriptive narratives, like field notes and recording. The characteristics of qualitative research are that it describes and analyses people's individual and collective social actions, beliefs, thoughts, and perceptions. Qualitative research is also an inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings (McMillan & Schumacher, 2001:395). In order to meet the aim of the study, the researcher used qualitative method to analysis the teachers' experiences in using English as a medium of instruction to Grade 4 learners.

Qualitative research is a complex approach that forms an umbrella to various phenomena. In a generic context of definition, this approach is an activity that locates the observer in the world as it consists of a set of interpretive material practices that make the world visible (Denzin & Lincoln, 2008). It locates the study within particular settings which provide opportunities for

exploring possible social variables, and set manageable boundaries. This is based on the belief that reality contains mysteries to which the researcher must submit, and can do no more than interpreting (Holliday, 2007). McMillan and Schumacher (2006) define the qualitative approach as a naturalistic inquiry, the use of non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them. In the study consideration time was spent at different schools to investigate the experiences faced by the teachers in using English as the medium of instruction to the Grade 4 learners at schools in Maluti District.

According to Denzin and Lincoln (2008), qualitative research is an umbrella concept covering several forms of inquiries that help us to understand and explain the meaning of social phenomena with as little description of the natural setting as possible. Macmillan and Schumacher (2006), state that understanding is acquired by analyzing many contents of participants for these situations and events. Participants' meanings include their feelings, beliefs, ideas, thoughts and actions. The key concern is to understand the phenomenon of interest from the participants' perspectives not from the researcher's (Merriam 1998:373). In the study, the researcher approached the teachers in person to investigate and observe behaviour in its natural setting when teachers were teaching and interacting with learners in the English classrooms. This study further investigated whether there were times whereby teachers and learners used code-switching in order to delineate the difficult concepts. Macmillan and Schumacher (2006:315) define qualitative research as an inquiry in which researchers collect data in face to face situations by interacting with selected persons in their setting. They further assert that it also describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions. The researcher also collected data

using face to face interviews with teachers in their natural settings and observations of their interactions.

This research methodology was employed in this study because the study was empirical in nature. It attempted to get in-depth opinions from participants. The researcher wanted to look deeper into issues that pertained to the challenges that Grade 4 teachers face when they used English in the classrooms. He also looked at how learners performed in the English language as it was not their primary language. Furthermore, these learners were taught in their mother tongue from Grade 1 to Grade 3 as language of learning and teaching so the researcher wanted to check that the learners fully understood this language of learning and teaching through following the instructions. The researcher also sought to determine the impact of English as the language of learning and teaching in the Intermediate Phase. McMillan and Schumacher (2008) define qualitative research as a "naturalistic inquiry, the use of non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them". The above view is supported Lichtman (2013) who asserts that "qualitative research has the natural setting as the direct source of data and the researcher is the key instrument". This methodology is relevant for this research because this study was aimed to explore the experiences faced by the Grade 4 language teachers regarding English as language of learning and teaching. Furthermore, data were collected through unstructured and open interviews. The researcher interviewed and tape recorded seven Grade 4 teachers in order to get first-hand information. Time was spent in the field at schools to collect data through the qualitative research methodology because the qualitative researcher is concerned with the context.

According to Patton (2002), the setting implies the real world of programs, organisations, neighbourhoods, street corners and getting close enough to the people and circumstances to capture what is happening. This brought the researcher closer to the subjects which is essential because action can best be understood when it is observed in the setting in which it occurs. The setting has to be understood in the context of the history of the institutions of which they are part. In addition in the context of the qualitative research method, everything has the potential of being a clue which is likely to give a more comprehensive understanding of what is being studied. One important feature of qualitative research is that it is descriptive in the sense that the data collected is in the form of words or pictures rather than numbers. Bogdan (2003) argues that qualitative researchers in their search for understanding do not reduce the pages upon pages of narration and other data to numerical symbols. They try to analyze it with all its richness as closely as possible to the form in which it was recorded or transcribed. In recording data and disseminating the findings, the written word is very important.

Qualitative research is an approach that stresses a phenomenological model in which multiple realities are rooted in the subject's perception and focus on understanding and meaning is based on verbal narrative and observations rather than numbers (McMillan and Schumacher, 2006). In agreement, Brynard, (2014) and Lichtman (2013) delineate that the qualitative approach produces descriptive data. Generally it is the participant's own written or spoken words pertaining to their experiences or perception and usually no numbers or counts are assigned to these observations. This is done in various practices that transform and turn the world into a series of presentations, including field notes, interviews, conversations and records (Denzin & Lincoln, 2008).

Furthermore, Bogdan (2007) observes that qualitative researchers, in most cases, do not search out data or evidence to prove or disapprove hypothesis they hold before entering the study; the abstractions are built as the particulars that have been gathered are grouped together. This implies that the qualitative researcher first collects the data and gets the direction thereafter. This type of deductive reasoning is appropriate for studying human behaviours. Bogdan (2007) compared the process of qualitative data analysis to a funnel: things are open at the beginning (or top) and more directed and specific at the bottom. Similarly, the qualitative researcher plans to use part of the study to learn what the important questions are. He does not assume that enough is known to recognise important concerns before undertaking the research. Miles and Humberman (1994) identify the types of qualitative techniques to collect data which are observation, interview and document analysis. The researcher decided to use classroom observation and interview methods in order to triangulate the data at a later stage.

Like other research methodologies, the qualitative methodology has both advantages and disadvantages. The advantage is that of the presence of the researcher in the field because they can validate the findings as they understand the context. The researcher can also get detailed information because they can probe and make follow-ups if the responses are vague or insufficient. In addition, the data analysis is simple because the data are descriptive. One major feature of the method, according to Miles and Humberman (1994: 10) is that it focuses on naturally occurring, ordinary events in a natural setting. Having gone to the actual environment, the researcher was afforded an opportunity to interact with the participants thus getting valuable information which could not have been received in any other manner. The

closer the researcher is to the environment they are studying, the more in-depth they can go to probe further. According to Leedy & Amrod (2005), the qualitative method enables a researcher to obtain a more realistic feel of the world that cannot be experienced in the numerical data and statistical analysis used in quantitative research. Furthermore the method offers flexible ways to perform data collection, subsequent analysis, and interpretation of collected information.

Miles and Humberman (1994) testify that another feature of qualitative data is the quality of the data that provides valuable information. This information is usually relevant as it reflects the environment in which it was collected. This enabled the researcher to gain insight into people's behaviour and perceptions, explore their opinions on the experiences faced by Grade 4 English teachers towards using English as a language of learning and teaching in the selected schools in more depth. Furthermore, the study checked how learners performed when they used the language that was not their mother tongue in the classroom.

The method fulfills the goals of qualitative research because it is concerned with the understanding of the social phenomenon from the participants' perspective. It generates new ideas and hypotheses where it is not clear how the target perceives an issue or where options for addressing an issue are undefined or not well understood. Furthermore, one gains descriptive capability based on primary and unstructured data in qualitative methods. Unstructured data is a collection of records with a number of different criteria in each record. Because it is flexible, the moderator can follow upon participants' initial reactions with probing questions. One of the major strengths of the qualitative approach is the depths to which explorations are conducted and descriptions are written, usually resulting in details for the reader in understanding the complexity of the situation.

As stated by McMillan and Schumacher (2001:395) that Qualitative research is an inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings, the researcher decided to interact with the people he selected face-to-face so as to locate himself as an observer in an actual setting of a classroom environment in order to witness events as they occur. During an interaction with teachers and learners in classrooms and school environments, the researcher was graced with an opportunity to be in a setting that allowed him to explore the process of teaching and learning actually taking place in the classroom when English is used as a Medium of instruction therefore adding to him an advantage of witnessing events as they occur rather than relying on hearsays.

As (Holliday, 2007) is of the opinion that quantitative approach is based on the belief that reality contains mysteries to which the researcher must submit, and can do no more than interpreting, the researcher during his interaction with teachers and learners was able to uncover some hidden mysteries behind the use of English as a medium of instruction in the schools of Maluti District in that he actually got to experience the struggle which transpired in the classroom as teachers were interacting with their learners therefore gathering more concrete and reliable data. The researcher witnessed the expressions of frustrations and doubts on the learners' faces when they struggled to understand the question or instruction directed to them by an educator and also defeat in the educators expressions when she could not get the message across effortlessly. He got to witness factors that compel teachers to resort to code-switching as well as how learners effortlessly flow in ideas once the instruction is translated into the language familiar to them.

It can be said that the use of qualitative approach placed the researcher in a world that reveals the real suffering in classrooms due to the use of English as a Medium of instruction.

Macmillan and Schumacher (2006), state that understanding is acquired by analyzing many contents of participants for these situations and events. Participants' meanings include their feelings, beliefs, ideas, thoughts and actions analyses people's individual and collective social actions, beliefs, thoughts and perceptions. During a researcher's interaction with teachers, he was able to get in-depth opinions from participants in that he was able to look deeper issues affecting them through their physical expressions. For example, when a teacher explained how she felt defeated, the feeling of defeat would reflect on her face or in her eyes. This therefore was able to give the researcher a more comprehensive understanding of what teachers are experiencing in the classroom when they have to offer instruction in English. Everything the researcher could pick up served as a hint/clue of what was happening so even the smallest of details he was able to capture then use towards his analysis.

One important feature of qualitative research is that it is descriptive in the sense that the data collected is in the form of words or pictures rather than numbers. Bogdan (2003) argues that qualitative researchers in their search for understanding do not reduce the pages upon pages of narration and other data to numerical symbols. They try to analyze it with all its richness as closely as possible to the form in which it was recorded or transcribed. In recording data and disseminating the findings, the written word is very important.

Qualitative research is an approach that stresses a phenomenological model in which multiple realities are rooted in the subject's perception and focus on understanding and meaning is based on verbal narrative and observations rather than numbers (McMillan and Schumacher, 2006). In agreement, Brynard, (2014) and Lichtman (2013) delineate that the qualitative approach produces descriptive data. Qualitative data in this regard allowed the researcher to be more expressive of events as he used the participants own spoken words pertaining to

their experiences or perception of the use of English as Medium of instruction which validates the findings he gathered.

4.2.2. Quantitative approach

According to Maree (2007:145), quantitative research is a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalize the findings to the universe that is being studied. A quantitative method deals with data that are principally numerical (Leedy & Ormrod, 1993:139). Quantitative research was used to answer questions about the relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena. Quantitative researchers seek explanations and predictions that will generalize to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory (Leedy et al, 2005:95).

The researcher used the quantitative method because the researcher wants to know how many teachers trained to teach language in the Intermediate Phase, and the challenges they faced during teaching. According to White (2005:84), the characteristics of quantitative research are that it uses a deductive form of reasoning: collects data to assess preconceived models, hypotheses and theory and it is homothetic: aims to objectively measure the social world, to test hypotheses, and to control human behavior.

The quantitative approach, like any other research method has got advantages and disadvantages. The advantage of quantitative data is that it is numerical in form, and therefore, allows researchers to analyse data more easily. The analysis of data can be done

through presentation of tables. The disadvantage of quantitative data is that it lacks the richness of qualitative data as far as the detail is concerned because it is reduced to numerical form. Furthermore, quantitative data may be more reliable but often lack validity as they involve collecting numerical data in controlled conditions.

In this study, the researcher used questionnaires to collect data from the respondents selected from a huge sample. Furthermore, the quantitative method was chosen because the advantages inherent to that the data collected using this method can easily be classified and analyzed.

The purpose of research is to provide the most valid and accurate answers possible to research questions. Melter (2006) asserts that since there are many types of research questions and types of designs, it is important to match the design with the questions.

Quantitative research methods collect numerical data that are analysed using mathematically based methods (in particular statistics). The responses to the questions in a questionnaire are recorded in a coded format, presented in frequency tables, graphs and charts formats, analysed and interpreted (Best & Kahn, (2006).

The simplest form of data analysis is univariate which means that one variable is analysed mainly with the view to describing that variable (Burton& Bartlett, 2005). It can thus be stated that where information is required by a first researcher, quantitative data collection and analysis seem to be the most suitable methods, the researcher selected the quantitative approach because of the following reasoning (Maree, 2007: 178): It is more realistic; can be controlled; has a range that is more defined; and uses method relatively close to physical sciences.

4.2.3. Survey design

The survey design was utilized in this study. According to McMillan and Schumacher (2001) in Maree (2007), survey data is used to describe and explain the status of phenomena, to trace change and to draw comparisons. These authors further mention that survey designs are characterized by big samples and many variables are measured and multiple hypotheses are tested. The survey design was felt relevant as the researcher planned to collect data from a large number of respondents so as to generalize the findings of the study to many similar contexts.

4.3 Population and sample

4.3.1 Population

In this current study, the researcher explored the teachers' experiences in using English as the medium of instruction among Grade 4 learners. The population of the study was all the Grade 4 teachers of Maluti District in Eastern Cape Province. Christensen, Johnson and Turner (2011), refer to population as a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying. They further state that the population is the total number of all the cases that meet the definition of the unit of analysis. Babbie (2011) maintains that a population may be described as that group (usually people) about whom the researcher wants to draw conclusions. Best and Kahn (1993:13) concur with Christensen et al (2011) that a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. In this study the population comprised of all teachers who were teaching English in Grade 4 in two hundred and twenty two (222) primary schools in Maluti District.

4.3.2 Sample and sampling procedure

For this study, the researcher employed both purposive and convenient sampling techniques respectively as the types of non-probability sampling. We are almost never able to study all the members of the population that interest us, however, we can never make every possible observation of them (Babbie, 2011:91). In every case, we select a sample from among the data that might be collected and studied. According to Creswell (2009), a sample can be described as a portion of the elements in the population. De Vos et al (2011) indicate that the participants forming the sample should be information-rich. Hence, information-rich participants are the central consideration in the selection of the sample for this study. Creswell (2007), states that the key concept in sampling is representativeness. He contends that unless the sample from which we generalize, 'truthfully' or 'faithfully' represents the population from which it was drawn, we have no reason to believe that the population has the same properties as the sample. Goosen-Elie (2004: 53) defines sampling as a process of selecting a number of individuals for the study in such a way that they present the larger group from which they were selected. The individuals selected comprised the sample while the large group is referred to as the population.

The researcher used purposive sampling as a sampling method in the study. Purposive sampling is a type of non-probability sampling in which the units to be observed are selected on the basis of the researcher's judgement about which ones will be the most useful or representative (Babbie, 2011: 179). Purposive sampling is also seen by some researchers as judgemental sampling (Grix, 2010: 392, Rubin & Babbie, 2008: 257). This type of sample is based entirely on the judgment of the researcher, in that the sample is composed of elements that contain the most characteristic, representative or typical attributes of the population that

serve the purpose of the study best (Grinnell & Unrau, 2008:153, Monnette, Sullivan & DeJong, 2005:148). In purposive sampling, a particular case is chosen because it illustrates some feature or process that is of interest for a particular study (Creswell, 2011). Furthermore, it is useful to a researcher because they can use a variety of methods available to build their data. It also helps the researcher in selecting information-rich case for the study in-depth. Denzin and Lincoln (2011) refer to this kind of sampling as typical case sampling in qualitative research where typical cases are sought and selected for the study.

Participants in a qualitative research are chosen because they have particular characteristics or experiences that can contribute to a greater understanding of the phenomena studied (Hennink, Hutter & Bailey, 2011). Purposive recruitment was used in this study as it was both deliberate and flexible in selecting on purpose, people who were information rich on the study topic (Hennink et al, 2011). Such sampling relates to the purpose of this study, which was to explore the teachers' experiences in using English as the medium of instruction among Grade 4 learners in Maluti District.

In purposive sampling the researcher must first think critically about the parameters of the population and then choose the sample case accordingly. Clear identification and formulation of pre-selected criteria for the selection of respondents (teachers) is therefore of cardinal importance (Maree, 2007: 79). In addition, Creswell (2007: 125) states that this form of sampling is used in qualitative research and that participants and sites are selected that can purposefully inform an understanding of the research problem of the study. The search for data must be guided by processes that will provide rich detail to maximise the range of specific information that can be obtained from and about the context. Purposive sampling was done in this study because of the need to engage participants who are information-rich, and

who can inform the investigation adequately. Davies (2007), states that in purposive sampling the researcher selects the participants according to the needs of the study. The researcher's knowledge of the research problem and purpose of the study was used to make crucial decisions about the choice of the participants. The sample of this study comprised one hundred Grade 4 teachers in 30 selected primary schools of Maluti District in the Eastern Cape Province. The participants were selected irrespective of gender and age.

Purposive sampling ensures that only the most suitable participants for the research are interviewed. The reason for using this technique was that the researcher was interested only in teachers who taught Grade 4 because they were exposed to the situation involving learners of the grade in question. The purposive sampling method also allowed the researcher to acquire information that would build up arguments towards a deeper understanding of participants' in connection with the experiences that teachers faced in using English as medium of instruction in the Grade 4 classes.

The researcher also used the convenience sampling as a sampling of this current study. Convenience sampling on the other hand was deemed relevant for this study because according to Maree (2007), this sampling method refers to situations when population elements are selected based on the fact that they are easily and conveniently available. The researcher used convenience sampling to collect data from the one hundred selected primary schools in Maluti District which are convenient to the researcher in terms of accessibility. Convenience sampling refers to situations when population elements are selected based on the fact that they are easily and conveniently available. The reason why convenience sampling was selected for this research is because it is very easy to carry out with few rules governing how the sample should be selected. The relative costs and time required to carry out a

convenience sample are small in comparison to probability sampling techniques, this enabled the researcher to achieve the sample size he wanted in a relatively fast and inexpensive manner (Maree, 2007:177). This sampling technique is useful in exploratory research where the researcher is interested in getting an inexpensive, quick approximation of the truth.

In this study, the sample was the Grade 4 teachers of one hundred selected primary schools in Maluti District. A further sample of seven teachers was selected from the 100 teachers. A convenience sample was used since the researcher selected those that were easily accessible. One Grade 4 teacher from each school was interviewed face to face on their experiences in teaching language and how much their experiences contributed to the process of learning and teaching. The researcher also observed two Grade 4 teachers in classrooms during teaching lessons to establish the experiences they faced when teaching English. The researcher observed closely how learners co-operated in class when being taught in English, whether they were confident in asking and answering questions or whether they were reserved.

4.4. Data collection instruments

This section presents the selection procedure in which data was collected. Data collection instruments are the tools that the researcher used to collect data. The researcher used several instruments to collect data so that almost all issues could be covered in this study. A pilot study preceded the interviews to highlight errors in advance. Some of the information was obtained through informal talk with teachers. For the purpose of finding out experiences faced by language teachers in using English as the medium of instruction in Grade 4 learners in

Maluti District. According to Williams (2004), data collection is a “process of capturing facts, information and figures based on the characteristics and the nature of the research problem”.

Semi-structured interviews were used in order to gain a detailed picture of the participant’s beliefs and perceptions about the teachers’ experiences in using English as the medium of instruction among Grade 4 learners. The method provided the researcher and the participants much more flexibility as there was an opportunity to follow up on particular interesting avenues that emerged in the interview process. A set of predetermined questions on an interview schedule which actually guided the interview was used.

The Grade 4 teachers were interviewed by the researcher because he wanted to get their opinion since they are in direct contact Grade 4 learners on each school day. The teachers were also given an opportunity to discuss even those issues that they regarded as sensitive.

The following data collection methods were used: Interviews and classroom observations, questionnaires, focus group discussions and the survey method.

4.4.1 Interviews

Interviews enable participants to discuss their interpretation of the world in which they live and to express how they regard situations from their own perceptions (Cohen et al, 2007). An interview is a two-way conversation in which the interviewer asks the participant questions to collect data and learn about the ideas, beliefs, views, opinions, and behaviours of the participant (Maree, 2008:87). The aim of interviews is to see the world through the eyes of the participant. Interviews can be a valuable source of information, provided they are used

correctly. According to Dryer (1995:56), an interview is a flexible tool for data collection, enabling multi- sensory channels to be used: verbal, nonverbal, spoken and heard. The researcher conducted face to face interviews in this study to gather the necessary primary data from the teachers. In this study, the researcher used the open-ended questions to which participants responded to. As a result, during the interviewing process there was freedom and flexibility where everyone was free to ask for clarity or ask questions about the things that he or she did not understand. The questions asked were relating to the attitudes of teachers on the use of English as a language of learning and teaching and an additional language in different schools.

A qualitative interview is an interaction between an interviewer and a respondent in which the interviewer has a general plan of inquiry including the topics to be covered, but not a set of questions that must be asked with particular words and in a particular order (Babbie, 2011: 312). At the same time, the qualitative interviewer must be fully familiar with the questions to be asked. This allows the interview to proceed smoothly and naturally. In this study, the researcher interviewed the Grade 4 English teachers about the experiences they face when they use English as language of learning and teaching in classrooms.

Kvale (1996: 3-5) offers two metaphors for interviewing: the interviewer as a "miner" or as a "traveller". The first model assumes that the subject possesses specific information and that the interviewer's job is to draw it out. By contrast, in the second model, the interviewer:

Wanders through the landscape and enters into conversations
with the people encountered. The traveller explores the many
domains of the country, as unknown territory or with maps,
roaming freely around the territory.... The interviewer wanders

along with the local inhabitants, asks questions that lead the subjects to tell their own stories of their lived world.

Interviewing is the predominant mode of data or information collection in qualitative research. Researchers obtain information through direct interchange with an individual or a group that is known or expected to possess the knowledge they seek (DePoy & Gilson 2008:108). According to Monette, Sullivan & DeJong (2005:178), the interview is a social relationship designed to exchange the information between the participant and the researcher. The quantity and quality of information exchanged depend on how astute and creative the interviewer is at understanding and managing the relationship. De Vos et al (2011:342) state that one engages in interviews because one is interested in other people's stories. Stories are a way of knowing and telling stories in essentially a meaning-making process.

Drew, Hardman and Hosp (2008); Fontana and Frey (2005) concur with what is alluded to by the above researchers when they state that in qualitative research, interviewing is the major source of qualitative data for understanding the phenomenon under study. Interviews provide an opportunity for the researcher to investigate ideas and beliefs of participants further and to gather data which may not have been obtained by other methods such as observation or survey (Cohen, Manion & Morrison, 2007; Shaughnessy, 2007). Important aspects in interviews include maintaining a relaxed manner, asking clear questions, note-taking, appropriate use of follow-up questions or probes, establishing trust, and keeping track of responses (Cohen et al, 2007; Drew et al 2008).

In this study, structured interviews were conducted with the Grade 4 teachers in order to gain insight about the experiences faced when they use English as a language of learning and teaching. The interviews were structured in the form of a set of standardised questions. In order to further create rapport and relax the respondents; interview schedules were set up such that some of the interviews were conducted during free Periods.

The researcher used an interview guide approach. The approach specifies the topics that are to be covered in advance in an outline form with the interviewer deciding on the sequence and wording of the questions through the course of the interview. The strength of this approach is that it increases the comprehensive nature of the data and also makes data collection more systematic. It also allows for interviews to remain conversational and logical gaps in data can be closed during the interview process. Adversely, this method may produce different responses and may reduce the comparability of the responses. At the beginning of each interview, participants were informed of the interview procedures. To help the researcher to focus on conducting the interviews, interviewees were asked to grant the permission to record the interviews. The recording of interviews allowed for data transcription by both interviewers in the process for the purposes of presenting an unbiased view of the interview data.

In the study, the researcher also used the open-ended questions to which participants had to respond. During the interviewing process there was freedom and flexibility where everyone was free to ask for clarity or questions about things that they did not understand. The researcher called the interviewees in one by one. The questions were related to the experiences faced by Grade 4 teachers in using English as a language of learning and teaching. As the researcher could not capture everything in his memory, the researcher

decided to take notes so that these notes could assist in the data analysis. It helped the researcher to capture exact phrases made by respondents and the note-taking did not interfere with the discussion. Field notes were effectively used during the process of analyzing data after each session.

The purpose of the study was explained to the prospective participants and their participation was solicited. The length of the interviews was verbally indicated before commencement. The average length of the interviews was approximately 30 minutes for each respondent. The interviews were conducted on a face-to-face basis and useful information obtained during interviews was transcribed after an agreement was reached with the respondents. The transcription was done to the extent that the respondent felt comfortable with the note taking. After each interview the researcher set to consolidate the responses given by the respondent as it was difficult to write full responses during the interviews. The interviews were more of an informal conversation in order for the interviewees to feel free to express their views the way they wanted to without being intimidated by formalities.

During the interviews, the researcher was at liberty to vary the sequence of questions and to change the wording when the need arose. The wording of the questions was tailored to suit each individual and the questions were asked in a sequence appropriate for each interviewee. Cohen and Manion (2007) observed that it is possible in an interview that different people may interpret a particular question differently and consequently giving out inaccurate responses. The researchers focused mostly on asking open-ended questions because according to Hitchcock and Hughes (1995:280), such questions offered the interviewee the freedom to decide for themselves the form and the length of their answers. The researcher approached

the interviews with no pre-conceived answers which could have influenced him to persuade the interviewees to answer in a particular way.

4.4.1.1. ADVANTAGES OF THE INTERVIEW TECHNIQUE

It has been pointed out that the direct interaction of the interview is the source of both its advantages and disadvantages as a research technique (Guba & Lincoln, 1994 & White, 2007). Since they are personalised, interviewers “permit a level of in-depth gathering, free response and flexibility that cannot be obtained by other procedures (Cohen, Manion and Morrison, 2011). One of the advantages of using an interview is that it is flexible (Drew et al., 2008). Therefore, interviews have the potential to provide greater depth of information. Another advantage of interviews is that data which have not been foreseen can be probed and obtained. In addition, interviews, especially open ones allow “the participant maximum freedom of expression” thereby allowing “ample and often unexpected information to emerge (Seliger & Shohamy, 1989). More structured interviews will not extract such information through. It is significant to note that interviews are also adaptable that is the interviewer “can follow up a respondent’s answers to obtain more information and clarify vague statements (Gall et al. 1996) In an interview, personal perspectives of the respondent is provided, meanings and feelings can be frank and detailed. Clarification of questions is possible in an interview, and the researcher has the opportunity to probe what is being said by the participant by asking for clarification and/ or examples. A stimulated recall interview is also advantageous in the sense that it enables the teachers as well as the researcher to present their interpretations of what goes on in the classroom and “for these interpretations to be linked explicitly to the points in the lesson which gave rise to them (Cohen et al 2007; De Vos, 2002; Flick, 2009; Macmillan & Schumacher, 2008).

This instrument has been chosen by the researcher because of the following advantages: it permits exchange of ideas and information, hence it is a two way communicative process; the data obtained through interviews has been found to be fairly reliable; there is a possibility of cross-questioning (asking modified or simplified questions and adding supplementary questions); it also permits the establishment of greater rapport and stimulates the respondents to give more complete and valid information.

Finally, interviews build trust and rapport between interviewer and respondent, thus oiling the extraction of information which respondents might otherwise be indisposed to give.

4.4.1.2 DISADVANTAGES OF THE INTERVIEW TECHNIQUE

Gall et al (2009) note that both interviewers and respondents are sources of bias, or their perceived role and presence, the latter through their conception of the interview, their memory of the event, their ability to answer and their motivation in taking part in the interview. They suggest that whatever procedure for collecting data is selected, it should always be examined critically to assess to what extent it is likely to be reliable and valid.

Another disadvantage was that interviews can be time-consuming in terms of travel time and time required for transcribing and interpreting information. Interviews require great skill and expertise of the interviewer (Drew et al., 2008). An interview is susceptible to manipulation by the respondent. This results in collecting distorted or false information, which, in turn leads to false findings and conclusions. White (2005) indicated that the primary disadvantages of the

interview are its potential for subjectivity and bias, its higher costs and time consuming nature and lack of anonymity.

Another challenge that the interview method posed for the researcher was that it was difficult to standardise the interview situation so that an interviewer does not influence the respondent to answer certain questions in a certain way (Gall et al. 2007). This potential threat was alleviated through preparing an interview guide so that during the interview, the researcher would not stray much from the purpose of the interview. During the interview a conscious effort was also made to avoid leading questions that would yield unreliable responses.

Finally, interviews can hardly provide anonymity. However, anonymity in this study was not given much prominence, as the issues of interest to the investigator were not of a very sensitive nature.

4.4.1.3 Interview goals

The goal of the interviews was to determine what the participants perceived as their supportive role. Their feelings, ideas and actions were included, as the participants did not hold information, but were rather perceived as a collaborator (McMillan & Schumacher, 2001). Roulston (2010:15) mentions that the qualitative interview rests on the on a discussion foundation, which is concerned with way in which realities are discussed. The teacher, as a participant, was invited to speak for themselves by offering their perspectives, experiences and knowledge regarding support in words and actions. These interviews are built on the assumption that questions asked by the interviewer will be answered by the participant (Roulston 2010:11).

4.4.2. Questionnaire

A questionnaire is a set of specially designed questions to which answers are written on a form. According to Babie (2007:246), a questionnaire is a document containing questions and other types of items designed to solicit information appropriate for analysis. Questionnaires are used primarily in survey research but also experiments, field research, and other modes of observation.

The reasons for the researcher to choose the questionnaire was that it is economical, has the same questions for all subjects, can ensure anonymity and contains questions written for specific purpose. Questionnaire can use questions or statement, but in all cases the subject is responding to something. In this study, the researcher used the questionnaire to get immense information from participants. Then again it helped the researcher to ensure the principles of confidentiality and anonymity. It also gives the researcher chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions would increase. The hundred and fifty questionnaires were sent to teachers of Maluti District to fill in but one hundred questionnaires were filled in and brought back to me. Thus, fifty questionnaires were not returned.

4.4.2.1. The questionnaire as research instrument

Bless and Higson-Smith (2000:3) says questionnaires are just -a range of ways of getting information from people or answers to our research questions, usually but not always by asking questions. Schnetler (2004:77) have shown that the measuring instrument has the greatest influence on the reliability of the research data. The characteristics of measurement

are best controlled by the careful construction of the instrument. There is, however, insufficient appreciation for the fact that a questionnaire should be constructed according to certain principles (Des Vos, 2001).

A well-designed questionnaire is the culmination of a long process of planning the research objective, formulating the problem, generating the hypothesis, and so on.. A questionnaire is not simply thrown together. A poorly designed questionnaire can invalidate any research results, notwithstanding the merits of the sample, the field workers and statistical techniques (Wills, 2006:23). In their criticism of the questionnaire, Leedy and Ormond (2005:61) objects to poor design rather than to questionnaires as such. A well designed questionnaire can boost the reliability and validity of data to acceptance tolerance (Melter, 2006: 40). It therefore stands to reason that questionnaire design does not take place in a vacuum. According to Ary, Jacobs, Razavien and Sorenson (2006:256) the length of individual questions, the number of response options, as well as the format and wording of questions are determined by the following: the choice of the subject to be researched; the aim of the research; the size of the research sample; the method of data collection and the analysis of the data.

Against this background the researcher can now look at the principles that determine whether a questionnaire is well designed. It is thus necessary to draw a distinction between questionnaire content, question format, question order, types of questions, formulation of questions and reliability and validity of questions.

4.4.2.2. Advantages of using questionnaires

The written questionnaire as a research instrument, to obtain information, has the following advantages:

Respondents have enough time to read and understand questions, and they get adequate time to respond to them at their own spare time. There is no hurry to respond to questions and no fear of having to face the researcher and think of responses in a short period of time (Burns, 2002). Maree (2008) argues that many respondents can complete this questionnaire in a short space of time and this is relatively cheap and easy to do.

Respondents have ample time to think about the questions and about the responses thereto. They may even write their responses on a piece of paper, proof read and even look up the meanings of difficult words in the questions as well as check for the spelling of the words in their own inputs. Walliman (2006) argues that the respondents can be helped to overcome difficulties with the questions; and personal persuasion and reminders by the researcher can ensure a response rate.

While White (2005:130) states that the advantages of the questionnaires are that the answers are standard, and can be compared between respondents; the answers are much easier to code and to analyse; the changes for irrelevant answers are limited to the minimum because appropriate answer categories are provided; and it is easier for a respondent to answer because he only has to choose a category. Another advantage is that a questionnaire permits anonymity. It is arranged such that responses are given anonymously, the researcher's chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions would increase.

They provide greater uniformity across measurement situations than interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents and generally, data provided by the questionnaires can be more easily analysed and interpreted than data obtained from verbal responses. Affordability is the primary advantage of the written questionnaire because it is the least expensive means of data gathering.

4.4.2.3. Disadvantages of using questionnaires

The researcher is also aware of the fact that the written questionnaire has important disadvantages. The researchers are unable to control the context of question answering, and specifically, in the presence of other people. Respondents may ask friends or family members to examine the questionnaires or comment on their answers, causing bias if the respondent's own private opinions are desired.

Questionnaires could be costly, as these require stationery and perhaps, postage. The cost could even be higher for researchers from disadvantaged background, who have no access to computer, since they rely on typist whose services may be higher than could be afforded by the researcher.

A lot more questionnaires have to be produced and disseminated, as some people may not be interested in participating in the study, and hence not return the questionnaires.

The other shortcoming that questionnaires have is that in the event of the respondent being unable to comprehend some questions, the researcher is not there to clarify or make a follow-up where the respondent was confused.

Questionnaires do not provide the flexibility of interviews. In an interview an idea or comment can be explored. This makes it possible to gauge how people are interpreting the question. If questions asked are interpreted differently by respondents the validity of the information obtained is jeopardised.

Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions. The mail questionnaire does not make provision for obtaining the views of more than one person at a time. It requires uninfluenced views of one person only.

Answers to written questionnaires must be seen as final. Rechecking of responses cannot be done. There is no chance of investigating beyond the given answers. If respondents are unwilling to answer certain questions, nothing can be done about it because the mail questionnaire is essentially inflexible. Written questionnaires do not allow the researcher to correct misunderstandings or questions answered incorrectly or not at all due to confusion or misinterpretation.

4.4.3. Classroom observations

This study also used observation as a tool to collect data. Bless and Higson-Smith (2000:155) defines observation as a data collection technique based on the direct observation of participants' behaviour. Three types of observations have been identified for research purposes, namely simple observation, participant observation and laboratory observation. According to Bless and Higson-Smith, (2000) simple observation refers to the recording of events as observed by an outsider. For example a researcher observing the language used in

class and on school premises among learners as was the case with this study. This in itself caused people to change their behaviour, become uneasy or stop activities altogether because they feel they are being observed (Bless & Higson-Smith 2000).

On the other hand participant observation was a more complex form that requires that the observers hide the real purpose of their presence by becoming participants themselves. This implies that they join the community or group under investigation as one of its members; the third type of observation is that one which is done under laboratory conditions and is mainly used in psychology (Jackson 2009). In this study, the researcher opted for a simple observation. This was done to monitor the manner in which teachers presented their lessons in English and also to witness the experiences they encounter in that effort. The observation guide was used to curb data.

The researcher has decided to add classroom observation as a data collection technique in this study. After administering the questionnaires and interviews, the researcher decided to observe the teachers and learners during the learning and teaching process. The researcher decided to reduce the number of teachers that I would observe to three. I then selected three teachers from the seven that I interviewed to observe. The researcher selected one teacher from each of the three schools that I have selected to administer an observation on. The purpose of performing an observation was to authenticate the information (the findings) I have received from the questionnaires and interviews. I felt it would be appropriate to compare the responses they gave during interviews with what was actually taking place in their classrooms during the teaching and learning process so as to validate the information I have received from the participants. Performing an observation in my view as a researcher

allows one to actually get in touch with reality rather than the hearsays. Observing these three teachers gave provided a clear insight of what they were talking about during their interviews as I was present in their classrooms to witness the learning and teaching process. I felt that observation of teachers would give research findings a higher chance of originality as it allowed me to be part of the class so as to investigate the operations of the teaching and learning process myself. The researcher used the notes taken and tape recorder to record data about the teachers' experiences in using English as medium of instruction among the Grade 4 learners. An observation template that focused on the setting, interaction between the participants and learners, observation of participants' action, activities as well as teachers' general behaviour in class was drafted before the visits.

4.4.3.1 Advantages of observations

Many types of research can only measure elicited behaviour because specific tasks are presented in a controlled environment. In contrast, observation enables the researcher to examine non-elicited behaviour as it occurs (Gall, Gall & Borg, 2007). This is of critical importance for it allows a more holistic view of how language is being used in context. In agreement, Creswell and Plan-Clark, (2007) add that observations allow the study of phenomena at close with many of the contextual variables present, a feature which is very important in studying language behaviours. In the same vein, Cohen, Manion and Morrison, (2010) concur when they point that the inclusion of observation in a researcher's report provides a more complete description of phenomena. Another advantage of observations is that they are more flexible than controlled experiments which may be affected by extraneous

variables or planned events (Gall, Gall & Borg, 2007). Observations can also be relatively easier to administer if the researcher is using tape-recorder (Gall, Gall & Borg, 2007).

The observations were advantageous for this study because they allowed flexibility to the researcher and participants. The researcher can change the direction of the interview and capitalise on ideas that come up that he did not expect.

4.4.3.2. Disadvantages of observations

One disadvantage of observation is that the presence of the observer may alter the subjects' behaviour. This means that if subjects are being watched, they change their behaviour. This is what is known as "observer effect". Gay et al. (2009) define an observer effect as an action by the observer that has a negative effect on the validity or reliability of the data being collected. However, measuring the magnitude of the observer effect can be a tricky affair. According to Cohen et al. (2007) and Wilson (1987), even in studies that purport to use varied and ingenious methods to reduce the observer effect "evidence for the success of the various methods is almost completely lacking". Wilson also adds that it nevertheless remains necessary for researchers to produce positive arguments for the status of their data so that any conclusion based on such data does not turn out to be unfounded.

One strategy to reduce the observer effect is to observe subjects several times before recording data so that subjects are accustomed to observation, reducing the change of them changing their behaviour (Gall et al. 1996: 328). In this current study, due to limited time, it was not possible to observe the subjects several times. This, however, does not detract from the validity of the findings because, as Wray et al. (1998: 153) note, "In actual fact, the

inhibitions associated with informants knowing that they are being recorded (or observed) are usually fairly short-lived".

Observations can also be intrusive if data-collecting instrument such as audiotapes or videotapes are used. Wray et al. (1998) point out that it is often impossible to collect data without the subject knowing that you are doing so. Yet the presence of a tape-recorder, experimental equipment or even simply the presence of the researcher may have an effect on the linguistic behaviour of the subject/s. A related problem is that the audio or video recording may be poor. In the present study, though, no recording equipment was used since the purpose of the observation was not necessarily to capture what transpires throughout a whole lesson but to focus on incidents where the classroom language of learning and teaching practice complied with or deviated from the official policy.

It is also important to note that observations can also be prejudicial to use for research purposes in the sense that where recording equipment is not used, note taking may be difficult due to limited opportunity or observer inability. The current research did not suffer this disadvantage as the points of interest during the lessons were spread sufficiently apart to allow the researcher to capture them in the forms of tape-recorder. The researcher used a tape-recorder as a tool to collect data on the classroom observation. Using a tape-recorder has the advantage that an observation or interview report is more accurate than writing out notes. I tape-recorded the observation to ensure an accurate transcription. Ideally, tape-recording of interviews gives accurate findings of the interviews, as all answers captured during the interview as well as the comments by researcher. The researcher can rewind and listen to them repeatedly to get clarity on the interview. Moreover, the tone, body language, pitch of the voice and speed of the speech can be assessed by the researcher. Furthermore, the

participants may feel less observed if tape recorded meaning that the tape recorder can be used in a discreet way. During analysis, the researcher had an opportunity to go back to listen to the tape-recorder.

Another disadvantage of observation was that significant contextual elements, an integral part of oral interaction in the observed scene, may be lost when data is being transcribed. The researcher therefore, needs to determine the best method for recording the observed data, and that will depend to a large extent on the purpose, goal, and design of the research (Seliger and Shohamy, 1998).

Finally, observations have a disadvantage that behavioural indicators may not show the complexities of factors involved in the phenomenon being studied. For example in a study that seeks to investigate a variable such as 'caring'- a variable that can only be expressed externally, it is difficult to conclude that the outward show of 'caring' indicates the presence of an intrinsic caring disposition (Gall et al. 1996: 328). In this case there is a need for qualitative observation.

4.4.4. Focus group method

Focus group was another method used to collect data by the researcher. The method was used to explore the experiences by Grade 4 teachers in using English as medium of instruction when they teach Grade 4 learners in the classrooms. Focus groups are 'collective conversations', which can be small, or large (Kamberelis & Dimitriadis 2008:375). Focus groups are group discussions which are arranged to examine a specific set of topics (Kitzinger 2005). The group is focused because 'it involves some kind of collective activity' (Kitzinger

2005: 56), for example, debating a specific set of social or health issues, reflecting on common perspectives or experiences, or discussing a health or welfare campaign. The primary aim of focus group is to describe and understand the meanings and interpretations of a selected group of people to gain an understanding of a specific issue from the perspective of the participants of the group (Liamputtong, 2009).

Focus group interviews allow group dynamics and help the researcher capture shared lived experiences, assessing elements that other methods may not be able to reach. This method permits researchers to uncover aspects of understanding that often remain hidden in the more conventional in-depth interview method. Furthermore, focus groups put control of the interaction into the hands of participants rather than the researcher. The interaction between participants themselves substitutes for their exchange with the researcher and this gives more prominence to the point of view of the respondents. Focus groups provide opportunity for the researcher to listen to a local view voices. (Dezin & Lincon, 2006)

In this study, the researcher invited the participants (Grade 4 teachers) to a common venue where they were not going to be inconvenienced for interviews. These teachers were part of current sample of this study. The environment was conducive for conducting interview because it was a quite venue. There was no-one who was disturbing the interviews. In that meeting the researcher asked the teachers questions about their experiences in using English as medium of instruction among Grade 4 learners in Maluti District. It was a group of seven teachers. The focus groups in this study was providing more qualitative approach about the participants' attitude; perceptions and opinions about experiences faced by grade 4 teachers with regards to the language of learning and teaching in the selected schools in the Maluti District. The researcher gave a brief overview of the topic as well as which open-ended

questions was asked in the focus group. In addition, verbal interactions during the focus group were tape-recorded with the permission of the respondents. Focus groups made use of an open-ended format with the aim of understanding concepts from the perspective and experience of the participant (Dezin & Lincon, 2000; McMillan & Schumacher, 2001). The participants were chosen because they were able to provide valuable contributions to the research question.

4.5 Reliability and validity

4.5.1 Reliability

With reference to research, Bell (2004:103) contends that reliability is the extent to which a procedure gives the same results under unchanging conditions on all occasions. To ensure repeatability or consistency, a pilot study was conducted as far as the interviews were concerned. The purpose of a study on a limited number of subjects from the same population is to detect possible flaws in the measurement procedures and unclear or ambiguously formulated items (Welman et al 1999: 146). Welman (2004:282) suggests that it is best to test the instruments on the people of a similar type to that of the intended sample and to anticipate any problem of comprehension or other sources of confusion. The purpose was to check that all questions and instructions were clear and enabled the researcher to remove any item/s which will not yield usable data (Bell, 2004:282).

The researcher was trying to maximize reliability. A variety of sources of data, referred to as data triangulation in this part was chosen to ensure that theory is tested more than once. According to White (2005:89), the use of multiple sources of data in my research is more likely

to increase reliability. As mentioned above, the researcher used interviews, classroom observations and focus group interviews.

4.5.2 Validity

Validity indicates whether an item measures or describes what it is supposed to measure or describe (Bell, 2004:104). Leedy et al. (2005:28) propose that the validity of an instrument is the degree to which the instrument measures what it is supposed to measure. The interview schedule was submitted to my supervisors to scrutinize and make recommendations on whether the tool should be reworked. The data collected through interviews will be used to verify data collected through observations.

4.5.3. PILOT STUDY

According to Bless and Smith (2004: 155), a pilot study is a small study that is conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments are adequate and appropriate. The purpose of the pilot study was the investigation of the feasibility of the planned project as to bring possible deficiencies in the measuring procedure to the fore. The researcher conducted a pilot study in the Maluti District primary schools. During this period, the researcher realised that some questions were confusing because they did not elicit some of crucial information required. This exercise was important because research instruments needed to be modified. It also enables the researcher to remove any items which did not yield usable data as was the case with this study. All interviews that were used were tested in order to determine how long it takes for recipients to complete them and

to check that questions and instructions are clear. Five teachers were interviewed. The researcher adopted some questions after piloting them with teachers.

4.6 Study area

The research study was conducted in the Maluti District schools. Maluti district is a District that falls under the town of Matatiele and is comprised of 222 schools most of which are Black Africans schools. Matatiele is a mid-sized town serving the farming and trading communities of East Griqualand in the foothills of the western Drakensberg, Eastern Cape, South Africa, on the border with Kwazulu Natal and 20 km from the southern frontier of Lesotho. As a town, Matatiele is the reference point for all of the northern Transkei.

Matatiele is a town mostly populated by Black Africans. Statistics reveal that 83.5% of the population of Matatiele is Black Africans, 9.5% coloured, 2.6% Indian/Asian and 4.1% white. The residents in and around Matatiele, as in most of the northern Transkei region, are generally bilingual in Hlubi and Sotho. Statistics reveal that 48.3% of the population of Matatiele speak Isixhosa, 23.5% speak Sesotho, 14.3% speaks English and 7.5% speaks Afrikaans.

The schools in which the research was conducted are schools situated in the rural areas surrounding Matatiele which are populated mainly by Xhosa and Sotho speaking people. These rural areas are dominated by low- class citizens and most of citizens forming part of the middle-class are based in areas closer to town. Most of the population in rural areas surrounding the town of Matatiele are the unemployed and uneducated/illiterate people who rely mostly on social grants and part time jobs for a living. The majority of these citizens

occupy congested households as they have unreasonably large families. The majority of the families display ultimate respect for their customs and traditions which means that they still observe their culture and take pride in their native languages.

The Maluti District schools are dominant of black African learners and teachers who were born and bred in rural areas and have their different native languages as their first languages. Rural areas that formed part of this research study have extremely limited access to information and technology as some of them still do not have accesses to electricity. The schools situated in these rural areas are under-resourced in that they lack adequate resources required to enhance the quality of learning and teaching.

4.7. Ethical considerations

It is important for a researcher to be aware of, and observe the ethics of doing research (Stake, 1995). Apart from protecting their identity and retaining a good relationship with the research participants, research ethics also enables the researcher to respect the rights, privacy, dignity and sensitivities of all the research participants as well as the integrity of the institutions within which the researcher takes (Awori, 2003).

Ethics refers to doing what is right when conducting a study that involves human beings; it becomes essential that the researcher takes ethical issues into consideration (Leedy & Omrod 2004:10). According to Plat and Beck (2006), ethics is a system of moral values that is concerned with the degree to which research procedures adhere to professional, legal and social obligations. I found it imperative for me to familiarise myself with the ethics policies of the Department of Education from which data would be collected (Maree, 2008).

The purpose of this is to ensure their safety, protect their privacy and respect their dignity. For this study, the researcher obtained and completed ethical clearance forms from the University of Fort Hare (UFH) before proceeding with the study. The researcher requested the Department of Education to allow research to be conducted in the hundred selected schools in Maluti District.

Obtaining informed consent implies that the procedures which were followed during investigation time, the possible advantages, disadvantages and dangers to which respondents may be exposed and the credibility of the researcher were shared with subjects in the research. Diener and Crandall (1978) define informed consent as procedures in which individuals choose whether to participate or not in an investigation after informed of facts that would be likely to influence their decision

In this study the given information was confidential and privacy was observed. The names of the respondents were not disclosed. Instead code annexes were used. Cooper and Schindler (2001) suggest that confidentiality is protected by obtaining signed statements indicating non-disclosure of the research, restricting access to data which identify non-disclosure of data (e.g. subsets that may be able to be combined to identify an individual).

4.8. Summary

The research design and methodology was discussed in this chapter. The researcher used one methodology, namely qualitative research in this study. This discussion contained a detailed description of the concepts of research design. Population and sampling techniques, instrument for data collection. Purposeful and convenience sampling was employed to select

English language educators from five schools in Maluti District. Ethical consideration and techniques used to minimize threats to validity and reliability of the study have been outlined.

CHAPTER FIVE

5. DATA PRESENTATION AND ANALYSIS

5.1. INTRODUCTION

This chapter presents the findings and analysis of the study. This study sought to explore experiences faced by Grade 4 teachers when teaching in English as medium of instruction in their various schools. The researcher in this study used quantitative and qualitative approaches to analyse the data.

5.2. Data presentation and procedure

According to Grey (2009:457), data analysis is described as a process of inspecting, cleaning, transforming, and modelling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making. Creswell (2007) claims that data analysis in qualitative research consists of preparing and organising the data for analysis of content, then categorising the data into themes through a process of coding and condensing the codes, finally representing the data in figures, tables or a discussion. According to Marshall and Rossman (1995:111), data analysis entails bringing order, structure and meaning to the mass of time-consuming, creative and fascinating process. In addition to the above definition, Seliger and Shohamy (2003) as well as Owin (2002) define data analysis as the sifting, organising, summarising and synthesizing of the data so as to arrive at the results and conclusion of the research.

In the qualitative method, the data was collected through interviews and field notes were taken by the researcher. The researcher conducted face-to-face interviews to collect the

primary data from the participants and to ensure that all participants were interviewed. The participants were interviewed in English but vernacular was also used to give an in-depth meaning to the questions.

Analysis of data from individual interviews was done through identifying common themes from the participants' description of their experiences. Irrelevant information was separated from the relevant information in the interviews. The relevant information was broken into phrases or sentences which reflect a single, specific thought.

The records of responses from participants were counted to ensure the total number of participants who participated. Raw data were brought together in a raw data summary. The researcher was able to identify any missing data. Raw data were edited by elimination of errors and encoded by assigning data to appropriate categories. Qualitative analysis was used to analyze the open-ended questions and statements were organized into meaningful themes and summarized to highlight the major trends. The interviews conducted by the researcher in the seven selected schools of Maluti District were also aimed at exploring the teachers' experiences in using English language as a language of learning and teaching in the Grade 4 classrooms. Quantitative analysis was used to for the questionnaire and the graphs, charts pie and tables were used by the researcher in analysing data.

Since a combination of quantitative and qualitative approach were utilised in this study, each data was analysed separately.

5.3 Presentation of quantitative data and analysis of results

This section provides illustrations, interpretations of data. Data was collected through questionnaires. The survey questionnaires were used to obtain the good perspective on the teachers' experiences in using English as medium of instruction among the Grade 4 learners. The analysis was done by the means of pie graphs, bar graphs, line graphs and tables. All information that was given by the teachers from seven selected schools was analysed. The researcher decided to make use of a sample of 100 teachers selected from thirty schools of Maluti district. The reason why the researcher decided to use a large sample size in quantitative approach was because of an advantage that a larger sample size is more representative of the population and it broadens the range of possible data and forms a better picture for analysis. A larger sample size in this case was assumed to produce results among respondents that would advance the knowledge of the researcher concerning the experiences faced by teachers when instructing the grade 4 learners in English as a language of teaching and learning in Maluti District.

5.4. Biographical data

Firstly, the participant's biographical data was analysed in this study by the researcher.

Table 1: Gender, age and number of participants

Gender		Age
Male	Female	
20	16	1-30

40	10	31-40
8	2	40-50
3	1	51-60
71 %	29 %	

Table 1 above summarises the number of participants, ages and their gender profile from different sites. Data was collected from the senior primary schools in Maluti District. The names of the teachers were not mentioned by the researcher because of anonymity and confidentiality principles. The researcher interviewed Grade 4 teachers who were teaching learners using English as medium of instruction in their subjects from their respective schools. The table above revealed that 71% of teachers who taught Grade 4 learners in English as a medium of instruction were males and 29% were females. The implication was that in the Maluti District, the majority of teachers who taught Grade 4 learners using English as a medium of instruction were males.

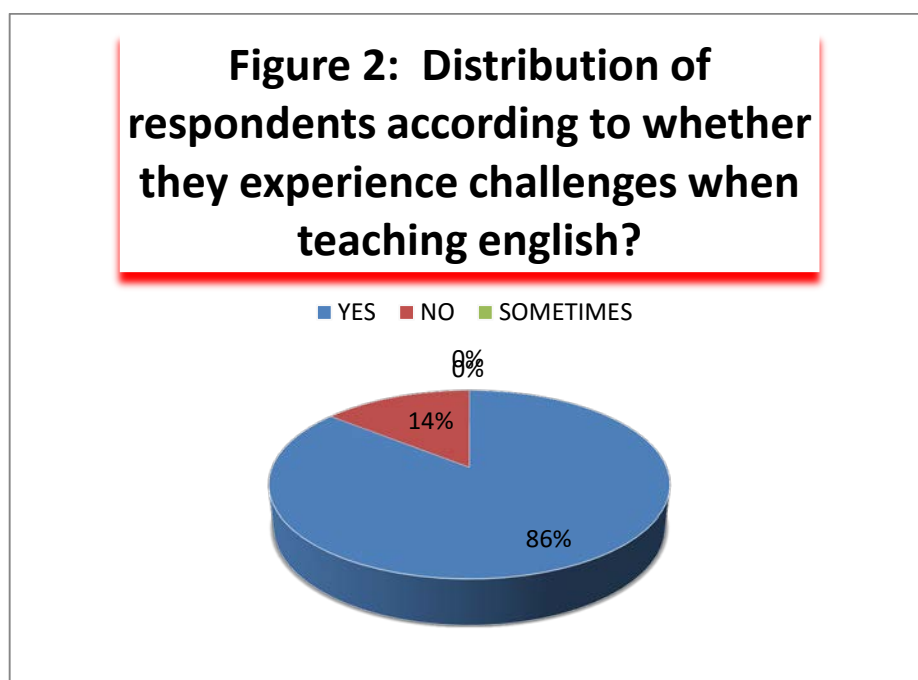
5.5.1. The experiences faced by Grade 4 teachers with regards to the language of learning and teaching;

5.5.1.1 Do the teachers experience challenges when teaching Grade 4 learners in English?

The table below indicates whether teachers were experiencing challenges or not when teaching Grade 4 learners in English.

Table 2: Indicates whether teachers experience Challenges when teaching in English.

Yes	No	Sometimes
86	14	0



The chart above indicates that the majority of the Grade 4 teachers responded “yes” that they experienced colossal challenges when they taught Grade 4 learners in English as medium of instruction in their schools. Out of 100 teachers, 86 teachers which accounts for 86% said that they experienced challenges while 14% of teachers responded “no” to this question that the did not experience any challenge when teaching in English as a medium of instruction.

The data illustrated in this table demonstrated that the majority of teachers were experiencing challenges when they taught Grade 4 learners in English. Only fourteen teachers did not experience challenges using English as medium of instruction.

5.5.1.2 *Do the Grade 4 learners experience challenges when they are taught in English?*

Provide yes or no.

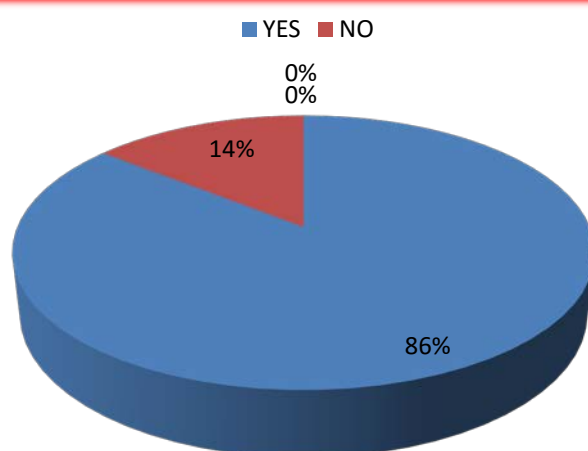
The teachers were requested to give information about the experiences they faced when teaching Grade 4 learners in English. The aim of this question was to explore the teachers' experiences in using English as medium of instruction in the classroom situation when they teach the Grade 4 learners.

The table below indicates that the Grade 4 learners experienced challenges in using English as a medium of instruction in their schools.

Table 3: Indicates whether learners experience challenges when using English as medium of instruction

Yes	No	Sometimes	Percentage
86			86%
	14		14%
		0	

Figure 3: Do learners face challenges in using English?



The above chart shows that the total number of Grade 4 teachers who said that their learners were facing the challenges when they were taught in English in their respective schools is 86 which accounts for 86% and the total number of Grade 4 teachers who were not experiencing challenges when they were teaching in English which accounts for 14%.

Based on the teachers' responses, the implication was that the Grade 4 learners were experiencing problems when they were taught in English as language of learning and teaching.

5.5.1.3 *Do you use code-switching when learners are unable to participate in the lesson?*

The answer must be yes or no

The objective of this question was to find out if teachers used code-switching in lessons or not. Teachers were requested to provide information about the language that they used for

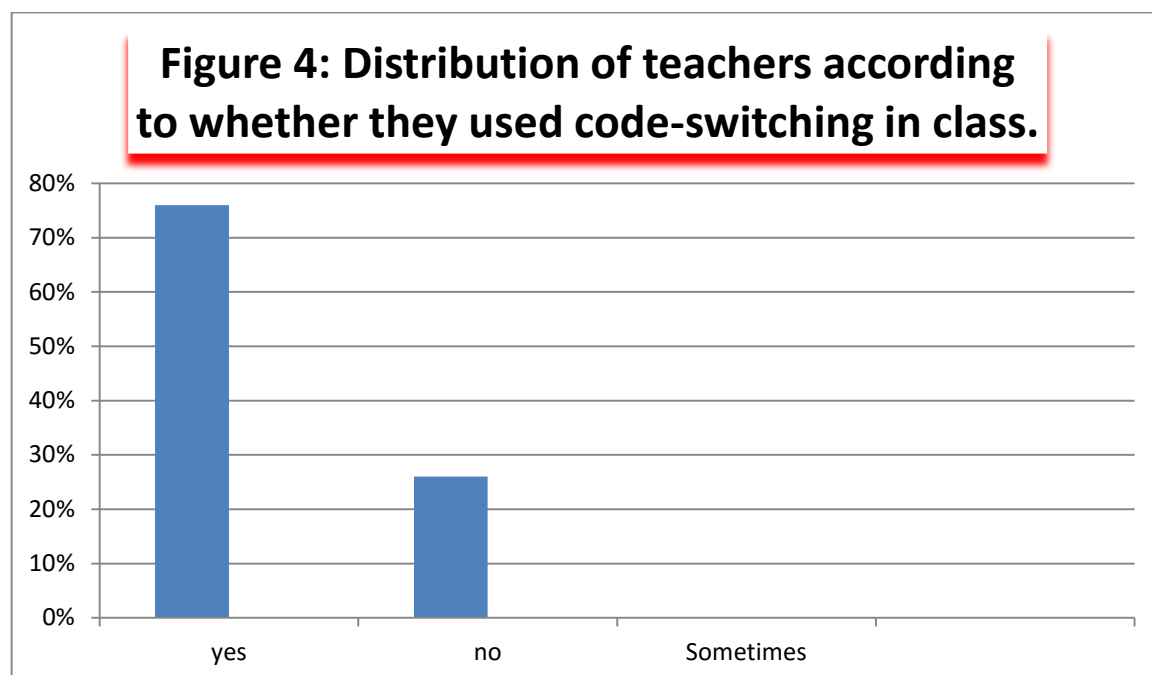
interaction with the learners during the lesson. The aim of this question was to find out which language plays a prominent role in these classrooms.

The table below illustrates whether teachers used code-switching or not when learners were unable to participate in lesson.

Table 4: Distribution of teachers according to whether they used code-switching in class

Do you use code-switching when learners are unable to participate in the lesson?

Yes	No	Sometimes	Percentage
74			74%
	26		26%
		0	0%



A total of 74% of teachers from different schools responded "Yes" to the above question stating that they used code-switching when learners were unable to participate in the lesson using English as medium of instruction. They assisted the learners who were struggling to communicate using English. While 26% of teachers from other schools said "No", they did not use code-switching when learners were unable to participate in the classroom lessons because doing so crippled the learner's academic performance. They claimed that it was time consuming because it needed a teacher to translate English into their home language and when learners wrote an examination or any task they administered it in English.

The indication was that the majority of Grade 4 teachers from different schools used code-switching when teaching the Grade 4 learners.

5.5.1.4. .Apart from code-switching, are there any other strategies you apply to increase the learners' enthusiasm to participate during the classroom activities?

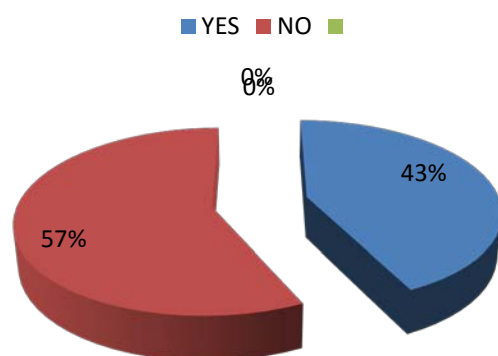
The objective of this question was to find out whether teachers applied other strategies to increase the learners' enthusiasm apart from code-switching during the classroom activities or not.

Apart from code-switching, are there any strategies you apply to increase the learners' enthusiasm to participate during the classroom activities?

Table 5: Indicates whether there are other strategies teachers apply in the classroom to increase the learners' enthusiasm to participate in classroom activities apart from code-switching.

Yes	No	Percentage
43		43%
	57	57%

Figure 5: Are there other strategies that you use apart from code-switching?



The table above revealed that 57 teachers from different schools accounting to 57% responded "No" to this question that there were no other strategies the teachers applied to increase the learners' enthusiasm to participate during the classroom activities. While 43 teachers from different schools which accounts for 43% responded "Yes" to that there were other strategies that teachers applied to increase the learners' enthusiasm to participate during the classroom activities.

The overall results indicated that the majority of the teachers did not have other strategies that they applied to increase the learners' enthusiasm to participate during the classroom activities. Furthermore, they elaborated that they used only code-switching as a strategy of teaching English as a language of learning and teaching on Grade 4 learners.

5.5.1.5 Are you able to interact with learners on individual bases during the classroom lessons using English? If yes, at what level are you able to interact with them and if no, what may be hindering you from doing so?

Teachers were also asked about the level of interaction they had with learners on individual bases during the classroom lesson. The aim was to find out what hindered them from doing so.

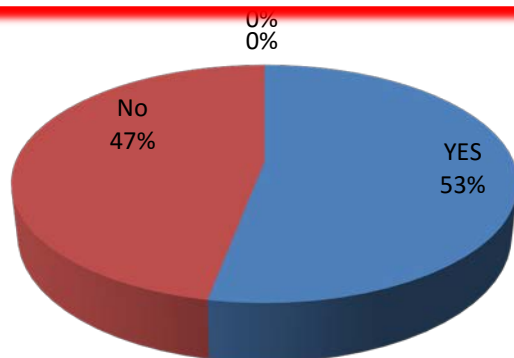
Table 6 below revealed whether or not teachers were able to interact with learners on individual bases during the English lessons.

Do you interact with learners on individual bases?

Table 6: Indicates whether teachers do interact with learners on individual bases on not.

Yes	No	Percentage
53		53%
	47	47%

Figure 6: Do teachers interact with learners on individual bases?



The above graph indicates that 53 teachers which accounts for 53% responded “No” to this question that they did not interact with learners individually while 47 teachers which accounts for 47% responded that they did interact with learners on an individual bases.

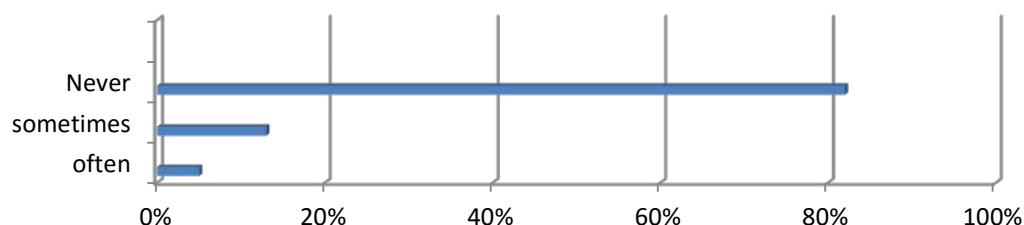
This implied that the majority of teachers who were unable to interact with learners on an individual bases in the classroom.

How often are you able to interact with learners on individual bases?

Table 6.1: Distribution of respondents according to how often they interact with learners on individual bases.

Yes	no	sometimes	%
	82		82%
5			5%
		13	13%

Figure 6.1: Indication of how often teachers manage to interact with learners on individual bases?



The above graph indicates that 82 teachers which accounts for 82% responded that they never interacted with learners individually while 13 teachers which accounts for 13% responded "sometimes" to this question that they did interact with learners on individual bases sometimes once or twice per month because of the classroom congestion. Only 5 % of the participants depicted that they often interacted with learners on an individual bases in the classroom.

The indication was that the teachers were not able to interact with learners on regularly.

5.5.2. Teachers' perceptions of the use of English as a language of learning and teaching;

5.5.2.1 What is your feeling about using English as the medium of instruction in Grade 4?

Teachers were requested to provide information concerning how they felt about using English as medium of instruction in Grade 4. The aim of this question was to find out what kind of

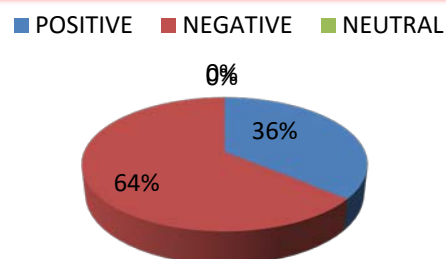
attitude do teachers possess in using English as a medium of instruction in South African schools.

The table below seeks to analyse the teachers' feelings using English as medium of instruction with Grade 4 learners.

Table 7: Indicates the teachers' attitude towards using English as medium of instruction

Positive attitude	Negative attitude	Neutral	Percentage
36			36%
	64		64%
		0	0%

Figure 7: Distribution of respondents according to the their attitude towards the use of English in the classroom



The table above depicts that out of 100 teachers, 64 teachers which accounts for 64% had a negative attitude towards using English as medium of instruction with Grade 4 learners while 36 teachers which accounts for 36% responded that they had a positive attitude towards using English as medium of instruction.

The implication is that the majority of respondents had a negative attitude towards using English as medium of instruction.

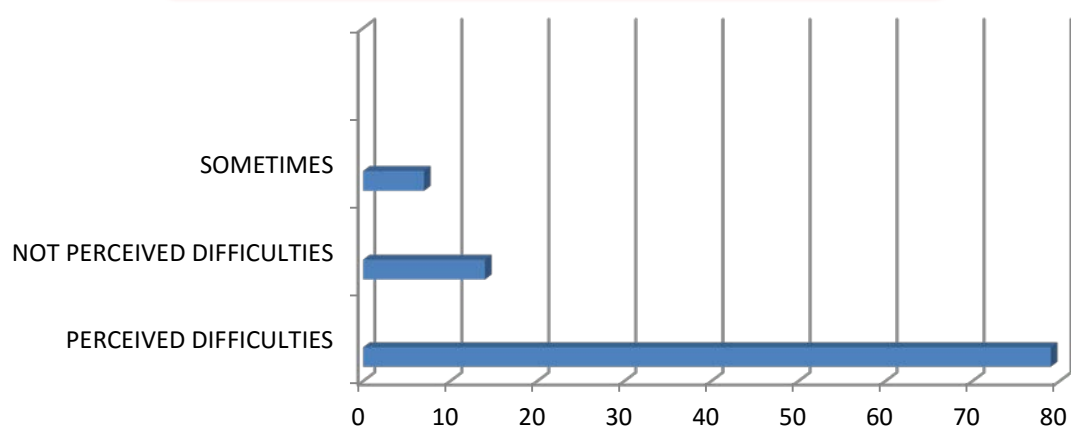
5.5.2.2 *Do you perceive difficulties with regard to the use of English as a language of learning and teaching?*

The table below indicates whether there were difficulties or not in regard to the use of English as medium of instruction in learning and teaching by the Grade 4 teachers.

Table: 8 Distribution of teachers according to whether they experience difficulties when teaching English.

Yes	No	Sometimes	Percentage
79			80%
	14		20%
		7	7%

Figure 8: Distribution of respondents according to whether they experience difficulties when teaching in English.



The table above depicts that the majority of participants 79 (79%) perceived difficulties in regard to the use of English as medium of instruction in learning and teaching, while 14% of Grade 4 teachers provided “no” they did not perceive difficulties in regard to the use of English as language of learning and teaching. 7% of respondents mentioned that they perceive difficulties when using English as a medium of instruction “sometimes”.

The implication was that the majority of the respondents perceived difficulties with regard to the use of English as medium of instruction in teaching because of the inability of learners to understand English.

5.5.2.3 Would you describe your learners as proficient in English? Yes or no

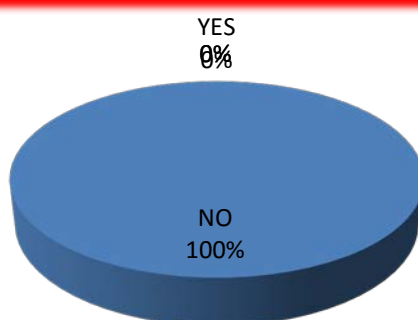
Teachers were requested to provide information about the learners’ proficiency in English as a language of learning and teaching. The aim of this question was to determine the proficiency of learners in using English as a medium of instruction in South African schools.

The table below depicts whether teachers viewed their learners as proficient in English or not.

Table: 9

YES	NO
0	100

Figure 9: Indicates whether teachers view their learners as proficient in english?



The purpose of this question was to determine whether learners were proficient in the English language as a medium of instruction in their schools. All teachers (100 %) from different respective schools responded “No” to this question that learners were not proficient in English. The data illustrated in this table clearly proves that the learners were not proficient in English. It was therefore evident that learners were not very conversant with the medium of instruction and they were noted to have difficulties responding when learning through English.

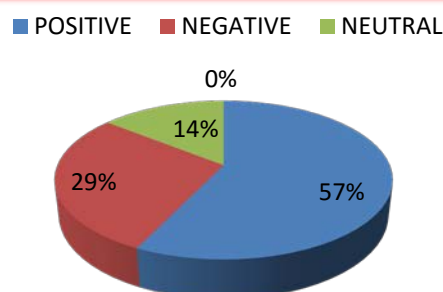
The indication of the findings was that learners were having immense problem in using English as medium of instruction and language of learning and teaching in various schools.

5.5.2.4 *How do you feel about the use of code-switching in the classroom?*

The figure below reveals how teachers feel about using code-switching in the classroom.

Yes	No	neutral	%
57			57%
	29		29%
		14	14%

Figure 10: Distribution of respondents according to how they felt about using code-switching in the classroom.



The table above depicts that, out of 100 teachers from the different schools, 57 teachers which accounts for 57% responded that they felt positive and comfortable to use code-switching in the classroom. The majority of teachers said the learners battle with English Second Language communication related activities because they were not proficient in English. While 29 teachers which accounts for 29 % responded that they felt negative about the use of code-switching in the classroom because it was time consuming. Code-switching was the one that makes learners to fail as teachers used home language to promote understanding during the lesson but when the learners wrote tests or exams, they administered in English. Only fourteen teachers accounting for 14% responded that they were neutral because they used it sometimes.

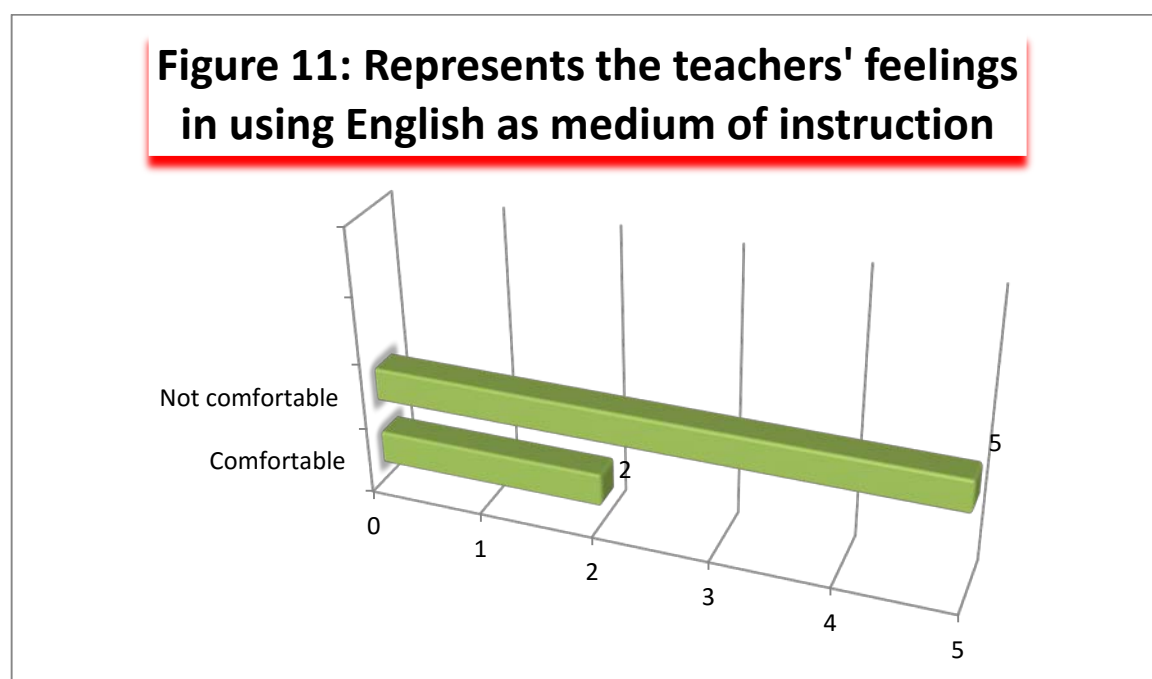
The implication was that code-switching had a significant impact in enhancing learning and teaching in the classroom situation.

5.5.3. The role played by the teachers' qualifications on both their proficiency in English and the performance of learners when using English as the language of learning and teaching.

5.5.3.1 *How do you feel about using English as medium of instruction?*

In this question, the teachers were asked to provide their feelings in using English as medium of instruction.

The pie-chart below indicates the teachers' feelings in using English.



The teachers were requested to articulate their feelings about using English as medium of instruction in this question. The aim to ask this question was to find out whether these teachers were feeling comfortable or not in teaching Grade 4 learners in English. Out of 100

teachers, 71 teachers which accounts for 71% made it clear that they were not feeling good at all about using English as medium of instruction especially in Grade 4 learners because these learners were taught in their mother tongue in the Foundation phase only to be confused with the sudden drift from mother tongue to English in the intermediate phase. 29 % of the respondents pointed out that they felt comfortable in using English as language of learning and teaching in their respective schools. They had a zeal and passion in using English as medium of instruction.

The indication was that the majority of teachers were not interested in using English as a language of learning and teaching in their respective schools.

5.5.3.2 *What qualifications do you have?*

The table below depicts the qualifications that teachers have.

Table: 12 **Teachers' qualifications**

Primary Teachers' Diploma (PTD)	Senior Teachers' Diploma (STD)	Advanced Certificate in Education (ACE)	Bachelor of Education in Honours (Bed-Hons)	Masters in Education
0	72	14	14	0

Figure 12: Represents the teachers' qualifications

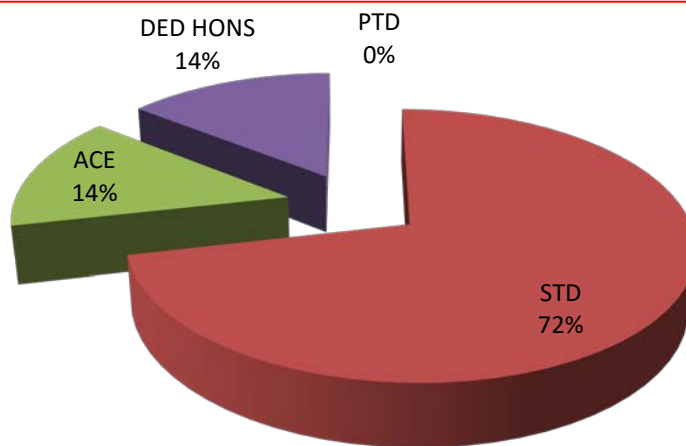


Table 12 above illustrates that out of 100 teachers from the selected schools, 72 teachers which accounts for 72 % have obtained the Senior Teachers' Diploma (STD) in their qualifications at higher institution. While 14 teachers which accounts for 14 % has obtained an Advanced Certificate in Education (ACE) at University level. 14 teachers which accounts for 14 % obtained a Bachelor of Education in Honours (Hons Bed) at higher institution.

5.5.3.3 Which phases are you trained to teach?

Table 12.1 Represents the phases teachers were trained to teach

Senior phase	77	77%
Intermediate phase	23	23%

Figure 12.1: Represents the phases teachers were trained to teach

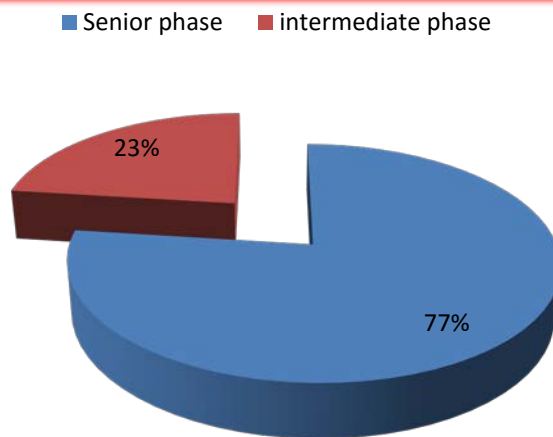
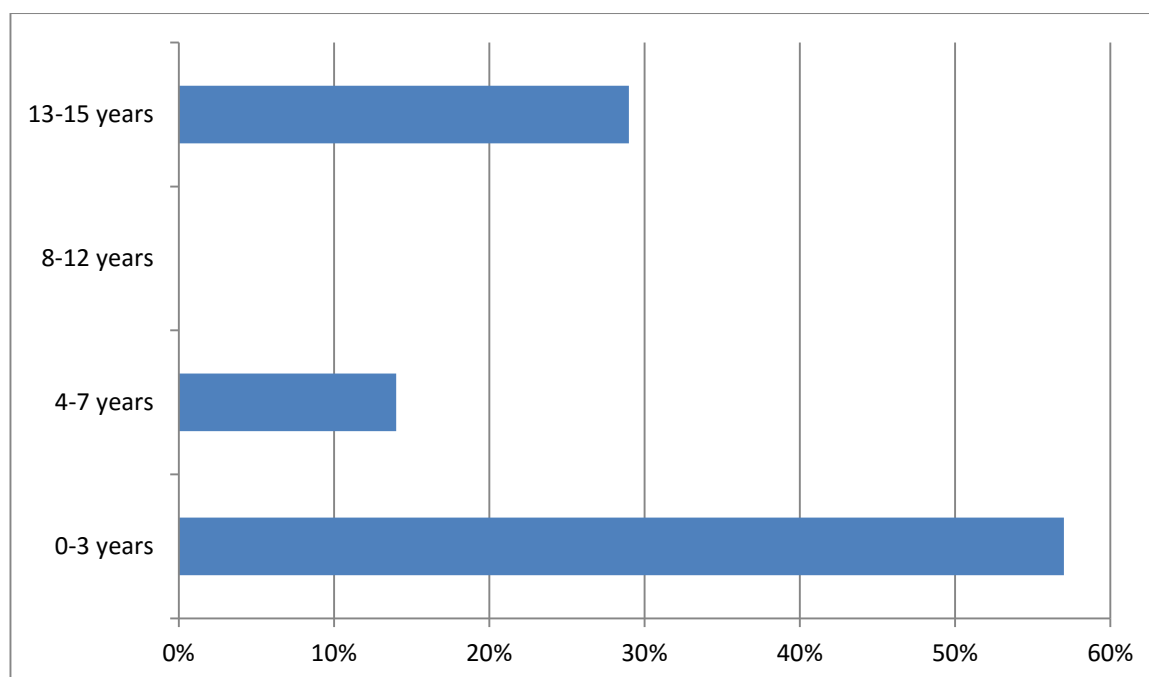


Table 12.1 and figure 12 above indicates that 23 % of teachers were qualified or trained to teach the Intermediate phase and 77% of them were trained to teach at senior phase and not intermediate phase. This finding implies that most of the teachers who instructed the intermediate phase were not equipped to teach intermediate phase.

5.5.3.4 For how many years have you (teacher) been teaching English as medium of instruction

The graph below indicates the teachers' number of years of teaching.

Figure: 13: Indicates the teachers' number of Years in teaching.



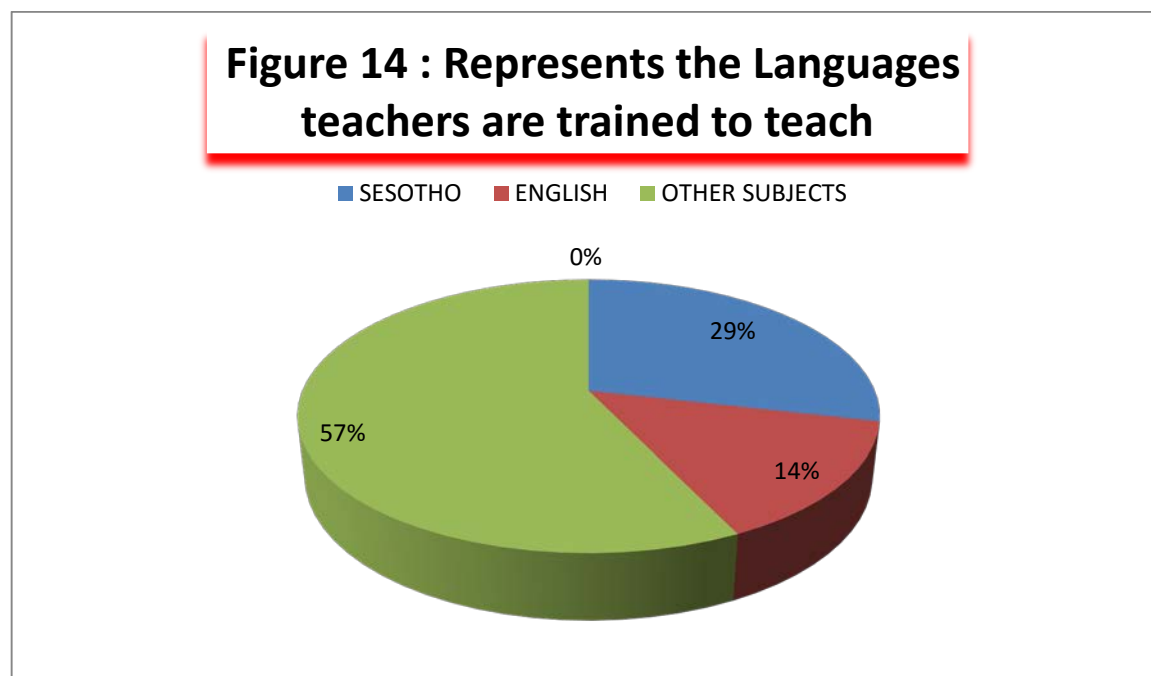
The teachers were requested to give information on their years of teaching experience in this question. The intention was to determine whether teachers were having an adequate experience in using English as medium of instruction in Grade 4 learners.

The information given by participants in this question indicates that the majority of teachers who were teaching English in Grade 4 did not have adequate teaching experience in teaching English as a medium of instruction. The findings revealed that out of 100 teachers selected from in their respective schools, only 29 teachers, which accounts for 29 % had more than 10 years' experience in teaching English. It was 14% of teachers who had plus minus 6 years in teaching experience. 57% of teachers did not have experience in teaching English as a language of learning and teaching. This indicates that the majority of teachers have a lesser experience in teaching in English as medium of instruction.

The indication was that teachers who were teaching Grade 4 learners English did not have adequate teaching experience in English as medium of instruction.

5.5.3.5 Which language(s) are you trained to teach?

The pie chart below indicates which language (s) teachers are trained to teach.



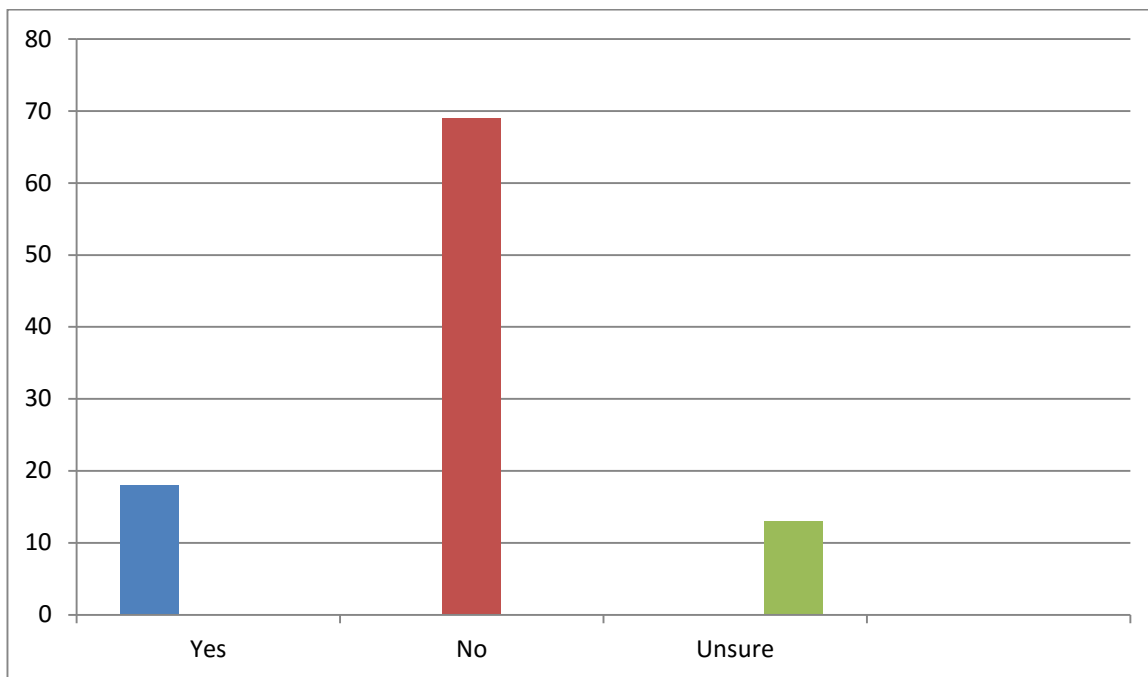
The main aim of this question was to find out which languages the teachers are trained to teach in their schools. 57 % of participants responded that most teachers did not train to teach any language instead they trained to teach other subjects rather than languages. There are only 29% of respondents who indicated that they have trained to teach Southern Sotho as a language and not English. Out of 100 teachers, only 14 % had been trained to teach in English as a language of learning and teaching not in Grade 4 but at high school level.

The results revealed that there were no teachers who were trained to teach in English as medium of instruction at intermediate phase except the one who trained to teach English at high school level. Furthermore, the implication was that there were only two teachers who were trained to teach Southern Sotho.

5.5.3.6. Was the training you received able to equip you with the necessary skills to practice effective teaching?

The bar graph below reveals whether the training that the teachers received was able to equip them with necessary skills to practice effective teaching.

Figure: 15: Indicates the quality of training received by teachers



Teachers were asked to give information about the training that they obtained when trained as the teachers at tertiary level. The aim of this question was to determine whether the training they received was able to equip them with the necessary skills to use English as a

medium of instruction and to achieve effective and efficient in teaching and learning in the Grade 4.

The evaluation results depict that out of 100 participants, Grade 4 teachers which accounts for 69% responded "NO" that they did not receive enough training skills necessary to use English as medium of instruction in teaching at intermediate phase. While 18 respondents which accounts for 18% responded "YES" that the training he received was able to equip him with the necessary skills to use English as a medium of instruction. 13 teachers which accounts for 13% responded that they were not sure whether they received enough training and the necessary skills to use English as medium of instruction.

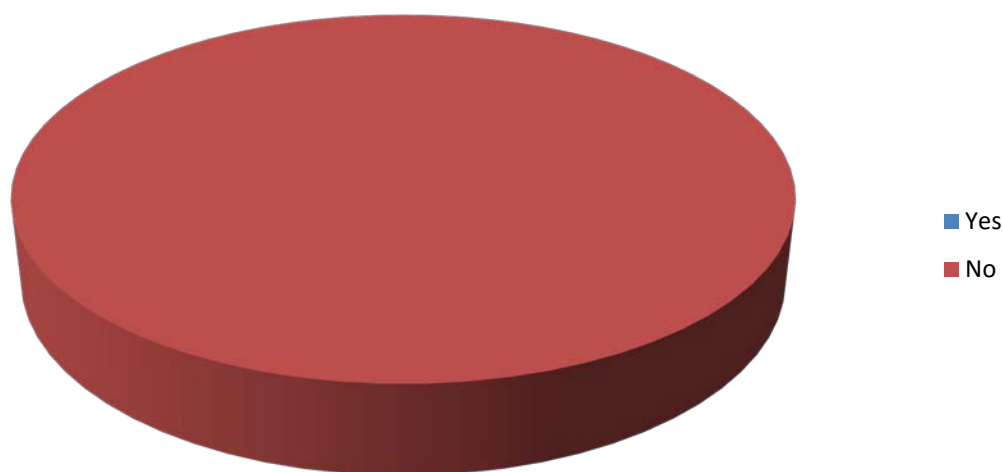
The overall implication was that the majority of teachers elaborated that they had not been prepared enough to use English as a medium of instructions effectively.

5.5.4. The effect of the learner's background (home) or any environment they are familiar with (including school premises or playgrounds) on their performance when using English as the language of learning in the classroom.

5.5.4.1 Do your learners speak English outside the classroom environment?

The pie chart below indicates whether learners did speak English outside classroom or not.

Figure 16: Indicates whether learners do speak English outside the classroom



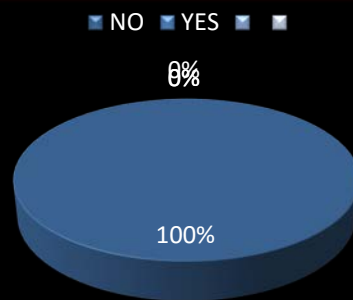
Teachers were asked to indicate whether learners do speak English outside the classroom. The objective of this question was to identify which language learners spoke outside the classroom with each other. The table reflects that all 100 teachers from their respective schools accounting to 100% responded “No” showing that the learners outside the classroom did not speak English with other learners instead of English they speak their mother tongue.

The indication was that learners did not speak English outside the school environment because in their homes, there was no one who speaks English.

5.5.4.2 Are your learners exposed to English at home?

The pie chart below shows whether learners were exposed to English at home or not.

Figure 17: Indicates whether learners are exposed to English at home



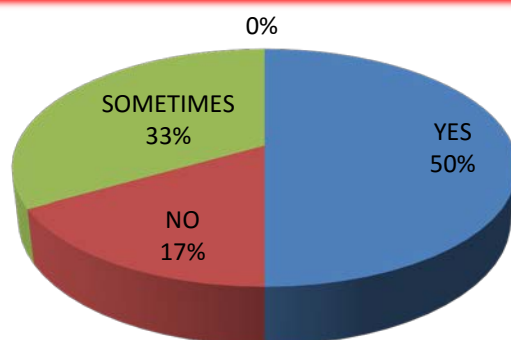
The overall results established that 100% of participants indicated that the learners were not exposed to English at home. There were no learners who were exposed to English at home. My analysis as the researcher was that the parents of these learners were not educated. It was difficult for the parents to speak with their children especially when using English and it was hard to assist them with their school work as well.

This implies that all the learners of the different schools were not exposed to English at home.

5.5.4.3 Do you think that the learners' familiarity/exposure to the English language somehow had an impact on their performance in the classroom?

The pie graph below reveals whether or not the learner's exposure/familiarity with English had an impact on their performance in the classroom.

Figure 18: Distribution of respondents according to their view on whether familiarity with English impacts on the learners' performance.



The chart above demonstrates that 50 % of the respondents responded “YES” to this question stating that if learners could be exposed to English as medium of instruction somehow it could have an impact in their academic performance in the classroom. 33 % of the respondents responded “sometimes” in this question stating that if learners could understand English language, they can do better in the classroom. They could answer the questions freely and also they could follow the instructions of the tasks assigned by the teachers. 17 % of the respondents responded “NO” that English could not make any difference or impact in their academic performance of the learners because English is a foreign language to them.

The implication was that learners were not exposed to the English language as a medium of instruction. So they struggled to understand the language (English) and that could have a negative impact in their academic performance, but if learners can be exposed to English they will do better in the classroom.

5.6 PRESENTATION OF QUALITATIVE DATA AND ANALYSIS OF RESULTS

This section provides the findings of interviews collected from the Grade 4 teachers of the seven selected schools at Maluti District in the Eastern Cape Province. All the teachers were interviewed and gave the answers based on their different understanding. In this section face-to-face interviews were analysed.

The researcher decided to use a sample of 7 teachers for qualitative approach. He has decided to use a smaller sample size for this approach for various reasons. Ritchie, Lewis and Elam (2003) provide that there is a point of diminishing return to a qualitative sample-as the study goes on, more data does not necessarily lead to more information. This is because one occurrence of a piece of data, or a code, is all that is necessary to ensure that it becomes part of the analysis framework. Frequencies are rarely important, as one occurrence of the data is potentially as useful as many in understanding the process behind the topic. In support of the above, (Crouch & Mackenzie, 2006) state that, because qualitative research is very labour intensive, analyzing a large sample can be time consuming and often simply impractical. (Crouch & Mackenzie, 2006) further explains if the sample is too large, data becomes repetitive and eventually, superfluous. The researcher deemed it necessary at this point to avoid too much repetition of information from respondents in his investigation and to try and save time as analyzing a large sample in the approach that is qualitative has been proven to be time consuming.

5.6.1. The experiences faced by Grade 4 teachers with regards to English as a language of learning and teaching;

5.6.1.1 What challenges do you experience in your Grade 4 class (when teaching Grade 4 learners in English)?

The researcher asked this question to the teachers so as to find out whether they were experiencing challenges or not when teaching Grade 4 learners in English.

In their responses, participants mentioned that the majority of the Grade 4 teachers experienced colossal challenges when they taught Grade 4 learners using English as medium of instruction. In seven selected schools, 6 teachers said in their responses that they experienced challenges when they used English as a medium of instruction with the Grade 4 learners because learners were failing to participate in class. Most of the learners did not participate in lesson of any subject effectively when the teacher used English as medium of instruction. They kept quite when the teacher asked questions in the class. Some learners became too shy even if they knew the answers they could not give them to the teachers because they are afraid of being mocked by others.

Very few teachers from the selected schools indicated their responses that they did not experience any challenge in using English as medium of instruction with Grade 4 learners because they coped well. Most of the learners participated during the lessons of any subject and they always displayed utmost enthusiasm to learn more every day. They asked for clarification whenever they did not understand. The attitude they displayed towards English as

medium of instruction made it easier for the teachers to teach it. Teachers thought that the trick was to show them that as the teachers, they believed in their capabilities.

The data indicated that the majority of teachers from different schools were experiencing challenges when they taught the Grade 4 learners in English as medium of instruction in their respective schools.

The following response was given by teacher from school A:

The Grade 4 learners are passive and they do not participate in class. They keep quiet when the teacher asks questions in the classroom. Other learners dodge classes because they are afraid of speaking English. It becomes worse if you can give them a topic to present then the following day a huge number of learners will be absent at school. Those who managed to come and present do not feel comfortable to present but it is just a matter of compliance. It is not something they are passionate about". When asked why they avoid attending English classes, they give different responses all of which point to the fact that they are uncomfortable with the medium of instruction (English). Some say that it is not their intention not to comply with school rules (constant absenteeism/ bunking classes) but they end up feeling forced to because of the unbearable pressure, fear and humiliation they feel when they have to communicate in English for the rest of the period. Judging from the explanations they give concerning their absence, they feel incompetent which makes it harder for me as a teacher to achieve effective teaching when my learners' minds are already clouded with negativity. There is a learner who once caught my attention when she told me that she feels like she is in a complete different world from the one she lives in when she is supposed to switch from her mother tongue to English in a sudden meaning that she feels completely lost and out of place.

Now as a teacher, it is quite an enormous challenge to teach learners who are not only lost but also totally blank on their faces. It is more difficult as a teacher myself who once was a learner in a rural to try and enforce authority as I can completely relate and it is hard to be strict because of fear that I may drive these learners to quit school forever.

Teacher from school E said:

I do not experience any challenge towards using English as language of learning and teaching to the Grade 4 learners because they cope well. Most of my learners participate during the English lessons and they always display utmost enthusiasm to learn more every day. They ask for clarification whenever they do not understand. The attitude they display towards English as a language makes it easier for me to teach it. I think that the trick is to show them that as a teacher, you believe in their capabilities. Sometimes lowering yourself to the students' level in terms of your interaction with them (forming a close teacher-learner relationship) can do wonders in terms of improving their performance. When you are easily reachable to your learners, they will not be afraid to fail or make mistakes in front of you as well as trying new things with you. I won my learners over by acting as an equal with them rather than a superior and also initiating a rule that no one in class is perfect or better than another. Serious action is usually taken should one learner laugh or mock another during the lesson. I cannot say my learners are perfect but they make my job much easier as they are not reluctant to try. Also a strategy of letting learners debate amongst themselves if there is a point of disagreement in class (i.e. uncertainty of a certain sentence construction) in class rather than always interfering as a teacher has proven to be very productive in my English lessons. This gives learners an opportunity to exercise their minds and test the level of their knowledge as

well as enhancing their debate skills using English as a medium of instruction. During presentations, I stand aside giving learners opportunities to correct each other, to suggest, to agree or disagree with each other's points using English and each has to state their reasons for agreeing or disagreeing and the rest of the class is welcomed to engage in conversations. I intervene mostly when invited by learners to intervene or when there seems to be no solution. I believe letting my learners feel in charge of their lesson is doing them great justice academically as well as myself as a teacher. I also make sure that I collect as many newspapers and magazines as I can for them to read in class. I also give them an assignment at times to collect newspapers for classroom reading and one who has collected the most gets rewarded. That way, each of them tries as much to collect for a reward. These newspapers are used for unprepared reading which I have introduced as a method of improving their reading and encouraging constant language practice amongst them. They read all the time because they know that I call any of them anytime to read for me for marks. Teachers should be proactive in their thinking in order to be productive instead of sitting down and brooding over the supposedly failing attempts to be productive. I utilise even the strangest of methods just to get something out of my learners. I always encourage them never to wear anything without understanding what is written on it, if I see my learners wearing something that is labelled, I would ask what it means and if they do not know, I point them to the dictionary. I have a dictionary in my classroom cupboard that they use during the newspaper reading time as I encourage them never to pass a word without understanding it. We even do an educational multi-player activity called spelling bee in my class to encourage learners to practice new words and their spelling always in order to beat others in the spelling bee activity. In this activity, contestants are asked to spell a broad selection of words usually with varying degree of difficulty. When a learner gets a word right, we move on to a bigger word

until only one learner is left standing and will be crowned a winner. Spelling bee competitions are usually held in countries around the world but I bring it to my class to enhance my learners' level of competence in the English language. This is because in my teaching experience, I have learnt that as a teacher, you need to be well researched so as to take strategies used by others to make your lessons interesting. We even make a circle sometimes and play the game called "spin the bottle", spin the bottle is usually a party game but I use it in my class. Learners stand or sit in a circle. A bottle is placed on the floor in the centre of the circle, I spin the bottle and the person whom it points when it stops is given a certain word to spell and give a definition.

5.6.1.2 What challenges do Grade 4 learners experience when they are taught in English?

The teachers were requested to give information about the challenges experienced by the Grade 4 learners when they were taught in English. The aim of this question was to find out about the learners' experiences in using English as language of learning and teaching.

The data collected in this question revealed that the Grade 4 learners of these schools (A, B, C, D, F, & G) were facing a huge problem when using English as medium of instruction during the lesson. According to the respondents, the learners did not cope well when they used English as a medium of instruction because English was a foreign language to them. Learners did not understand this language (English) because they were taught in their mother tongue in the Foundation phase. The Grade 4 learners did not understand some expressions, they failed to deduce meanings. The sudden drift from Sesotho (their mother tongue) to English seems to be causing them major destruction. It was difficult for learners to respond to the questions asked by the teacher and furthermore they misunderstand the questions which lead

to poor academic results. This problem caused them to play a passive role in the classroom. It was only in school E where learners were not facing any problem when taught in English.

The very few respondents in this question pointed out that the Grade 4 learners would not have any problem in using English as medium of instruction if the teachers were able to give them basis of English and teachers must speak English as well with them inside and outside the classrooms daily. If for instance English was to be introduced in the foundation phase, learners would be able to perform well in it by the time they reach the intermediate phase. You would find that some learners did not perform well in English in the first term but they gradually improve as the year progress which shows that they do not have much problem with English as medium of instruction. The fact that it was introduced at a later stage of these learners school life somehow serves as a setback to them academically

The implication was that according to the responses from the participants the majority of Grade 4 learners were facing an immense challenge to be taught in English as medium of instruction.

Teacher from school A stated

The Grade 4 learners do not understand some expressions, they fail to deduce meanings". The sudden drift from Sesotho (their mother tongue) to English seems to be causing them major destruction. They completely lose focus in class during the English lesson and they seem lost and just out of place. I can tell from their blank facial expressions that they do not even know what is going on which completely debilitates their confidence. Even learners who were previously reported to have an incredibly strong personality in their classes now have

developed resistance to participate in classroom discussions during the English lesson. When I compare their results from the previous ones, I can tell that English has a seriously negative effect on their academic performance.

The teacher from school E said:

The Grade 4 learners do not have any problem in English if the teachers are able to give them basis of English and teachers must speak English with them inside and outside the classrooms daily". If maybe English was to be introduced in the foundation phase, learners would be able to perform well in it by the time they reach the intermediate phase. You would find that some learners do not perform well in English in the first term by they gradually improve as the year progresses which shows that they don't have much problem with English but the fact that it is introduced at a later stage of the child's school life somehow serves as a setback to them academically.

5.6.1.3 Do you use code-switching when learners are unable to participate in the lesson?

The objective of this question was to find out if teachers used code-switching in their classes or not when they teach their learners. Teachers were asked to provide information about the language that they spoke with the learners during the lesson. The aim of this question was to find out which language played a prominent role in these selected schools.

The majority of the teachers from school A, B, C, D and F responded "Yes" to this question that they used code-switching when learners were unable to participate in the lesson of any subject. They always used code-switching in order to make the learners understand during the

lesson. They used code-switching so that they could make them grasp the new concepts and meanings. Explaining English words and phrases to them in English was a complete waste of time because they kept asking the same question over and over again which caused stagnancy during the lessons. Though they did not encourage code switching, they found it to be of great help as using it served as some sort of a 'rescue' method from lessons that do not progress. They had realised that using code switching encourages them to participate fully (asking and answering questions, engaging in discussions) in class and they enjoyed the lessons.

The overwhelming number of teachers further elaborated that they used code-switching to make life easier for their learners in class as English was not their home language. When the teachers used code switching, they got to connect with the learners much easier in terms of communication than when they speak only English. They got to participate freely in the lesson as code switching drew them to the language they were familiar with and somehow encouraged them to ask and answer questions. The use of code switching eliminates the fear of being judged in the learners. They would find that the use of English as medium of instruction somehow restricts them from exploring their intelligence or level of knowledge as it limits their verbal expression to a certain extent. They tend to withdraw from answering questions, commenting or reading aloud during lessons because apparently they might get mocked, laughed at, ridiculed or teased by others should they misread or mispronounce the words. As much as these teachers understood the use of code switching was not appropriate, they also understood that the needs of their learners were as important which was why they sometimes did what seemed best fit for them in their eyes.

The few teachers responded “No”, to this question that they did not use code-switching when learners were unable to participate in the classroom lessons because doing so cripples the learner’s academic performance. Then again the code-switching confused the learners because when they wrote a test or an examination, they did not use their home language but they used English.

The indication was that the majority of teachers from different schools used code-switching when teaching the Grade 4 learners in their various schools.

The following was the teacher’s opinions from school C:

Yes, I use code switching to make life easier for my learners in class. When I use code switching, I get to connect with them much easier in terms of communication than when I speak only English. They get to participate freely in the lesson as code switching draws them to the language they are familiar with and somehow encourage them to ask and answer questions. The use of code switching eliminates the fear of being judged in them. You would find that the use of English somehow restricts them from exploring their intelligence or level of knowledge as it limits their verbal expression to a certain extent. They tend to withdraw from answering questions, commenting or reading aloud during lessons because apparently they might get mocked, laughed at, ridiculed or teased by others should they misread or mispronounce the words. As much as I understand the use of code switching is not appropriate, I also understand that the needs of my learners are as important which is why I sometimes do what seems best fit for them in my eyes.

Teacher from school E said:

"I do not use code-switching. It confuses the learners because when they write a test or an examination, they do not use their home language but they use English. I do try by all means to be adamant in the use of English full time in my class even though it is still a problem for some of the learners. I persist with hope that they will gradually improve as we continue to speak English in class. I am of the opinion that resorting to another language simply to suit the needs of the learners will kill their eagerness to improve as it will take them back to their comfort zone (mother tongue) and cause them to stop trying". I prefer to rather explore other strategies to assist my learners rather than confusing the further with code-switching.

5.6.1.4 Apart from code-switching, are there any other strategies you apply to increase the learners' enthusiasm to participate during the classroom activities?

The objective of this question was to find out if teachers can apply other strategies to increase the learners' enthusiasm in their lessons apart from code-switching during the classroom activities.

The majority of the participants responded that there were no other strategies teachers could apply to increase the learners' enthusiasm to participate during the classroom activities. Furthermore they alluded to that they did not use any other strategies except code-switching because the classroom congestion made it difficult for teachers to apply other strategies perfectly. They thought learners were not experiencing the problems that much when they used code switching because in English as medium of instruction, learners were experiencing problems in answering the questions in the classroom. Learners were not proficient in English;

therefore, it became a problem to them to understand the instructions given by teachers during the process of learning and teaching. They communicated in their mother tongue most of the time as a result they lacked English vocabulary.

While few teachers from the different schools answered “Yes” that there were other strategies that teachers applied to increase the learners’ enthusiasm to participate during the classroom activities. They responded by saying that they used a role play because learners imitated reality that is taken from them or any part of society. Learners immediately apply it in a relevant or real world context. They stated that when they used role play, learners were playing and learning at the same time so they enjoyed using it. When they taught the learners the wording they started by singing those words, after that they spell them. So, the learners would be able to write those words even if they were not seeing them. Learners were coping well in their lesson when they used this strategy and they enjoyed the lesson and participated. When they asked the questions they endeavoured to answer them without fear of speaking a language foreign to them. The benefits of role-plays built confidence, developed listening skills and creative problem-solving.

Furthermore, they used the pictures to present the lesson of any subject. A picture is essential when it comes to engaging learners who were learning a new language (English as medium of instruction) in Grade 4 class as it could be a successful study aid during the process of learning and teaching. They could act as useful prompts to help learners when they practice speaking English as medium of instruction. They could predict, interact, create, talk and reflect. They also used Educational games and activities in order to enhance the quality of learning.

The overall results indicate that the majority of the teachers did not have other strategies that teachers applied to increase the learners' enthusiasm to participate during the classroom activities. Furthermore, they elaborated that they use only code-switching as a strategy of teaching English as a language of learning and teaching on Grade 4 learners.

Teacher from school A explained

Yes I do use other activities like role playing. I use a role play because learners imitate reality that is taken from them or any apart of society. Learners immediately apply it in a relevant or real world context. When I use role play, learners are playing and learning at the sometime so they enjoy using it. When I teach the learners the wording we start by singing those words, after that we spell them. So the learners will be able to write those words even if they are not seeing them. Learners are coping well in my English lesson when I use this strategy and they enjoy the lesson and participate. When I ask the questions they endeavour to answer them without fear of speaking of using in a wrong way. The benefits of role-play builds confidence, develops listening skills and creative problem-solving.

Responding to the same question, teacher from school D said:

No there are no other strategies apart from code-switching because the classroom congestion makes it difficult for teachers to apply other strategies perfectly. I think learners are not experiencing a problem that much when I use code switching with them because they experience problem when I speak English which makes it harder for them to take part in the classroom activities. Learners are not proficient in English; therefore, it becomes a problem to

them to understand the instructions on the questions by the teacher. They communicate in their mother tongue most the time as a result they lack English vocabulary.

The teacher from school E responded:

Yes of course I do use other strategies such as pictures. A picture is essential when it comes to engaging learners who are learning a new language in Grade 4 class they can be successful study aids during lesson. They can act as useful prompts to help learners when they practice speaking. They can predict, interact, create, talk and reflect. I also use Educational games and activities in order to enhance the quality of learning.

5.5.1.5 Are teachers able to interact with learners on individual bases during the classroom lessons using the English language? If yes, at what level are you able to interact with them and if no, what may be hindering you from doing so?

Teachers were also asked about the level of interaction they have with learners on individual bases during the classroom lesson. The aim was to find out what hinders them from doing so.

The responses from participants depicted that the majority of Grade 4 teachers did not interact with learners individually reason being they taught many subjects which hinders them from focusing on a single group of learners. Secondly, it was due to congestion. Teachers did not have adequate time to attend to learners individually because there were so many learners in their classrooms. According to some of the teachers, they saw no need to give them individual attention because they felt that they would be starting what they would not be able to finish. Another problem was that they did not understand almost everything that was

taught in the lesson so giving them individual attention would mean going over the rest of the lesson again with them one by one which they believe it was absolutely impossible to do and could be very tiring and time consuming.

In a nutshell, other teachers from the minority of the respondents said they interacted with the learners on individual bases but just once or twice in two weeks' time using the method of groups. After failing to implement the different strategies they have planned, they finally decided to group them according to the level of their learning ability/ twice week so they could be able to attend to them in groups as they have quite a large number of learners which makes it harder for them to interact with them individually. This strategy seemed to prove effective to a certain extent because they communicated better with them in their respective groups as they experienced support from their fellow group members in terms of explaining to one another where they do not understand in the teacher's presence. I believe they participate better in groups than they would have if they had to interact with the teacher one on one.

They interacted with them and explained all concepts until they met their individual needs. Interacting with them individually was difficult though because there were a large number of learners in their classes. They managed to attend to them individually by asking those who did not understand during the lesson to remain in class during break times so they could go over what was taught during the lesson while they had their lunch.

The overall results indicates that the majority of Grade 4 teachers were unable to interact with learners on an individual bases.

The following is the sample of responses from the interviewed teacher from school in school A:

Yes, I interact with them and explain all concepts until I meet their individual needs.

Interacting with them individually is difficult though because there are a large number of learners in my class. I manage to attend to them individually by asking those who did not understand during the lesson to remain in class during break times so I could go over what was taught during the lesson while they have their lunch. Most learners despise the idea of remaining in class during break time while others are playing outside but it is the only way I could reach out to them individually and I do the best I can. I make sure that they understand that remaining behind has to be done voluntarily.

Teacher from school C responded:

Yes, I interact with them individually twice a week using the method of groups". After failing to implement the different strategies I have planned, I finally decided to group them according to the level of their learning ability/understanding twice a week so I could be able to attend to them in groups as I have quite a large number of learners which makes it harder for me to interact with them individually. This strategy seems to prove effective to a certain extent because they communicate better with me in their respective groups as they experience support from their fellow group members in terms of explaining to one another where they do not understand in my presence. I believe they participate better in groups that they would have if they had to interact with the teacher one on one".

Teacher from school D responded:

I do not have adequate time because there are so many learners in this classroom". Honestly, I see no need to give them individual attention because I feel I will be starting what I will not be able to finish. If I could try and attend to one learner, the rest of them will want to be attended to at the same time and they will cause chaos as it is not easy for me to maintain order amongst them at this age. Another problem is that they do not understand almost everything that is taught in the lesson so giving them individual attention will mean going over the rest of the lesson again with them one by one which I believe is absolutely impossible to do and can be very tiring and time consuming".

5.6.2. Teachers' perceptions of the use of English as a language of learning and teaching;

5.6.2.1 What is your feeling about using English as medium of instruction in Grade 4?

Teachers were asked to provide information about their feelings using English as medium of instruction. The aim of this question was to find out what kind of attitude did teachers possess in using English as a medium of instruction in South African schools.

Very few participants responded that teachers had a positive feeling using English as medium of instruction. According to the respondents, English as a language of teaching and learning is good because learning in English from an earlier age prepares the learners for the bright future as an international language. If they were to be introduced to English in work places / outside world, it was going to be a struggle for them to survive as everything requires the knowledge of English in South Africa i.e. interviews in workplaces are conducted in English and

service rendering is done using English so that makes English the Medium in the outside world. Restricting them to the use of their mother tongue would limit their productiveness as South African citizens and would alienate them in the society. It was better in our opinions for learners to struggle with English and gradually improve as the schooling years progress than to learn comfortably in a language that was not going to benefit them in anyway only to struggle with the international language as adults. The word success in our opinions go hand in hand with the English as medium of instruction in our nation so being denied access to English means being deprived of success.

The majority of teachers who were interviewed were of the view that they had a negative feeling using English as medium of instruction and they were very frustrated to teach English as medium of instruction because learners did not co-operate when in teaching in English. They also saw instruction in English as a source of oppression on African children because it was not fair for one to be denied freedom to use the language (mother tongue) they were comfortable with in school. Instead of children enjoying being in school, being in school frustrates them because of this language (English) that denies them freedom of expression in the classroom environment. There were also children who ended up being labeled slow learners because they could not express themselves in English both verbally and in writing while the truth of the matter was that they would have been far better academically given an opportunity to use their own language. The English language in their view also prevented strong teacher-learner cohesion. Instead it formed a large gap between learner and teacher in a sense that learners always had to over think/authenticate each English word in their minds before they could utter it to the teacher which made the teacher unreachable or unapproachable to learners. If learners were to just flow in the language they are comfortable with when communicating with the teacher, then they would easily form a strong relationship.

The implication was that the overwhelming numbers of the majority of participants in this had a negative feeling using English as medium of instruction in their various schools.

Teacher from school A stated:

My attitude towards English as a language of teaching and learning is good because learning in English from an earlier age prepares learners for the bright future as an international language. If they were to be introduced to English in work places / outside world, it was going to be a struggle for them to survive as everything requires the knowledge of English in South Africa i.e. interviews in workplaces are conducted in English and service rendering is done using English so that makes English the Medium in the outside world. Restricting them to the use of their mother tongue would limit their productiveness as South African citizens and would alienate them in the society. It is better in my opinion for learners to struggle with English and gradually improve as the schooling years progress than to learn comfortably in a language that is not going to benefit them in anyway only to struggle with the international language as adults. The word success in my opinion goes hand in hand with the English language in our nation so being denied access to English means being deprived of success.

Teacher from school B said:

I have a negative attitude towards English as a language of learning and teaching and I am very frustrated to teach English because I did not train to teach English". I also see the use of English as a medium of instruction as a source of oppression on African Children because it is not fair for one to be denied freedom to use the language (mother tongue) they are comfortable with in school. Instead of children enjoying being in school, being in school

frustrates them because of this language that denies them freedom of expression in the classroom environment. There are also children who end up being labelled slow learners because they cannot express themselves in English both verbally and in writing while the truth of the matter is that they would have been far better academically given an opportunity to use their own language. The English language in my view also prevents strong teacher-Learner cohesion instead it forms a large gap between learner and teacher in a sense that learners always have to over think/authenticate each English word in their minds before they could utter it to the teacher which makes the teacher unreachable or unapproachable to learners. If learners were to just to flow in the language they are comfortable with when communicating with the teacher, then they would easily form an intact kind of a relationship.

5.6.2.2 Do you perceive difficulties in using English as language of learning and teaching?

The teachers were requested to articulate their feelings about using English as medium of instruction in this question. The aim to ask this question was to find out whether these teachers were feeling comfortable or not in teaching the Grade 4 learners in English.

An overwhelming number of teachers made it clear that they were not feeling good at all in using English as medium of instruction especially in Grade 4 learners because these learners were taught in their mother tongue in the Foundation phase only to be confused with the sudden drift from mother tongue to English in the intermediate phase. They gave reasons to their statements concerning this question. They alluded to the notion that learners lose interest in the lesson at hand due to difficulty in grasping English terminology until the teachers eventually switches to code switching. The learners did not participate when using English as a medium of instruction during English lessons. They said these learners were using

their mother tongue as medium of instruction in the Foundation Phase but now in Grade 4 they used English as language of learning and teaching. This transformation from mother tongue to English as medium of instruction in Grade 4 learners caused difficulties in their learning abilities. The learners were unable to understand the subjects that were taught and unable to cope well when the teachers used English as a language of learning and teaching. Teachers faced difficulties as most grade 4 learners in their schools could not adapt easily to change (sudden drift from their mother tongue to English) therefore they had to try and explain word for word when teaching which costs them a great deal of time.

A few respondents pointed out that they felt comfortable in using English as language of learning teaching in their respective schools. They felt comfortable because most learners in their schools always displayed eagerness to learn therefore they participate fully in lessons asking for clarification of words that they struggle to understand. They had a zeal and passion in using English as medium of instruction.

The very few of the respondents responded "No" to this question that they did not perceive any difficulties in using of English as a language of learning and teaching. The implication was that the majority of the respondents were of the view that teachers perceived difficulties in using English as a language of learning and teaching because of the inability of learners to understand English.

Response from Teacher from school A:

There are difficulties because at times even teachers struggle using the English language. The learners do not participate when using English as a medium of instruction during English

lessons. In Foundation phase learners were using mother tongue as a language of learning and teaching but now in Grade 4 they use English as learning and teaching language. Most often, learners use the translation method to understand the second language (English) before they can answer. Then again think of the reply in their mother tongue first and then form a reply by translating. (School A)

Teacher from school D stated:

Yes, I do face difficulties as most grade 4 learners in my school cannot adapt easily to change (sudden drift from their mother tongue to English) therefore I have to try and explain word for word when teaching which costs me a great deal of time" (School D)

Teacher from school E said:

I do not perceive any difficulties in regards to the use of English as a language of learning and teaching because most learners in my school always display eagerness to learn therefore they participate fully in lessons asking for clarification of words that they struggle to understand.

5.6.2.3 Would you describe your learners as proficient in English?

Teachers were asked to provide information about the learners' proficiency in English as a language of learning and teaching. The aim of this question was to determine the proficiency of learners in using English as a medium of instruction in South African schools.

The purpose of this was to determine whether learners were proficient in using English as a medium of instruction in their schools. Most of the teachers from seven selected schools responded “No” to this question that the Grade 4 learners were not proficient in English as medium of instruction. Learners were not proficient in English as medium of instruction because they started to use English when they were in Grade 4. All along, they were taught in their home language. Learners failed to take even the simplest of instruction in English. They did not cope well with English since they used their mother tongue in the foundation phase. They struggled to an extent that they rejected their studies (dodging classes) because of a sudden transformation from mother tongue to English. It was, therefore, evident that learners were not very conversant with the medium of instruction.

The indication of the findings of this study was that learners were having immense problem using English as medium of instruction in various schools.

The following response was given by teacher from school C:

The learners fail to take even the simplest of instruction in English. You see the confusion on their faces even when you give instructions like “do not use a pencil”. Even when you try to send a learner using English you do not get what you wanted.

Teacher from school F mentioned that:

Learners are not proficient in English because they start to use English when they are in Grade 4. All along, they are taught in their home language as a language of learning and teaching. The teachers themselves in the classroom do not speak English instead they speak

vernacular. The learners now do not have any motivation of speaking English language. This makes learners not to be proficient in English.

5.6.2.4 What are the factors that are limiting learners' proficiency in English?

In this question, teachers were asked to give information about the factors that were limiting or hindering learners' proficiency in English. The main aim of this question was to find out what are limitations that learners are facing in English.

The findings vividly illustrates that out of seven selected schools, six schools were having the factors that limit the learners' proficiency in English. All English teachers alluded to that the environmental backgrounds of learners were limiting them to be proficient in English because they spoke English as medium of instruction only at school. The poor quality of school library resources, scarcity of current reading and research materials were the challenges learners faced with regard to using English as a medium of instruction. Lack of attractive books such as English novels and other books made the learners to not take the English language as leisure. Furthermore, learners mentioned that they do not speak English with their parents because their parents are illiterate.

This implied therefore that there were many factors that were limiting learners' proficiency in English as medium of instruction and as well as a language of learning and teaching.

Teacher from school A said:

The factors that are limiting learners' proficiency in English are the background of the learners, negative attitude towards English, ignorance and fear of speaking the English as medium of instruction. The background of these learners is a challenge because in the

community in which they live, no one speaks English. When they try to speak English, other children are complaining because they do not understand what they say. No one encourages them to practise English at home because parents are illiterate so it is difficult to assist their children with school work". Another contributing factor which I can say can be considered the major factor hindering learners proficiency in English is the fact that English is initiated at the later stage of their school life (intermediate phase). Imagine living in a certain country for about 8 years then you suddenly have to move to another country where you are introduced to a new language and you suddenly have to forget about your own. It is obvious that you will struggle with that newly introduced language and feel isolated from the citizens of that respective country. I am using this scenario because I see it as a situation that our learners face in their schooling life as they are exposed to their mother tongue for about 8 years of their lives then a sudden drift to another language takes place in their 9th year of life. So I honestly cannot fathom how one could be proficient in a language at their very first encounter with it. The worst part is that they are expected to perform well at their first encounter with this language so as to proceed to the next grade where they will still be struggling. It is like the learners are expected to operate miraculously when it comes learning and mastering English.

5.6.2.5. How do you feel about the use of code-switching in the classroom?

The researcher asked this question with the aim of glancing the feeling of teachers in using code-switching in the classroom. The majority of the participants revealed the feelings of teachers in using code-switching in the classroom were positive that they felt comfortable using it because even the learners became happy and free in using it. The overall results

depicted that, out of 7 teachers from the selected schools, 4 teachers responded that they felt comfortable to use code-switching in the classroom from B, C, F and G. It made the teachers feel comfortable because they knew that the learners understood what they taught them. When using code-switching in class, learners were able even to come up with the new ideas. Learners would benefit immensely if they were allowed to learn in their mother tongue. Learners would answer the questions asked by the teacher free because they knew what has been asked.

While the teachers from School A, D and E delineated that they did not feel happy at all to use a code-switching in the classroom because it is drawback to them. The teachers needed to translate all material to the language that the learners understand. Major drawback was that the lesson now took more than twice the allocated for a week time because teachers were using English and their home language in order to make learners to understand. Another problem was that teachers used the home language to promote understanding during the lessons but the tests and exams were administered in English.

The implication was that code-switching has a significant impact in enhancing learning and teaching in the classroom situation. They attributed this to the mere fact that the most of teachers were feeling comfortable to use code-switching in classroom in their respective schools. It was an important because it helped the learners to be involved in the lesson so as to improve a quality of learning and teaching in their schools.

Teacher from school A said:

I do not feel comfortable with code-switching as it kills the learning process, it dilutes the process but circumstances sometimes force us into resorting to it. I do not feel comfortable because the teachers need to translate all material to the language that the learner understands. Major drawback is that the lesson now takes more than twice the allocated time. Another problem is that teachers use the home language to promote understanding during the lessons but the tests and exams are administered in English"

Teacher from school C:

It makes me feel comfortable because I know that the learners understand what I teach them. When using code-switching in class, learners are able even to come up with the new ideas. Learners would benefit immensely if they were allowed to learn in their mother tongue. English speaking children are benefitting because they are taught in their home language. Just imagine countries like China, Japan and others their children have learned with their mother tongue very successfully, with very little or no English at all but they managed to produce Engineers".

5.6.3. The role played by the teachers' qualifications on both their proficiency in English and the performance of learners when using English as the language of learning and teaching.

5.6.3.1 Was the training you received able to equip you with the necessary skills to use English as a medium of instruction?

Teachers were asked to give information about the training that they obtained when they underwent training as teachers at tertiary level. The aim of this question was to check whether the training that they received was able to equip them with the necessary skills to use English as a medium of instruction and to achieve effective and efficient in teaching in Grade 4. Most of the respondents stated that they were not sure whether they received the needed skills because nothing was ever really mind challenging as our lecturers made learning very simple by immediately using code switching when they did not understand. Therefore, they were not able to challenge the minds of their learners when they entered into the field of teaching instead they would always resort to code switching when they could not understand".

They felt that they were not prepared enough for effective teaching as they were usually just given tasks to complete and books to read and prepare for presentations rather than being equipped with skills necessary for the enhancement of the quality of Education of learners. They stated that they were not prepared for the type of cases they were possibly going to come across such as slow learners. It was now that they were already in the field that they were trying to figure out how to deal with such on their own which is quite a challenge

Some teachers alluded to that they had received skills to teach Southern Sotho effectively and not English. Somewhere somehow they had experienced some challenges because they did not have basic understanding of teaching English as a medium of instruction and it was really

a new start for them. All in all they did not have the strategies of teaching English as medium of instruction but the necessary skills they have was to teach Southern Sotho as a language

The evaluation results depict that the majority of the participants responded that they did not have adequate skills in teaching effective English as a medium of instruction.

The responses of the teacher from school B:

I feel that we were not prepared enough for effective teaching as we were usually just given tasks to complete and books to read and prepare for presentations rather than being equipped with skills necessary for the enhancement of the quality of Education of learners. I can say we were not prepared for the type of cases we were possibly going to come across such as slow learners. It is now that we are already in the field that we are trying to figure out how to deal with such on our own which is quite a challenge".

Teacher from school D answered:

I have received skills to teach Southern Sotho effectively and not English. Somewhere somehow I have experienced some challenges because I do not have basic understanding of teaching English as a language as a medium of instruction and it is really a new start for me. All in all I do not have the strategies of teaching English but the strategies I have is to teach Southern Sotho as a language.

5.6.4. The effect of the learner's background (home) or any environment they are familiar with (including school premises or playgrounds) on their performance when using English as the language of Learning in the classroom.

5.6.4.1 Do your learners speak English outside the classroom environment?

In this question, the teachers were asked to indicate which language learners used outside the classroom. The objective of this question was to identify which language learners spoke outside class with other learners. All seven teachers from selected schools indicated that the learners outside the classroom did not speak English as medium of instruction but they spoke their mother tongue. They complained that English was difficult for them because they were unable express themselves fluently in using English as a language of learning and teaching. As learners were using their mother tongue from Grade 1 to 3 they were not exposed to English. So now they were afraid even to speak English as medium of instruction in the classroom because they were used to their home language. When learners played outside the school environment they spoke their home language and everywhere they went, they spoke their home language. This means that English was not spoken outside the school premises. The teachers delineated that learners did not speak English outside the classroom environment because at home no one spoke English.

The indication was that learners did not speak English outside classroom.

The teacher's opinion was given from school D:

They do not speak English outside the classroom environment because at home there is no one who speaks English. Most of the time, you will find that the parents are illiterate it is hard even to them just to create a sentence or to salute in English. So there is no way learners can express themselves in English because learners do not have assistance in speaking English outside the school environment".

Teacher from school F answered elaborated:

Learners speak their mother tongue not English. As learners were using their mother tongue from Grade 1 to 3 they are not exposed to English. So now they are afraid even to speak English in the classroom because they are used to their home language. When learners play outside the school environment they speak their home language and everywhere they go, they speak their home language. It means that English is not spoken outside the school premises".

5.6.4.2 Are your learners exposed to English at home?

The overall results show clearly that all the selected schools answered "No" to this question that the learners were not exposed to English at home. They did not speak English at home because their parents are illiterate. They were not exposed to English since English is a foreign language in their communities, most learners especially in rural schools were not exposed or familiar with English. Learners did not speak English at home because the environment did not support learners to speak English frequently. The environment refers to the people at home.

Those people may think that the learners just wanted to show off when they spoke English for daily conversations. The re-action learners got from their communities when speaking English make them loose their drive to improve their speaking. Since the learners did not want to be rejected by the people around them, they used their home language in daily conversations. This made the learners to be unable to communicate in English fluently outside the school environment. You will find that they become shy to speak with the people who are not acquainted with them.

This implies that all the learners of seven selected school were not exposed to English at home.

Teacher from school D stated:

They do not speak English because their parents are illiterate. No one encourages them to go to library to read newspapers, magazines and English books. Instead of giving them tasks that will expose them to English, parents give them the home chores such as washing dishes and cooking. Our schools are in environments in which culture is worshiped more than education. As long as learners excel in cultural activities such as cultural dances, cultural music and practices, parents and other family members do not pay attention to Education. The love of culture that these families have makes learners to be automatically fixed to cultural activities than in school work. The Learners' will to excel in cultural activities so as to make their parents/community proud prevents them from being individuals and differ from the rest of the community (Putting Education before culture). It is common knowledge that people who are rooted in culture condemns any foreign languages as they are considered not to be "in line" with their culture. If learners want to be accepted or taken seriously in their communities, they

have to master the community language and partake in cultural activities performed in their villages. They are even manipulated into believing that speaking English with other black people in your community cause you to deviate from their roots. If parents were as passionate about their children's education as they are about culture, I believe learners would be thriving in English as they would get the support to speak it as they are supported to excel in culture. As a teacher who has been in this community for some time, I have observed that the schools announcement of educational activities to be held at school are ignored and just approximately 20 people would attend but if a certain cultural celebration or a feast is held somewhere in the community people would attend in crowds and almost everyone will be at that certain place. To conclude my statement, communities contribute largely in learner's lack of exposure to English at home by simply raising them to believe that you are nothing without culture so they develop utmost ignorance in learning other things (languages included) out of their culture. I am of the opinion that children grow up to be what their communities raise them to be".

5.6.4.3 Do you think that the learners' familiarity/exposure to the English language somehow has an impact on their performance in the classroom? Elaborate on your answer?

The majority of teachers indicated that the learners are not exposed to the English language. Their lack of exposure to English has an impact on their performance in the classroom because they struggled to understand the questions asked by the teacher in English. If learners were always exposed to the English language, they would be able to speak it and they would be able to answer the questions of examination very easily. They would be able to do things without assistance of teacher if they were competent in English. Knowledge of English

would help learners to access anything they want i.e., the learner can access information he wants for instance in the internet. The learners can discuss the lesson without any fear and solve the problems where there were problems.

Teacher from school A was providing the following statement:

Teacher 1 mentioned" *Yes, very much because if learners were always exposed to the English language they would be able to speak it and practice it regularly up to a point when they will master it. Secondly if learners were exposed to English from an early age, they would be competent with English by the intermediate phase and the language barrier would be less problematic. English can make a crucial impact to the learner's academic performance if they practise it every day. English teachers have to encourage the learners to speak English only. This act makes them confident. Furthermore the teachers should motivate learners for participative learning. By taking extra care, the teacher will impart the nuances spoken of a language once or twice a week as a remedial measure"*

Teacher from school G said:

The learners could be able to express themselves and also be able to read independently if they fully understand the language of learning and teaching. If Learners are given a topic to present they would be able to go the library to search information about the topic freely. Thereafter they would come with solid or quality information to be discussed. Teachers would not be struggling with these learners because they are able to express themselves. There would be no need for the teacher to be in front them to teach. This would make them to perform up to standard in their academics because they know English frankly well".

5.7 Classroom observation

5.7.1 Introduction

The classroom observation is one of the instruments used by the researcher to reflecting the teachers' experiences in using English as medium of instruction among the Grade 4 learners. The peculiar feature of observation as a research process is that it gives the researcher an opportunity to gather live data from naturally occurring social situation (Cohen, Manion & Morrison, 2010). Robson (2002) argues that what people do may differ from what they say they do therefore, observation as a research instrument provides a reality check.

I decided to add classroom observation as a data collection technique in this study. After administering the questionnaires and interviews, I decided to observe the teachers and learners during the learning and teaching process. I decided to reduce the number of teachers that I would observe to two teachers. I then selected two teachers from the seven that I interviewed to observe. The purpose of performing an observation was to authenticate the information (the findings) I have received from the questionnaires and interviews. I felt it would be appropriate to compare the responses they gave during interviews with what was actually taking place in their classrooms during the teaching and learning process so as to validate the information I have received from the participants. Performing an observation in my view as a researcher allows one to actually get in touch with reality rather than the hearsays. Observing these two teachers gave me a clear insight of what they were talking about during their interviews as I was present in their classrooms to witness the learning and teaching process. I felt that administering observation to these teachers would put my research findings at higher chances of going undisputed as it allowed me to be part of the class so as to investigate the operation of the teaching and learning process myself. The

researcher used the notes taken and tape recorder to record data about the teachers' experiences in using English as medium of instruction among the Grade 4 learners. An observation template that focused on the setting, interaction between the participants and learners, observation participants' action, activities as well as teachers' general behaviour in class was drafted before the visit. There were certain guidelines that the researcher followed such as:

- (i) The situation inside the classroom: notes taken were on the challenges, collaborations and something new that was learnt in the class.
- (ii) Teacher: was the teacher involved with learning and learners? Did the teacher reflect on teaching and learning?
- (iii) Teacher activities: What activities were there? How were they handled?
- (iv) Reflection: what was noted by the researcher (Researcher's thoughts)?

5.7.2 First teacher for observation

I visited the first school. I arrived early in the morning and we started everything together. I went to the assembly for Morning Prayer with the rest of the school and went to the staffroom with the teachers. The principal of the school introduced me again to the staff and told them my purpose of being there. The principal was speaking Sesotho and even the teachers were speaking their home language when interacting with one another. The teachers were speaking their home language with the learners as well. In the school premises the learners were speaking their home language. No one in the school was trying to speak English which was supposed to be medium of instruction and language of learning and teaching in the school.

I attended a Grade 4 Social sciences class (SS) together with the teacher who was teaching it. The teacher saluted the learners with English as medium of instruction and learners responded with English. It was my first time to hear a person speaking English in that school environment. The teachers introduced me to the learners and told them that they must not be afraid and they must feel free as usual.

Excerpt 1

Subject: Social Sciences (History)

Topic: The political leaders of South Africa

Grade: 4

Time: 50 minutes (08:50)

School: A

Teacher: 1

T1: *Who are the well respected and important people that you know in South Africa?*

There was silence in class and nobody raised their hands to answer the question.

T1: *I will repeat the question. Is there anyone who can name one important and well respected person that they know in our country?*

Again the classroom was filled with silence, learners seemed to be wondering whether or not to raise their hands, others kept attempting to raise their hands and would lower them every time the teacher faced their direction.

T1: *After taking a deep breath: Bana baka le bolela hore ha ho le a le mong motho a hlomphehileng setjhabeng se sa South Afrika eo le mo tsebang? (My children, are you really trying to tell me that there is not a single important and well respected person that you know of in South Africa?)*

Learners: *With a low tone: Re ya ba tseba titjhere (We know them teacher).*

T1: *Jwale hobaneng le sa fane ka karabo ?(now why is it that no one gives an answer?)*

Learners: *Again with a low tone: Re ne re sena bonnete ba hore re ya utlwisisa titjhere. (we were not sure we understand the question teacher).*

T1: *Sounding defeated: Ke ne kere le etse jwang ha le sa utlwisise? (What did I say you must do when you do not understand?)*

Learners: *O ne o re re botse titjhere (You said we should ask).*

T1: *So why has not anybody asked me when you did not understand this question?*

There was a brief silence

Learner 1: *With a low voice sounding like he was not sure whether to say this: eer a kere ho ne ho tla batleha re botse ka sekgowa (eer is not we were supposed to ask in English).*

T1: *Ha ke no bua ke le mong ka claseng bana baka, ha le sa utlwisise le botse (I will not talk to myself in class children next time ask when you do not understand).*

Learners: *Tshwarelo titjhere (Sorry teacher).*

The teacher then pointed out the learners by himself.

T1: *Yes Toka (Not a real name)*

Learner: *Ke morena (it is a chief).*

T1: *Yes Lerato (Not a real name).*

Learner: *it is my principal.*

T1: *Yes Pule (Not a real name).*

Learner: *Ke ralebenkele (it a businessman).*

T1: *why do you say so (pointing the others to elaborate of why the people who were mentioned are considered to be important?*

Learner: *ke hobane principal o tshajwa ke matitjere le bana (it is because the learners of the school and the teachers are afraid of the principal).*

Another learner: *Morena ke moetapele wa setjhaba (The Chief is a leader of the nation).*

Another learner: *it is because the businessman is a rich person.*

T1: *introduced the lesson for the day. It was about the leaders. He asked the learners what is a leader?*

Learner: *a leader is principal.*

Another learner: *leader is ntate (father) Nelson Mandela.*

T1: *tells the learners that a leader is a person who leads people or one who is an authority for an example like chief, political leaders etc. Learners were asked to mention the political leaders and their parties.*

Learner: *He mentions Jacob Zuma of African National Congress.*

Another learner: *She mentions Mmusi Maimane of Democratic Alliance.*

T1: *He wrote the leaders and their political parties on the chalkboard. Furthermore, he also wrote the characteristics or qualities of a leader on the chalkboard.*

For example, Leader must be brave; listen to people; respect other people ideas etc.

T1: *asked the learners to read the notes on chalkboard one by one.*

Learner: *read well.*

T1: *Good my girl.*

Another learner: *Read but failed pronounce some words well. Words like ideas and listen.* T1: *Good try my boy.*

Third learner: *He went to the chalkboard to write he had not even attempted but just kept quiet.*

T1: *Learners were asked to take the activity books and wrote class work.*

All learners wrote the class work and after that they brought the class work to the teacher for marking.

T1: *marked the learners work. When he marked them I picked up some errors on learners' work.*

As the researcher I observed that the learners of this school had a problem in using English as the medium of instruction. Some learners were unable to read, write and pronounce some of the words. Some of the learners spelt the words wrongly. For example, lessening instead of listening. I observed that most of the time the teachers used their mother tongue when they

taught. They did not even try to force the learners to use English. I observed that all teachers including the principal did not encourage or motivate the learners to speak English as they also spoke their home languages when they taught them during the lessons in the classroom and outside classrooms.

The teacher presented the lesson in such a way that I learnt a lot from him on the skills of how to introduce a lesson. The lesson was clear to everybody and highly interesting. When he asked the questions using English, the learners were unable to answer those questions. The learners were complaining saying that their teacher must use their mother tongue because they do not understand English. No one had attempted to respond in English as a language of learning and teaching. The teacher decided to resort to their mother tongue. It was then that learners were fully engaged in the lesson and participated. They answered the questions asked by the teacher. It was at that point that I realised that English is a problem in that particular school.

5.7.3 Second teacher for observation

I made an appointment to visit the school a week before my visit. I arranged with the headmaster of the school and explained the procedures of my visit so as to avoid confusion and any kind of misunderstanding that could emerge concerning my visit to the school. When the day came for the visit, I took all instruments I was going to utilize during the process and headed to that school of my choice as arranged. I arrived an hour earlier so as to observe every detail taking place in the school right from the interaction of the learners and teachers on their arrival in school premises until they enter their respective classrooms. On my arrival, I sat quietly in the school's sports field where learners sit before their day begins so as to listen

to the language learners use to converse. I chose the spot occupied mostly by the younger learners as the beginning of an intermediate phase was the main area of my focus. I picked up that some of the learners were speaking their home languages mixing them with a little bit of English words. I picked up words like "but, because, so, after". Others were speaking their pure home languages with no mixture of any other language. Although these learners were not conversing in full English, I realised that there was a lot of potential among these learners to speak English because even the small phrases they used, they used confidently and did not seem to have any doubt about their accuracy. What caught my attention was a young boy I assumed to be a monitor who came to me and said "excuse me sir" before asking whether I am looking for the principal's office. Though he used his home language when asking the question, the fact that he said "excuse me sir" in English, proved potential for English in that school.

A few minutes before the day commenced, I went to the principal to let him know of my arrival and to introduce myself to the teacher I was going to join in class for my classroom observation. All went accordingly as I was welcomed by teachers and invited to join them in the staffroom before assembly. As comfortable as I felt, I was careful not to lose my focus so I made it a point that I focus on important things such as the language they use to communicate. English seemed to be the language of dominance among the teachers even though they were not all fluent. I enquired out of curiosity about the subjects they teach only to realise the one who sounded more fluent was the one who taught English. A certain learner entered the staffroom to ask whether she should ring the bell as it was time for assembly and she spoke in English "excuse me maam, may I ring bell?". I noticed that the learners were divided for assembly. There was an assembly for foundation phase and an assembly for intermediate phase. The teacher who conducted the assembly of the Intermediate Phase

conducted it in English, morning prayers were conducted in English and 2 of the three songs that were sung were English songs. I realised that English was taken seriously in this school and was really considered a medium of instruction even though it was not spoken full time.

The Grade 4 English teacher I was going to observe then led me to the classroom (communicating in English) as his was the first period. He greeted the learners in English and they greeted back in English then instructed them to take their seats. I was introduced to the learners as their teacher's friend who will just be sitting in for the lesson and they were told not to mind my presence. They seemed uncomfortable at first but they loosened up as the lesson progressed. Communication in English between the teacher and learners in this class did not seem to be a problem because they participated very well in the lesson in which English was used as a medium of instruction. Firstly they were asked by their teacher to submit their homework which was an essay. All of the learners submitted and no one had any excuses. After the submission of their homework, learners were requested to come upfront one by one for their unprepared reading of just 3 lines from a novel. Most of the learners read exceptionally well while few of them struggled a little especially with words that do not sound as they are written. What I noticed was that the teacher was very engaged with his learners and he seemed to understand them individually. He kept correcting them when they made mistakes and called them up again to repeat the words they did not get right the first time. Those who seemed to struggle with certain words even the second time were told to write them down and practice them at home for homework. The teacher seemed to be very patient with them and kept reminding them that they are capable. What was happening in that classroom did not seem like it was happening for the first time because the learners seemed to be very comfortable with their teacher and they were not reluctant to read for him. As they were taking turns to read, I noticed that most of them were really enjoying themselves

because they did not even hesitate before coming to the front, the teacher would only say the learners surname and before he could say the first name, that learners is already up. Not even a single one of them was begged to come to the front for the reading. The teacher then told them he will mark their essays from the previous day then go through it with them the following day. After that the actual lesson of the day commenced.

Excerpt 2

Subject: First Additional Language (English)

Topic: past tense

Grade: 4

Time: 50 minutes (09:50)

Teacher: 2

School: E

T2: *Today we will talk about the past tense as yesterday we spoke about the present tense. He wrote past tense on the chalkboard and underlined it.*

T2: *Can anyone tell me what present tense is?*

Learner: *it is when you are doing something now.*

Another learner raised his hand

T2: *Yes Thabo*

Learner: *The verb must carry (-ing) at the end.*

T2: *Good but not frank good my boy. He wrote on the chalkboard –ing. He told the learners that you put (- ing) in the progressive tense but is different in past tense. Past tense means it is over. It is something has been done long ago. It is something that you are not doing now.*

T5: *What is past tense?*

Learners: *(chorus) Past tense is something that you are not doing now. Some learners were not pronouncing it well.*

T2: *Requested the learners to repeat after him. Past tense is something that you are not doing now.*

Learners: *(chorus) Past tense is something that you are not doing now.*

T2: *very good my children. He asked the learners to give him an example of present tense.*

Learner: *She is kicking the ball*

Another learner: *Thabo go to school*

T2: *Very good my children. He told them again that in the present tense the verb carries an "s". For example, she kicks the ball, Thabo goes to school.*

Learners: *(chorus) Re ya hopola sir (We remember now sir)*

T2: *He told them that in the past tense there are things that are going to change.*

Learners: *(chorus) Ke eng etlo change sir? (What is going to change sir).*

T2: *A verb is going to change.*

Learners: *(chorus) what is verb.*

T2: *verb is a doing word or action.*

Learners: *Re ya utlwa sir (we understand sir)*

T2: *Asked learners to give the verbs*

Learner: *It is a boy*

Another learner: *It is run, jump and go*

T2: *Very good my children. He asked the learners to go to write sleep on the chalkboard.*

Learner: *Wrote selepu (instead of sleep)*

Another learner: *wrote Sleep well.*

T2: *wrote on the chalkboard the past tense the examples;*

- *Thabo slept on the bed*
- *He drank his tea.*
- *She ate her food.*
- *He jumped on from the roof.*
- *The learners wrote the notes.*
- *Learners ran to school.*

Learners wrote the notes that were on chalkboard.

T2: *gave the learners class work.*

Learners wrote the class work and after finishing, they brought their books to the teacher for marking.

T2: *marking the learner's work and gave them another work to do it at home.*

I sat with the teacher while he was marking their tasks in the staffroom to observe their writing skills. What I noticed was that most of the learners were not as good with writing as they were participating in classroom but there was not much struggle as their work made sense even with the errors that they made. This teacher seemed to pay attention to detail as he picked and corrected even the smallest of mistakes. English as a medium of instruction did not seem to frustrate learners in the classroom instead the use of English as a medium of instruction in their classroom seemed to give them the eagerness to improve in English. The teacher was very transparent with me which made my day a fruitful one.

5.8. Summary

In this chapter, the researcher used the quantitative and qualitative approach. The questionnaire and interviews were used as the tools of collecting data in this study. The data were presented, analysed and interpreted from seven selected primary schools in the District of Maluti of the Eastern Cape Province. The data were collected from the Grade 4 teachers who were using English as medium of instruction in their various schools. The purpose of this study was, therefore, to explore experiences faced by Grade 4 teachers in using English as the language of learning and teaching in these selected schools. All the selected schools were visited by the researcher. The participants were interviewed and at same time were requested by the researcher just to fill up the questionnaires. All the questionnaires were filled by all the teachers. The researcher also did the observation from 3 teachers. The participants from those selected schools were fully involved showing zeal and passion for the research. Judging from the responses of the participants, no question of this research study shall be left unanswered as they all responded in a way that the researcher has found satisfactory and fulfilling. These

responses have given the researcher a much clear insight on the challenges faced by both learners and teachers in using English as a medium of instruction and will provide more relevant findings. The findings of these emerging themes will be discussed in the next chapter.

CHAPTER SIX: DISCUSSION OF FINDINGS

6.1 INTRODUCTION

In the previous chapter, the data presented and analysed afforded the researcher the opportunity to investigate the main objectives as well as possible answers to the research questions of the study. The study explored the teachers' experiences in using English as medium of instruction among Grade 4 learners. The findings of the study, therefore, are based on the themes which were developed from the data analysis. These data analyses were from quantitative and qualitative approaches. In this chapter the researcher will discuss the findings of the study.

6.2 RESEARCH FINDINGS

6.2.1. The experiences faced by Grade 4 teachers with regards to the language of learning and teaching;

6.2.1.1 Teachers' experiences when teaching Grade 4 learners in English

The results of the study revealed different experiences encountered by the teachers regarding the use of English as a medium of instruction in the respective schools. The data analysis illustrated clearly that the Grade 4 teachers were experiencing huge challenges when they taught the Grade 4 learners in English as medium of instruction. Learners did not participate in class when the teachers were using English as medium of instruction. According to Koole (2006), the use of English as medium of instruction often leads to learner's lack of confidence and this has a negative effect on classroom interaction. Tharp (1997) concurs with the above results by supporting this statement that inadequate language skills in English as medium of

instruction are a fundamental retarding factor for low English proficiency for learners whose first language is not English. According to Tharp (1997), this is due to the difficulty these learners experience in comprehending subject associated concepts.

The findings are also supported by Myburgh et al. (2004:145) who maintain that "teaching and learning in second language causes a breakdown in communication between teacher and learner". The findings further assert that" effective learning can only take place if the teacher and learners have a common understanding of the concepts of what teacher is teaching".

The findings in this study also revealed that when the lesson is conducted in English, the learners would be very quiet and passive and some would show no interest in the lesson which is very frustrating for the teachers. Teachers spend most of their time begging for participation from learners as the process of learning and teaching cannot be effective without the participation of learners. The results of a study conducted by Khan (2011:101) on a similar topic revealed that the teachers face immense challenges when it comes to the issue of teaching Grade 4 learners in English because learners face great difficulty when they have to express themselves in the classroom. Similarly, Xu (2009) elaborates that there is nothing that frustrates educators more than to see learners get stuck in a conversation or reading a text. When learners do not understand a word or phrase they stop trying to read or speak. The study also revealed that children somehow develop anxiety to an extent that they would resort to skipping classes in which English is used as the language of learning and teaching. This may be considered as their strategy of running away from what may seem to be an irresolvable problem (their struggle with communication using English as a medium of instruction). The study revealed that some learners get anxious when they have to converse in

English in the classroom to such an extent that they feel tortured when they have to participate in classroom discussions which makes the process of learning and teaching very unpleasant and therefore frustrating for a teacher. Kim (2011: 101) on his findings further explains that the focus of instruction may also impact language anxiety. He finds that students in class conversations experience higher anxiety levels than in a reading. Thus, in addition to contributing to the understanding of second language achievement, language anxiety is fundamental to our understanding of how learners approach language learning, their expectations for success or failure and ultimately why they continue or discontinue studying. Ur (2000) concurs with the above statement by stating that learners are often inhibited about trying to say things in a foreign language in the classroom. Learners worry about making mistakes, are fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

The findings of this study established that the teachers experience challenges because they do not even complete the syllabus on time and they struggle to help the learners to be fluent in English as they end up using two languages in class which is English and the learners' home languages (code switching). Xu (2009) in same breadth supported the findings by saying that this problem causes teachers to become frustrated when they are supposed to enter their Grade 4 classes and engage with their learners. Lapp et al. (2005) concur with the latter authors that Learners become confused and embarrassed if they are unable to pronounce English words, and become passive and silent for fear of being ridiculed (Lapp et al. 2005).

6.2.1.2 The Grade 4 learners experiences when they are taught in English

The findings of this study revealed that the Grade 4 learners were facing a huge problem when using English as a language of learning and teaching in their schools. The learners lacked ability of both verbal and written expression in English as a medium of instruction whereas they were effectively conveying their ideas, views and opinions in their home language classes. The majority of scholars on their findings of same topic, including Greese et al. (2008) as well as Hornberger and McKay (2010) support the use of code-switching because it is used, among other things, to meet a wide range of classroom needs, to help with comprehension, to encourage learners participation, to clarify concepts and many more. The results of this study also revealed that learners had linguistic problem which ranged from grammatical errors, inability to respond to questions correctly, and lack of comprehension skills to explain clearly what they knew. Lapp et al (2005) are in line with the findings that what compounds the problem is those teachers find it very stressful to teach through the medium of English as an additional language as it prevents the learners from communicating freely. The findings also revealed that some learners were too shy, even if they knew the answers they could not give them to the teacher because of the fear of making mistakes that will reflect negatively on them. Furthermore, learners displayed the utmost lack of confidence in English as the language that was used in class (Medium of instruction). Mullis, Martin, Kennedy and Foy (2007) supported the finding of this study by saying that the majority of South African learners at Grade 4 and 5 levels cannot read in English and this indicates that at these levels language proficiency is very low. Heugh (2011) concurs with this finding by saying that the transitioning occurs before learners could develop adequate academic language proficiency in mother tongue.

The findings of this study revealed that learners in the public schools were often at risk of educational failure due the classroom challenges they faced particularly because of limited English proficiency. They could not cope well in their academic studies because of the language of instruction that (not the same as the learners' mother tongue) often leads to communication problems and inadequate study orientation. These learners experienced difficulty with academic concepts and perform poorly in examinations due to tension and examination followed by language (English) deficiency. De Wet (2011) concurs with the finding by believing that poor matriculation results can be attributed to problems which surfaced at primary school level. She believes that when the foundations for reading, writing and numerical are inadequate, learners complete the primary school phase without having fully mastered these skills. The study conducted by Van der Walt et al (2008) supported the finding of this study by saying that South African learners struggled most in dealing with problems involving language. They experienced difficulty communicating their answers in the language of the test (English), and they revealed a lack of knowledge of the basic mathematical and language skills.

The findings of the study are also supported by the Third International Mathematics and Science Study-Repeat (TIMSS-R). TIMSS-R is an international study that measures grade 4 and 8 learners' performance in mathematics and science. In TIMSS in 1999 South Africa learners completed a language proficiency test in English, allowing researchers the opportunity to investigate the relationship between proficiency in the English and mathematics and science achievement. In general it was found that South African learners lacked basic mathematical skills that are required for their particular grades. Again English second language learners struggled with the problems involving language (Maree et al., 2006).

6.2.1.3 The use of code-switching when learners are unable to participate in the lesson

This study established that teachers used code-switching when learners were unable to participate in the lessons using English as medium of instruction. The purpose for code switching was to assist the learners who were struggling to communicate using English as there are many instances when a learner falls short in his communication. This study revealed that the use of code-switching helps the learners to comprehend well when they are taught in a language that they were familiar with. Learners needed to be taught for a longer period for them to be able to comprehend well in a second language (English) and to be able to perform rigorous academic tasks. This finding is supported by Read (2003) who asserts that the use of mother tongue allows learners to express themselves, contribute to discussions and develop their intellectual capabilities as conversations are carried in a familiar language in classroom. This idea is also supported by Benson (2004) who argues that it assists learners to keep up with what is going on around them. Mothhoko (2009) also came to a similar finding that mother tongue develops the learners' self-esteem and personal identity therefore improving their performance in school. Fakeye and Soyinka (2009) concur with the latter speakers by stating that learning through mother tongue allows for a good transition from home to school. Ball (2010) observes that lack of academic achievement of children was due to having to adjust to schooling in a foreign language (English), coupled with the need to accept that their language. Wills and Wills (2007) claim that it is impossible to avoid mother tongue in English classroom, especially with Grade 4 learners because they are not yet experienced with the second language.

The findings of this study further revealed that code-switching allows learners to make suggestions, ask questions, answer questions and communicate new knowledge with enthusiasm. It gives confidence to the learners and helps to affirm their identity. This in turn has a positive impact on the way learners see the relevance of school to their lives. This finding corresponds with the previous research by Madiba and Mabiletja (2008) by arguing that both teachers and learners in ex-DET and new schools use a combination of mother tongue and English. Similarly, Brock-Utne and Holmarsdottir (2003) demonstrate that the problem does not exist only in the Eastern Cape because their findings also show that, even though the school policies in the Western Cape schools declared that a transition from an African language to English is taking place, the case is different. Many teachers are code-switching between African languages and English. The major reason for using code-switching is found to be teachers and learners' limited proficiency in the language of learning and teaching which is mainly English (Desai, 2001; Brock-Utne & Holmarsdottir, 2003).

The majority of scholars, including Greese et al. (2008) as well as Hornberger and McKay (2010), support the use of code-switching because it is used, among other things, to meet a wide range of classroom needs, to help with comprehension, to encourage learners participation, to clarify concepts and many more. However, Bunyi (2005) stands firmly against using mother tongue for explain concepts in the English language as a language of learning and teaching. He further argues that it will make learners on key information that is presented in their mother tongue and do not need to work hard to understand second language. On the other hand, Setati et al (2002) emphasise that there is dilemma among the learners "access to meaning and access to English." Thus, despite the fact that they can reformulate concepts in the first language, learners still need to receive and produce the content in the target language as it is the language that will be used when they are assessed.

Furthermore, the findings of this study also revealed that the use of code switching encourages strong teacher-learner relationship as teachers have mentioned that their learners participate better in class and show interest when teachers speak the languages that they understand. A language barrier is a serious problem in classrooms because it is only through communication that effective functioning of a class could be achieved and it is only through communication that effective teaching and learning may be achieved. Cameron (2001) agrees with the findings of this study by revealing that when teachers resort to code-switching, learners tend to feel that they relate better with them and they regain confidence because there is mutual understanding between them and their teacher, in other words children get closer to their teachers. Relationship between teacher and learner in this study has proven to be pivotal in the learners' capacity to comprehend what is being taught so code-switching somehow affords the teachers an opportunity to form a closer relationship with their learners. According to Hattie (2009), strong teacher student relationships shape the way children think and act in school. When you have a good relationship with your students, they are more likely to feel positive about class and about school in general. They are more willing to have a go at hard work, to risk making mistakes, and to ask for help when they need it. Therefore, it is not surprising that research shows constructive teacher student relationships have a large and positive impact on students' academic results.

The results of the findings of the study revealed that teachers used too much code-switching when they teach Grade 4 learners. Teachers explained that using too much code-switching is time-consuming to them. Fleisch (2008) concurs with the finding by saying that a major drawback is that the lesson now takes more than twice the allocated time. Fleisch (2008) realises that it is time-consuming for the educator to translate from English to an African language. Murray, 2002; Karp and Howell (2004) add that spoon-feeding learners results in

passive learners who become helpless and lack confidence in other subjects. Few teachers indicated that the learners became confused during examinations or standardized tests because they did not assist them. Murry (2002) supported this finding by alluding to that the examinations which are administered in English, pose challenges for English second language learners who become reliant on their educators' use of code switching to explain difficult words. Marcotte and Hintze, (2009) concur with Murry by saying that the main challenge in tests is that many English second language learners are not familiar with English words that carry key information and preventing them from demonstrating their skills in learning and teaching.

6.2.1.4 Other strategies applied by teachers to increase the learners' enthusiasm to participate during the classroom activities.

The findings revealed that most teachers had no innovative strategies they could apply to increase the learners' enthusiasm to participate during the classroom activities except code - switching. They elaborated that they used only code-switching as a strategy of teaching English as a language of learning and teaching with Grade 4 learners. Altinyelken (2010) concurs with the above statement that when the teachers use code switching, the learners are grasping new concepts very fast. So learners felt happy and involved fully in the lesson. They felt highly motivated and came up with a new version of information. These learners were not even shy to tell the teachers that they were using difficult words which they did not understand. They were exposed to their home language because in the Foundation Phase, they were taught in their mother tongue. So they face an immense challenge when it comes to the issue of expressing themselves in English. Some learners made spelling errors and

some did not understand the language (English) at all. The findings concurs with the previous research (Myburgh et al, 2004; Probyn 2005 & HRC & University of Limpopo, 2008) which indicates that the majority of learners find it difficult to cope in classroom which rely on an additional language rather than using learners' mother tongue. Heugh (2011) further shows that early exit to a new additional language restrict the effectiveness of that language. This implies that if a learner can be exposed to a language before introducing it as a language of learning and teaching (LoLT), its use will produce significant results.

The findings are in line with Myburgh et al. (2004: 145) who maintain that "teaching and learning in second language causes a breakdown in communication between teacher and learner". The findings further assert that" effective learning can only take place if the teacher and learners have a common understanding of the concepts of what teacher is teaching". According to Xu (2009), there is nothing that frustrates English educators more than to see learners get stuck in a conversation or reading a text. When learners do not understand a word or phrase they stop trying to read or speak

These findings are in line with the report conducted by the Human Sciences Research Council (HSRC) and University of Limpopo (2008) which argues that the late introduction of additional language or home language and early transition to English as language of learning and teaching makes it impossible for learners to perform well in class.

The results of the findings also revealed that very few teachers agreed that there were other strategies that they applied to increase the learners' enthusiasm to participate during the classroom activities. The teachers mentioned that they used a role play because learners imitated reality that was taken from them or any part of society and is vital in developing the communicative ability of the learners, especially oral proficiency (Kaur, 2002; Lin 2006;

Maxwell, 1997; Sato 2001; Tompkins, 1998). Learners immediately applied it in a relevant or real world context (Doff, 1990). Lin (2006) stated that when they used role play, learners were playing and learning at the same time so they enjoyed using it. When they taught the learners the wording, they started by singing those words, after that they spelled them. So the learners would be able to write those words even if they were not seeing them. Kaur (2002) concurs and supports with the above findings because this idea of role-play, in its simplest form is to give students opportunities to practice interacting with others in a certain role. "As a result of doing the role-play, the rest of the class learns something about the condition or the situation" (Van Ments, 1999). Learners were coping well in their lessons when they used this strategy and they enjoyed the lesson and participated. When teachers asked the questions, they endeavoured to answer them without fear of speaking or English language using in a wrong way. The benefits of role-play are that it builds confidence, develops listening skills and creative problem-solving (Pearn, 2003).

Kodotichgova (2001) claims, role-play is one way of co-teaching a second language and second language culture. Moreover, she examined role play in preparing learners for intercultural communication and expressed the understanding of its effectiveness in co-teaching language and culture.

6.2.1.5 The teachers' interaction with learners on individual bases during the classroom lessons using English.

The findings depicted that most of the teachers did not interact with learners individually during the classroom lesson using English as a language of learning and teaching. They did not interact with learners on individual bases during the classroom lessons using the language

of English because they taught many subjects which hindered them from focusing on a single group of learners. Other teachers mentioned that it was due to the paucity of teachers. The teachers were overloaded because some were teaching more than three subjects. This made it hard for them to interact with learners during the lesson. They also said the classrooms are congested or large so the teachers were unable to attend them simultaneously. Navsaria et al (2011) concur with the problem because they found that two primary schools had a large class which was one of the barriers that prevented them from giving individual attention to learners who were struggling with language (English).

In South Africa the average class size is 1 to 35, while the international average number is 1 to 30 (Reddy, 2006). Saraswathi (2004) is supported the findings of this study that large class sizes make it difficult for the teachers to control learners and teach at the same time. Chisholm (2005) adds that high pupil: educator ratios increase the amount of marking and record keeping required to educators, and prevents educators from giving attention to learners with definite challenges. Schwartz (2005) suggests that when working with large class sizes educators use strategies that will attract and hold learners' attention.

The results of the study revealed that teachers were unable to interact with the learners one by one because of lack of time as the time allocated for each lesson is less than an hour. The study also highlighted the congestion of classrooms a hindering factor towards the interaction of a teachers with learners on an individual bases. The results of a study conducted by Hayes (1997) on a similar topic revealed that some teachers are feeling that they are unable to communicate with learners individually. In fact, it was because of lack of time that teachers could not help all learners. If it was a small class, a teacher would give attention to them very well. Harmer (2000) also finds out in his study that large classes bring difficulties to both

teachers and students and process of teaching and learning. It is difficult for teachers to maintain contact with the students sitting at the back of the classroom and for students to get individual attention, and it is even impossible to have organised dynamic and creative teaching and learning sessions.

6.2.2. Teachers' perceptions of the use of English as a language of learning and teaching;

6.2.2.1 The teachers' feelings in using English as medium of instruction in Grade 4 learners.

The findings revealed that teachers felt bad about using English as medium of instruction in Grade 4 as it was a language of learning and teaching in their respective schools. The teachers felt negative about using English as a medium of instruction because it confused the learners as they did not understand it and it affected them academically. The teachers' negative feeling towards the use on English as a medium of instruction in their schools is inspired by their learners' low literacy caused by the implementation of English as a language of learning and teaching in their respective schools. From the teachers' responses, it is without doubt that the use of English as a language of Learning and Teaching in their schools harbours their ability to achieve highly effective teaching and learning. This above finding is supported by many scholars who have found that learning in a foreign language (English) prevents learners' easy accessing of knowledge (Brock-Utne, 2004; Senkoro. 2004; Mwinsheikhe, 2003). The observations by the scholars mentioned above were made in Tanzania where English is supposed to be the medium of instruction in primary and secondary

schools. Mwinsheikhe (2003), in particular, observed that English was not a barrier to learning in general, but also to conceptualizing in science knowledge.

As discussed in the preceding sections, learners can learn meaningfully through the language they know well, which is usually their first language. That is, the learners' mother tongue is a vehicle of knowledge construction. Brock-Utne (2004) refers to English used as a medium of as a language of "destruction" (instead of construction) because it blocks learners' potential in attaining the intended outcomes of the learning process.

There are teachers who felt that the situation would have been much better if learners were introduced to English from the beginning. Failure to achieve academic outcomes for teachers because of a language barrier is a discouraging factor that poses questions also to their teaching abilities. Mbanjwa (2011) points out the use of English as a medium of instruction, as being a major hindrance to the improvement of education in South Africa and suggests the use of other languages as media of instruction in order to improve the quality of education.

Learners struggled most in dealing with problems involving language (English). They experienced difficulty communicating their answers in the language of learning and teaching (English). Learners revealed a lack of knowledge of the basic language skills (Van der Walt et al., 2008). Hyerle (2008) supported this finding by saying that learning in English can become very frustrating for English second language learners since they are likely to experience difficulty understanding Mathematics through a medium of instruction that is different from their mother tongue. Teachers had a negative attitude in using English as medium of instruction with Grade 4 learners because learners may know the answer to a question but may find it difficult to participate in the classroom due to the lack of proficiency in English language. Naude (2004) agrees that limited language proficiency can pose a barrier to using

language effectively as a communication tool in the classroom. Some teachers are supposed to teach in teach have limited proficiency in such languages. Research studies show that due to the lack of proficiency in English, some teachers resort to code-switching and direct translation Brock-Utne, 2004; Senkoro. 2004; Mwinsheikhe, 2003; Vuzo, 2005; Holmardottir, 2005).

6.2.2.2 The difficulties faced by teachers with regard to the use of English as a language of learning and teaching

The findings revealed that most of the participants perceived difficulties with regard to the use of English as medium of instruction in learning and teaching. The researcher discovered that teachers were struggling in using English with the Grade 4 learners because they were unable to figure out what they know during the lesson. Dao et al. (2007) are supporting this finding by saying that one of the unique challenges facing second language learners is the difficulties in communicating concerns and viewpoints. So the teacher spent a lot of time on one thing trying to explain in order to make learners get a hold of it but ended up not understanding the content of the session because of language of learning and teaching. They felt that if valuable instruction time is spent on teaching language skills, then they would not have time to complete the syllabus. Kushner and Ortiz (2001) agree that limited proficiency in English disadvantages learners and denies them opportunities to learn successfully in classrooms where lesson are taught in English. Mbanjwa (2011) supported this statement by pointing the use of English as medium of instruction as being a major hindrance to the improvement of education in South Africa schools.

Another difficult challenge was that learners may know the answer to a question but it may be difficult to respond in the classroom because of the lack of proficiency in the English language. When they are supposed to respond to a question they became more frustrated because of fear of being judged for their incompetency. Hyerle (2008) concurs that learners also have to cope with the difficulty of learning the new concepts in using English language. Hyerler further explains that some English second language learners struggle to understand what they read and have difficulty expressing what they know in English. The learners lose their self-confidence because they lacked confidence in themselves and others decided to leave school and stay at home because of their struggle with English as a language of learning and teaching. Jordan (1999) confirms that learners struggle academically; this could lower their self-esteem and confidence and even affect other areas of learning.

The teachers perceived difficulties in using English because they had to translate English into their mother tongue. They said it seems as if it is a major drawback because they taught two languages at the same time. Learners get used to the educator's assistance in the classroom but in the tests and examinations they experience difficulty since the educator was not allowed to help them. Murray (2002) avers that the examinations which are administered in English, pose challenges for English second language learners who have become reliant on their educators' use of code switching to explain difficult words.

6.2.2.3 The Learners' proficiency in English

Cenoz and Gorter (2008) define English language as a language that is learned in an instructional environment or during a temporary sojourn abroad as part of general education or for professional purposes. They further emphasise that the role of English is special as it

can be regarded as a second language. As the researcher I found that the majority of respondents agreed that learners from the selected schools were not proficient in using English as medium of instruction. The learners were not using English when they spoke with other learners outside and inside the classroom reasons were that they were not proficient at all in English. Learners were not familiar with the English language. This finding is supported by Murry (2002) who states that learners with limited English proficiency are often at risk of poor performance due to the classroom challenges they face particularly where English is a medium of instruction.

According to Xu (2009), there is nothing that frustrates English educators more than to see learners get stuck in a conversation or reading a text. When learners do not understand a word or phrase they stop trying to read or speak. Learners may often find the grammatical, semantic, syntactic phonological and cultural cues unfamiliar, complex, overwhelming or contradicting and therefore insufficient for constructing a meaningful interpretation. This results in poor language development due to learners' linguistic background that alienates them from school curricular and schooling. Because of English as a language of learning and teaching learners cannot cope well in their academic studies due to language of instruction that leads to communication problems (Xu, 2009).

The findings of this study also revealed that learners struggle to master proficiency in English as a Medium of instruction due to the schools being under-resourced in other words lacking adequate resources needed for effective teaching and learning. A limited written material as revealed in this study is one of the factors that hinder the enhancement of the learners' proficiency in English as the language of learning and teaching. This is in line with assertion of Ekwuene and Ingwe (2001) who noted that it is only the teachers who will guarantee effective

and adequate usage of instructional materials and thereby facilitate success. Consequently a teacher who makes use of appropriate materials to supplement his teaching will help enhance students' innovative and creative thinking as well as help them to be plausibly spontaneous and enthusiastic. Oremeji (2002) supportively asserts that any teacher who takes advantages of those resources and learners use them correctly will find that they make also an incalculable contribution to instruction. He further says that instructional materials of high value in importing information, clarifying difficult and abstract concepts, stimulating thought, sharpening observation, creating interest and satisfying individual difference.

6.2.2.4 The feeling of teachers in using code-switching in the classroom

The majority of teachers that were interviewed in this study said that they felt positive and comfortable to use code-switching in the classroom. They enjoyed it most because it was assisting them to work hands and gloves with the grade 4 learners. They further said that the learners were battling with English Second Language communication related activities because they were not proficient in English. They felt positive because the use code-switching in primary education leads to participation of learners in class. These included better communication skills and improved interactions in the classrooms. Brock-Utne (2007) alluded to in many instances the African child has to struggle with two languages, one of which child is unfamiliar with, instead of learning through an African language with which he is familiar (Brock-Utne, 2007). For example, Brock-Utne (2006) study in Madagascar where Malagasy is used as language of instruction all the way through educational system has shown that home language (mother tongue) of instruction was not a barrier to learning (Brock-Utne, 2006). On the other hand, classroom observation studies conducted in several countries in Africa (Benin,

Burkina Faso, Guinea-Bissau, Mali, Mozambique, Niger, South Africa, Tanzania and Botswana) reveals that the use of unfamiliar language (English) in education forces teachers to use traditional and teacher-centred methods as learners become less active (Benson, 2004). If we look the South Africa situation, where African language speaking shift to English medium of instruction after Grade 3, it is obvious that the child is cognitively disadvantaged by the early shift to English medium of instruction (Desai, 2003; Nomlomo, 2007). As a result most of the learners survive in class through rote learning.

The results of the study revealed that the teachers felt comfortable when they code-switch in classroom because learners understand what they teach. Code switching as revealed in the findings of this study improves the learners' participation as well as their interest in the lesson as opposed to when the Medium of instruction (English) is used. It is evident according to the findings of this study that learners demonstrate their intelligence/knowledge better in a classroom setting when given an opportunity to express themselves in a language most familiar to them. UNESCO (2008) affirms that the medium of instruction and knowledge of language is vital to learning. UNESCO (2008) recommends that, to encourage quality in learners' learning, the value of mother instruction in early childhood and classes of primary school must be pertinently identified. Furthermore, UNESCO (2008) advocates protecting children's indigenous languages and preserving the linguistic diversity stating that it needs serious efforts to make sure that learners can be educated in their mother tongue. Current issues in language acquisition and the goal of Education for All (EFA) call for urgent attention to encourage the provision of quality education in their home language for learners (Ball, 2010).

The majority of teachers felt comfortable in using code-switching with the Grade 4 learners while few teachers felt negative about the use of code-switching in the classroom because according to them, it was time consuming. They delineated that they did not feel happy at all to use a code-switching in the classroom because it was a drawback to them. The teachers needed to translate all material to the language that the learners understand. Murray (2002) is in line with this finding when he states that a major drawback was that the lesson now took more than twice the allocated time for a week time because teachers were using English and their home language in order to make learners to understand. Another problem was that teachers used the home language to promote understanding during the lessons but the tests and exams were administered in English.

6.2.3. The role played by the teachers' qualifications on both their proficiency in English and the performance of learners when using English as the language of learning and teaching.

6.2.3.1 *Teachers' qualifications*

The researcher found that all the respondents in the research sample possess academic and professional qualifications. This finding might be because the schools prefer to appoint educator with academic and professional qualifications. In order to be an effective educator, a person should have obtained the most suitable qualifications. Caliltz, Fuglestad and Lillejord (2002: 19) say adequately qualified educators have the ability to conceptualize their strategic insight so that public knowledge, open to challenge and further improvement.

One of the requirements to be an effective educator is to keep growing and learning through professional development (Deventer & Kruger 2005: 231). The priority of the ministry of Education is to enhance the quality of education and raise levels of the learners' performance; by making provision for professional development of educators which can only be done if they are adequately qualified. What is mesmerising in the findings of this study was that out of seven selected schools it was one teacher who has obtained Bachelor of Education in Honours (Hons Bed) from a tertiary institution. The rest of the Grade 4 teachers ended up on their first diplomas of teaching. Then the findings revealed that the Grade 4 teachers do not continue to develop and capacitate themselves as the curriculum changes every day. As the technology and terminology changed every day they can affect them academically and in using English as a language of learning and teaching because they do not professional develop themselves.

6.2.3.2 Years in teaching profession

Experience together with adequate training is needed for the responsibilities and demands imposed on teachers. The more experience and training a teacher has, the more confidence and expertise he will have had acquired to be an educator. Deventer and Kruger (2005) say professional development and experience are prerequisites for educators to keep up with the rapid pace of change in knowledge, advancement of technology and increasing demands imposed upon educators.

The findings of this study mentioned that most of the teachers did not have much experience in teaching. The study revealed that most of teachers have less than 5 years in teaching experience. Less teaching experience of teachers can be a contributing factor to the poor performance of Grade 4 learners because of the lack of teaching experience in using English

as medium of instruction in Grade 4 class. In line with this statement is Darling-Hammond (1999) who states that teachers with less than three years' experience are less efficient than are colleagues with more experience. After five years, the additional contribution weakens. Andrew and Schwab (1995) also supportively assert that inexperienced teachers from lengthy teacher education programs can be as efficient as efficient experienced teachers.

6.2.3.3 The quality of training received by teachers

The results of the study depicted that majority of teachers did not receive enough skills necessary when they trained at the tertiary level as the teachers. Therefore they were not able to challenge the minds of their learners when they entered into the field of teaching instead they would always resort to code switching when they could not understand. To support this above stamen, Sachounmany (2008) discovered that in most grades, students faced reading problems; they experienced difficulties in understanding simple text consisting of 1-1000 level vocabulary and simple sentence structures. In the following year, Nounpaseurth (2009) specifically conducted her research on oral communicative skill of the final year students at the Department of English and found that students were very poor in oral communication skills because of the lack of grammatical competence and vocabulary. This causes overall problem of communication skills (Nounpaseurth, 2009).

The similar findings to the research study conducted by Tsai (2007) supports the findings by stating that most of the teachers in his study also reported that they had limited English speaking skills to organise and modify communicative tasks in classes which were identified as constraints for adopting and implementing communicative language teaching in their context (Tsai, 2007).

The teachers felt that they were not prepared enough for effective teaching as they were usually just given tasks to complete and books to read and prepare for presentations rather than being equipped with skills necessary for the enhancement of the quality of Education of learners. The teachers stated that they were not prepared for the type of cases they were possibly going to come across such as slow learners. It was now that they were already in the field that they were trying to figure out how to deal with such on their own which is quite a challenge. The most significant finding of this research was reported by some studies showed that the teachers lacked communicative language teaching (CLT) training and this was identified as the main difficulty in the adoption and implementing of communicative language teaching into class(Gamal & Debra, 2001; Karin, 2004). As several Korean teachers reported that in Li's (1998) study, they learned CLT when they were studying at University while a few said that they learned about CLT at the conference. These teachers also stated that they did not quite understand how it worked and tried it a few times when they became the teachers. All of the teachers in this study named lack of training as one of the main obstacle they faced in applying English into their contexts.

The results of this study were also similar to Burnay and Sun's (1989) project where most of the Chinese teachers noted that they had a lack of professional development while communicative language teaching was applied into their class. The teachers also stated that it was not easy to make students who were non-English majors to adopt communicative teaching approach. Most teachers were concerned that the kind of work they had to do to prepare and give lesson to learners with relatively low levels of English proficiency were not valuable them professionally.

The teachers also felt that their own level of academic knowledge was not being enhanced in the way it would have been if they were trained accordingly. For example, some teachers noted that since they were the teachers in a tertiary institution, there were always limitations to improving English language teaching method. If they continue to teach to teach without being assisted with relevant training, their English communication teaching skills would go down due to lack of opportunities to develop and improve their communicative teaching skills. These authors Gamal and Debra, (2001) and Karin (2004) are supporting the findings of this study by stating that most of the teachers in this research identified lack of training as a difficulty that prevented them from applying CLT into their classes.

Another similar finding was from Mushafa's (2001) study that many Indonesian teachers of English had lack of training in methodology of communicative teaching English therefore, most of the teachers in research sometimes tend to use their mother tongue to carry out an English lesson in their classroom except for greeting students before the session commence. Lack of training in English as a language of learning and teaching was also supported by Bangladesh teachers as a major challenge in adopting English (Karim, 2004). These indicated that they needed more English training to develop and implement English techniques. Overall, Bangladesh English teachers needed training in understanding and developing CLT techniques. It is evident that most of the teachers in this study also need English training which could enhance their English teaching skills.

6.2.4. Effects of the Learner's Background or any environment they are familiar with on their Performance when using English as the language of learning in the classroom

6.2.4.1 Do your learners speak English outside the classroom environment?

This study revealed that learners did not communicate in English outside the classroom environment; instead they preferred communicating in their native languages. They were more comfortable when communicating in their own mother tongue outside their classrooms than the language that is unfamiliar to them (English) as they were able to be as expressive as they wanted to be and to convey messages to one another without struggling with a language barrier. Barker (2004: 80) concurs with the findings of this study that learners do not speak English with their friends or other learners outside classrooms. Barker reports that many Japanese students do not believe that the use of English with non-native speakers was effective and helpful. In fact, the majority of the learners said they avoided communicating in English with their friends in school because they perceived such type of interaction as “blind leading the blind”.

The results of the study revealed that the learners do not want to speak English in front of other learners because of fear of making mistakes. This is in line with Barker (2004: 81) outlines several reasons for students “objections” to the idea of speaking English. They feared that they would “pick up on each other’s mistakes” and thus worsen their English. Furthermore, the students thought that by using English with other non-native English speaker, they would never know when they made mistakes, so they would not be able to correct each other. They also believe that interaction with non-native peers in the target language was not beneficial in terms of improving their pronunciation. Finally, Barker reports that the “classic” reason for students’ avoidance in using English outside the classroom was the lack of language proficiency such as vocabulary and grammatical structures. Littlewood

(2007) delineated that when students try to say things in the foreign language in the classroom or outside the classroom they often inhibited. They are worried about making mistakes, fearful of criticism or losing face.

The results of the study revealed that learners were often to complaining that they cannot think of anything to say and they have no motivation to express themselves in English outside the classroom. Similar Baker and Westrup (2003) believe that the learners have nothing may be because the teacher had chosen a topic which is not suitable him or about which is he knows very little. It is difficult for many learners to respond when the teachers asks them to say something in a foreign language (English) because they might have little ideas on what to say, which vocabulary to use the grammar correctly (Baker & Westrup, 2003).

The findings of this current study revealed that learners did not want to speak English inside the classroom during lesson presentation. The study revealed that learners fear ridicule. Park and Lee (2005) examine the relationship between second language learners' anxiety, self-confidence and speaking performance. The participants of their study were one hundred and twenty two Korean college students who enrolled the English conversation classes. The results of their study indicated that learners' anxiety level was negatively related to their oral performance. Tanveer (2007) investigates the factors that causes language anxiety for twenty language learners in speaking skills and the influence of anxiety on communication in the target language and his result is similar to what Park and Lee (2005) figured out. The findings suggested that when students' are feelings stressed; nervousness may impede their language learning and performance abilities. They cite that "the higher the anxiety, the lower the performance".

Littlewood (2007) asserts that learners had fears or anxiety dealing with speaking English in front of a group. Other learners had fear of rejection and social judgement because they were unable to express themselves in English. Some may fear that others may not pay attention to what they have say or that their speech will not be welcomed. They felt their ideas might be disregarded. Ju Lin Warden (1988) showed that most of the students had either fear or unpleasant feelings about their past English learning experiences. A part of that experience include physical punishment dished out by teachers and insulting comments from classmates or friends even parents due to poor performance in examinations. Fear to speak could be related to fear of making errors and losing face while in classroom oral English communication.

6.2.4.2 Learner's exposure to English at home

The overall results show clearly that 100% of participants indicated that the learners were not exposed to English at home. Jeynes (2005) indicated that parental involvement is associated with higher student achievement outcomes and emerged consistently whether in the grades or variety of other measures. Academic achievement scores for children whose parents were highly involved in their education were substantially higher than that of their counterparts whose parents were less involved. Parental involvement required a large investment of time, reading and communicating with one's children.

The results of this study also showed that parents do not have a huge influence on English proficiency as they were not involved in their children's English education. Many parents do not speak English with their children at home. Machet (2002) also supports that learners are not exposed to English at home by saying that the parents frequently feel that they are unable

to give their children support that will be of educational value, as a result they do not participate in their children's formal education. Machet (2002) furthermore elaborated that the reason might be that parents fear that they have little or nothing to offer in the education world; especially those that are not educated. My analysis as the researcher was that the parents of these learners were not educated. It was difficult for the parents to speak with their children especially when using English and it was hard to assist them with the school work.

The results of this study also revealed that the parents of these learners wanted their children to be taught in English as a language of learning and teaching at school but at home they do not want their children to speak English with them. The finding is supported by Desai (2006) states that African parents want their children to maintain their home language in order to stay in touch with their cultural roots. Nkabinde (1997) delineates that the parents prefer mother tongue education and would like their children to retain their cultural language (Nkabinde, 1997). However, Kroner (2011) concurs fully with the latter speakers by supporting that many African parents prefer lessons to be taught in their mother tongue, but ironically choose English as the medium of instruction because they recognise the connection between English and a successful future for their children (Schafer, 2005). Setati (2008: 104) says African parents associate mother tongue education with oppression, backwardness. On the contrary, Banda (2004) delineates that the main reason for African parents to send their children to English-medium schools has little to do with negative attitudes to African languages and more to do with better resources, efficient management and an attempt to get a first-class education. Webb (2002) maintains that parents are ill-informed about the language of learning and teaching debate. Rather than to pay attention to their own children's needs, African parents are choosing English education because this is the choice that politicians and upper class people are making for their children (Brock-Utne, 2002). They do not realise that

this is the main reason African learners to continue to perform comparatively poorly in academic tasks (Alexander, 2000).

6.2.4.3 The impact of learners' familiarity/exposure to the English language

The findings of this study revealed that majority of teachers were of the view that if learners could be exposed to English as medium of instruction somehow it could have an impact in their academic performance in the classroom. Furthermore, they explained that if learners were always exposed to the English language they would be able to speak it and they would be able to answer the questions of examination very easily. They would be able to do things without assistance of teacher if they were competent in English. Knowledge of English would help learners to access anything they want i.e., the learner can access information he wants for instance in the internet. The learners can discuss the lesson without any fear and solve the problems where there are problems. Antimoon (2012) concurs with the findings of this study by supporting this statement saying that if learners can be exposed to foreign language skills, they could receive the opportunity to expand their thinking, to acquire global awareness, to extend their understanding of language as a phenomenon, and to reach an advanced proficiency level in that foreign language (English). Antimoon further says that the process of foreign language learning improves children's approach to learning in general. It has a proved impact on learning other subjects as well as on succeeding in everyday life.

6.4. SUMMARY

In this chapter quantitative and qualitative approach was used in data collection in order to probe deeper into issues pertaining to the teaching and learning of Grade 4 learners through English as medium of instruction. The data were collected and analysed through interviews and questionnaires. This study revealed findings about the teachers' experiences in using English as the medium of instruction and language of learning and teaching in respective schools in Maluti District. The research established even the causes of these challenges in Grade 4 learners were presented and discussed by the participants and the researcher. The next chapter is the recommendation of the study.

CHAPTER SEVEN

SUMMARY OF THE STUDY AND RECOMMENDATIONS

7.1 INTRODUCTION

The chapter provides a summary of findings, general conclusion and recommendations. The chapter also provides summary of each objective, findings and recommendations.

7.2 The summary of objectives; findings and recommendation of the study

The following are the objectives; the finding and the recommendations of this study:

7.2.1 The summary of objectives

7.2.1.1 The research study carries an objective of analyzing experiences faced by Grade 4 teachers in using English as language of learning and teaching.

In an attempt to achieve this objective, the researcher took initiative to conduct his research using the research methods relevant to gather all the information needed. He conducted interviews with teachers who are the main subject in the research study so as to gain an insight on the experiences they encounter in classroom when they use English as a Medium of instruction. He paid careful attention to every detail that could give a clue or a hint of the exact experience that teachers go through during the process of teaching and learning when English is used as the medium of instruction. He then analyzed the information that he gathered with intent to draw possible solutions of problems that may be encountered during the process of teaching and learning hence he made recommendations that could fulfill his intended goal. The analysis revealed that teachers have unpleasant experiences when using

English as a Medium of instruction during the process of learning and teaching. The following are the findings and recommendations as per objective:

7.2.1.1.1 The researcher gathered the following findings on the teachers' experiences when teaching Grade 4 learners in English.

The results of the study revealed different experiences encountered by the teachers regarding the use of English as a medium of instruction in the respective schools. The data analysis illustrated clearly that the Grade 4 teachers were experiencing huge challenges when they taught the Grade 4 learners in English as medium of instruction. Learners did not participate in class when the teachers were using English as medium of instruction.

The findings in this study also revealed that when the lesson is conducted in English, the learners would be very quiet and passive and some would show no interest in the lesson which is very frustrating for the teachers. Teachers spend most of their time begging for participation from learners as the process of learning and teaching cannot be effective without the participation of learners.

The study also revealed that children somehow develop anxiety to an extent that they would resort to skipping classes in which English is used as the language of learning and teaching. This may be considered as their strategy of running away from what may seem to be an irresolvable problem (their struggle with communication using English as a medium of instruction). The study revealed that some learners get anxious when they have to converse in English in the classroom to such an extent that they feel tortured when they have to

participate in classroom discussions which makes the process of learning and teaching very unpleasant and therefore frustrating for a teacher.

The findings of this study also established that the teachers experience challenges because they do not even complete the syllabus on time and they struggle to help the learners to be fluent in English as they end up using two languages in class which is English and the learners' home languages (code switching).

7.2.1.1.2 Recommendations

Based on the findings of the study it is recommended that the Government should provide the teachers with workshops that will unpack the strategies of teaching the Grade 4 learners in using English as medium of instruction as stated in 6.3.3 of this study that the majority of teachers did not receive enough skills necessary when they trained at the tertiary level as the teachers. Therefore they were not able to challenge the minds of their learners when they entered into the field of teaching instead they would always resort to code switching when they could not understand.

The issue of poor classroom attendance and school attendance should be addressed by both teachers and parents so as to reach a mutual agreement on necessary precautions to be taken on this matter. A solution to the problem of poor attendance should be advantageous to learners in that they will spend more time in a learning environment than they do currently, meaning that they will be in the classroom often therefore gaining more exposure in a language used in the classroom environment and possibly even figuring out strategies to

master the language rather than escaping classes because of a language barrier, as mentioned by participants in section 6.2.1.

The establishment of suitable policies regarding the admission of second language learners should be taken into consideration, for example, if a learner has surpassed the critical period for second language acquisition then it is very unlikely for a school to admit such a learner. It is important that L2 learners be admitted in Grade R or Grade 1.

Language policies that provide clear guidelines regarding primary language education should be developed.

Teachers should encourage and motivate learners to speak English in and outside the classrooms. Learners complain that they have no motivation to express themselves in English outside the classroom.

Teachers should speak English when they teach the learners. Teachers can organise language clubs and extra-classes for learners. The success of the implementation of extra classes can be achieved through the teachers' communication with parents in order to get permission from parents and also to organise and agree on all terms and conditions of extra classes and also to organise the learners' transportation to and from the extra classes.

It is recommended that the Department of Education takes initiative in enhancing the learners' proficiency in English by supplying relevant study material in schools as the issue of the schools being under resourced plays a role in the learners' lack of proficiency in English. The assumption is that, if learners could access relevant and age appropriate reading material which attracts their attention enough, they could easily make reading a habit with the assistance from their teachers.

Teachers should set up a library in an area of the classroom to which learners frequently have accesses during the class time. They should display as many books as possible with visible illustrations that attract learners' attention.

It is recommended that the Department of Education appeals to other Departments about the problem of learning difficulty in schools as teachers are not trained to delve deeper into issues requiring psychological intervention. This study has revealed that an introduction of a foreign language to a learner can possibly arouse feelings of anxiety therefore involving a person who has been trained in a psychological field in the matter could help the learners to get through the anxiety and enjoy the process of learning a new language without any problems. There is a possibility also that a learning difficulty for a certain learner could be psychological, so, having a psychologist or a social worker in a school can be a great relief for teachers and for learners as he/she will be a relevant individual to tackle the learning issues or any issues that could be a threat to the learners' academic progress.

7.2.1.2 The experiences of the Grade 4 learners when using English as a Medium of instruction in the classroom

7.2.1.2.1 The researcher gathered the following findings about the experiences of the Grade 4 learners when using English as a Medium of instruction in the classroom.

The findings of this study revealed that the Grade 4 learners were facing a huge problem when using English as a language of learning and teaching in their schools. The learners lacked ability of both verbal and written expression in English as a medium of instruction

whereas they were effectively conveying their ideas, views and opinions in their home language classes.

The results of this study also revealed that learners had linguistic problem which ranged from grammatical errors, inability to respond to questions correctly, and lack of comprehension skills to explain clearly what they knew.

The findings also revealed that some learners were too shy, even if they knew the answers they could not give them to the teacher because of the fear of making mistakes that will reflect negatively on them. Furthermore, learners displayed the utmost lack of confidence in English as the language that was used in class (Medium of instruction).

The findings of this study revealed that learners in the public schools were often at risk of educational failure due the classroom challenges they faced particularly because of limited English proficiency. They could not cope well in their academic studies because of the language of instruction that (not the same as the learners' mother tongue) often leads to communication problems and inadequate study orientation. These learners experienced difficulty with academic concepts and perform poorly in examinations due to tension and examination followed by language (English) deficiency.

7.2.1.2.2 Recommendations

It is recommended that the Department of Education takes initiative in enhancing the learners' proficiency in English by supplying relevant study material in schools as the issue of the schools being under resourced plays a role in the learners' lack of proficiency in English. The assumption is that, if learners could access relevant and age appropriate reading material

which attracts their attention enough, they could easily make reading a habit with the assistance from their teachers.

7.2.1.3 The following is the information gathered regarding the use of code-switching by educators when learners are unable to participate in the lesson:

7.2.1.3.1 Findings

This study revealed that teachers used code-switching when learners were unable to participate in the lessons using English as medium of instruction. The purpose for code switching was to assist the learners who were struggling to communicate using English as there are many instances when a learner falls short in his communication. This study revealed that the use of code-switching helps the learners to comprehend well when they are taught in a language that they were familiar with. Learners needed to be taught for a longer period for them to be able to comprehend well in a second language (English) and to be able to perform rigorous academic tasks.

The findings of this study further revealed that code-switching allows learners to make suggestions, ask questions, answer questions and communicate new knowledge with enthusiasm. It gives confidence to the learners and helps to affirm their identity. This in turn has a positive impact on the way learners see the relevance of school to their lives.

7.2.1.3.2 Recommendations

It is recommended that a mutual agreement should be reached between teachers and their employer regarding the issue of code switching because learners could be confused between teachers who code switch and the ones who do not. Different teaching styles between teachers who teach the same class could be a major destruction in a grade 4 learners mind as they will expect every teacher to code-switch if there is one teacher who code switches. It will be fair enough for a mutual agreement to be reached so as to familiarize learners with one style of teaching to avoid confusion among learners.

Also, if an agreement is reached that code-switching be an approved teaching strategy in schools, it is recommended that question papers should also be translated in different official languages because the use of code-switching during the process of teaching and learning causes confusion when they are instructed strictly in English in standardized tests.

If a teacher code-switches, it is recommended that he or she takes into account the different linguistic backgrounds in which his/her learners come from. This is because teachers tend to code switch using a language that is understood only by a certain number of learners in a classroom which is not fair in that other learners are side-lined in the process. Because other teachers claim to resort to code-switching in order to make learners understand, it is still not fair on other learners' whose native language differs from that of a teacher. If a teacher does not have knowledge of the different languages their learners speak, it is only fair that they stick to the medium of instruction as their use of code-switching will benefit only a certain number of learners.

It is recommended that code switching be used in the Foundation phase so that when learners reach grade 4, at least they are familiar with the English language. Code switching in the foundation phase could be done in English.

7.2.1.4 The following is the information gathered when teachers were asked whether there are other strategies they apply to increase the learners' enthusiasm to participate during the classroom activities:

7.2.1.4.1 Findings

The findings revealed that most teachers had no innovative strategies they could apply to increase the learners' enthusiasm to participate during the classroom activities except code - switching. They elaborated that they used only code-switching as a strategy of teaching English as a language of learning and teaching with Grade 4 learners

The results of the findings also revealed that very few teachers agreed that there were other strategies that they applied to increase the learners' enthusiasm to participate during the classroom activities.

7.2.1.4.2 Recommendations

The use of Comprehensive in-service and pre-service training of educators should be done to ensure that they are well equipped with strategies to attract the attention of learner's in classroom as well as strategies to implement change in their classrooms in terms of improving levels of teacher-learner communication. A solid understanding of the interconnectedness of

language and culture is fundamental for teacher training programmes, cross-cultural understanding can facilitate across cultures

7.2.1.5 The following is the information gathered when teachers were asked whether they interact with learners on individual bases using English as a language of teaching and learning during the process of learning and teaching:

7.2.1.5.1 Findings

The findings depicted that most of the teachers did not interact with learners individually during the classroom lesson using English as a language of learning and teaching. They did not interact with learners on individual bases during the classroom lessons using the language of English because they taught many subjects which hindered them from focusing on a single group of learners. Other teachers mentioned that it was due to the paucity of teachers. The teachers were overloaded because some were teaching more than three subjects.

The results of the study revealed that teachers were unable to interact with the learners one by one because of lack of time as the time allocated for each lesson is less than an hour. The study also highlighted the congestion of classrooms a hindering factor towards the interaction of a teachers with learners on an individual bases.

7.2.1.5.2 Recommendations

It is recommended that a language teacher should adopt the role of a facilitator rather than an authority figure in the classroom to increase learners' motivation. At the same time, teachers have to bear in mind that the maximum use of a target language facilitates its acquisition and balancing the use of first language and second language according to learners' levels and abilities will motivate learners to learn English.

If the classroom is huge the educator should group the learners according to their level of understanding so as to be able to interact with learners on individual bases during the lesson in English as medium of instruction.

The teacher must give separate tasks to those to learners that are performing well. Then teacher remains with these slow learners and give them the task according to the level of their understanding and assist them one by one in using English.

The Department of Education employs more teachers as it is evident that schools are under staffed (paucity of teachers) to an extent that teachers are struggling to attend to their learners individually due to classroom congestion. Employing more teachers could mean that children could be divided into groups among different classes and each teacher will only have reasonable number of learners to teach therefore having the ability to meet their individual academic needs.

Classroom interactions are a vital tool that triggers language development, and ultimately reading skills, therefore teachers should know how to stimulate their learners' involvement in the classrooms. This includes ideas on how to fuel learners' motivation, how to help learners

see the relevance of the topic, and how the techniques used to develop reading skills can increase classroom participation.

7.2.2. The research study also carried an objective of assessing the perceptions of teachers towards English as a language of teaching and learning

The research study also carried an objective of assessing the perceptions of teachers towards English as a language of teaching and learning; during the face-to-face interviews, the researcher tried by all possible means. The research study also carried an objective of assessing the perceptions of teachers towards English as a language of teaching and learning to look at the perceptions that teachers have towards English as a medium of instruction in-depth by applying research techniques such as probing where he feels the information given was insufficient. He was able to observe even their physical expressions to determine the real attitudes they portray towards the use of English as medium of instruction in the classroom. The information was gathered in a way that was satisfactory to the researcher and analyzed. The analysis revealed that the majority of teachers portray negative attitude towards the use of English as a Medium of instruction. Again the information was analyzed with intent to determine possible solutions to help teachers cope better or to develop the kind of attitude to English that could lead towards the improvement of the situation in classroom during the process of teaching and learning therefore producing satisfactory academic results.

7.2.2.1 The following is the information gathered on the teachers' feelings in using English as medium of instruction in Grade 4 learners:

7.2.2.1 .1 Findings

The findings revealed that the majority of teachers felt bad about using English as medium of instruction in Grade 4 as it was a language of learning and teaching in their respective schools. The teachers felt negative about using English as a medium of instruction because it confused the learners as they did not understand it and it affected them academically. The teachers' negative feeling towards the use on English as a medium of instruction in their schools is inspired by their learners' low literacy caused by the implementation of English as a language of learning and teaching in their respective schools. From the teachers' responses, it is without doubt that the use of English as a language of Learning and Teaching in their schools harbours their ability to achieve highly effective teaching and learning. As discussed in the preceding sections, learners can learn meaningfully through the language they know well, which is usually their first language. That is, the learners' mother tongue is a vehicle of knowledge construction.

Learners struggled most in dealing with problems involving language (English). They experienced difficulty communicating their answers in the language of learning and teaching (English).

7.2.2.1 .2 Recommendations

It is recommended that English should be made a compulsory language for teachers in the school premises meaning that teachers should converse in English amongst themselves. If teachers could speak themselves, they could flow easily in the language therefore improving

their own level of confidence in a language of learning and teaching. If a teacher is confident first with the language, that confidence could most likely be passed on to learners.

Speaking English amongst themselves could be perfect languages practice for teachers especially those who lack proficiency in English. If teachers were to flow in English, their negative feeling towards the language could change and they could enjoy offering instruction in it therefore their attitude could also change that of the learners.

It is general knowledge that in order to master the language, you first have to understand the basics of the language. A teacher's lack of proficiency in English could also be a major hindrance in the learner's proficiency because they cannot use the language effectively if they struggle with it themselves and they cannot be able to equip the learners with the basics of the language.

Workshops for basics of languages should also be implemented where teachers could voluntarily attend in order to improve their own language proficiency and also to understand how to make a child perfect his speech/communication through learning basics.

7.2.2.2 The following is the information gathered when teachers were asked about the difficulties they faced with regard to the use of English as a language of learning and teaching

7.2.2.2 .1 Findings:

The findings revealed that most of the participants perceived difficulties with regard to the use of English as medium of instruction in learning and teaching. The researcher discovered that teachers were struggling in using English with the Grade 4 learners because they were unable

to figure out what they know during the lesson. Another difficult challenge was that learners may know the answer to a question but it may be difficult to respond in the classroom because of the lack of proficiency in the English language. When they are supposed to respond to a question they became more frustrated because of fear of being judged for their incompetency.

The learners lose their self-confidence because they lacked confidence in themselves and others decided to leave school and stay at home because of their struggle with English as a language of learning and teaching.

The teachers perceived difficulties in using English because they had to translate English into their mother tongue. They said it seems as if it is a major drawback because they taught two languages at the same time. Learners get used to the educator's assistance in the classroom but in the tests and examinations they experience difficulty since the educator was not allowed to help them

7.2.2.2 .2 Recommendations

It is recommended that learners should speak English with the teachers and peers in the school premises as a compulsory matter.

7.2.2.3 The following is the information gathered when a question was posed to the teachers about their views on their learners' proficiency in English:

7.2.2.3.1 Findings

The findings of this study also revealed that learners struggle to master proficiency in English as a Medium of instruction due to the schools being under-resourced in other words lacking adequate resources needed for effective teaching and learning. A limited written material as revealed in this study is one of the factors that hinder the enhancement of the learners' proficiency in English as the language of learning and teaching.

7.2.2.3.2 Recommendations

It is recommended that learners be given a strict instruction to collect newspapers and magazines to read at home for marks that will go towards their year mark. Each of the learners will then be required to narrate the story they have read in a newspaper or magazine at least three times a week. Teachers should make it a point that they emphasize the reading of newspapers and magazines by letting the learners know that they will lose marks should they fail to co-operate. This strategy could be beneficial to learners as it could improve their reading as well as narrating skills. This will improve the learners' proficiency in English.

Learners should be given a chance of debate perhaps once or twice every month in order to be familiarized with English. Debate can be utilized as a platform to develop their verbal communication and to develop their confidence in using English for conversation. Debating in English now and then could be a great language practice for learners.

7.2.3. The role played by the teachers' qualifications on both their proficiency in English and the performance of learners when using English as the language of learning and teaching.

7.2.3.1 Teachers' qualifications

Another objective of the research study was to determine the role played by the teachers' qualifications on both their proficiency in English and the performance of learners when using English as the language of learning and teaching. In order to fulfill this objective, the researcher requested the teachers to reveal their level of Education in terms of the highest qualification they obtained, whether they were trained to teach primary school or secondary school learners, and whether they think their tertiary Education has equipped them enough to be able to practice effective training. He ensured that he uses the best approach there is in order to make them comfortable as he understand that it can be difficult for other people to reveal the portfolio of their Education especially those who feel they are qualified at the lowest of levels. The researcher analyzed the information the information he gathered so as to determine whether the teacher's level of qualifications may have an impact on the learners academic performance. He discovered that most teachers lack required qualifications to practice effective teaching therefore; He made relevant recommendations that are most likely to be a possible solution in enhancing the teachers' levels of Education.

7.2.3.1.1 The findings teachers' qualifications

The Findings revealed that the majority of teachers did not obtain a Bachelor of Education in Honours (Hons Bed) from a tertiary institution. The majority of the Grade 4 teachers obtained

their first diplomas of teaching. Then the findings revealed that the Grade 4 teachers do not continue to develop and capacitate themselves as the curriculum changes every day.

7.2.3.1.2 Recommendations

As curriculum is changing now and then the teachers should try their level best to develop and capacitate themselves by attending the workshops, taking the short courses that are in line with their job and upgrade their qualification.

Teachers should be encouraged to upgrade their standard (qualifications) and develop themselves as curriculum changes now and then.

7.2.3.2 *The quality of training received by teachers*

7.2.3.2.1 Findings

The results of the study depicted that majority of teachers did not receive enough skills necessary when they trained at the tertiary level as the teachers. Therefore they were not able to challenge the minds of their learners when they entered into the field of teaching instead they would always resort to code switching when they could not understand.

7.2.3.2.1 Recommendations

The use of Comprehensive in-service and pre-service training of educators should be done to ensure that they are well equipped to teach in multilingual, multicultural and multiracial

inclusive schools. A solid understanding of the interconnectedness of language and culture is fundamental for teacher training programmes, cross-cultural understanding can facilitate across cultures

It is therefore necessary for the educator to use a variety of teaching strategies to ensure that English second language learners enjoy success in English language. other strategies that could be used to help, encourage and stimulate learners are: peer learning/teaching; teaching problem-solving skills; breaking the problem into smaller parts; reading the problem aloud; using incentives and visual sources; teaching vocabulary and highlighting study techniques.

7.2.4. The study seeks also to determine whether the learner's background (home) or any environment they are familiar with (including school premises or playgrounds) has an effect on their performance when using English as the language of learning in the classroom.

7.2.4.1 Do your learners speak English outside the classroom environment?

This objective is aimed at discovering the root causes of the children's lack of proficiency in English as a medium of instruction. Home is where a child is molded so a language that is spoken at home becomes the language the child develops meaning that it becomes rooted in a child therefore cannot easily be eliminated to make room for a second language. It becomes more difficult for a learner to adapt to a language that he speaks only in class when he speaks another language for the most hours in his life. The researcher aimed to find out whether

there is any possibility of learners are exposed to English in their home environments / any other environment outside school premises.

Teachers were used as relevant sources that may have a clear insight as to whether learners may be exposed to English outside school premises. Teachers answered questions the best they could as they understand their learner's background. The information gathered was analyzed and revealed that learners are not exposed to English at home therefore; recommendations that could serve as possible solutions were made to minimize the impact that a learners' background have proven to have on the academic performance of learners.

7.2.4.1.1 Findings

This study revealed that learners did not communicate in English outside the classroom environment; instead they preferred communicating in their native languages. They were more comfortable when communicating in their own mother tongue outside their classrooms than the language that is unfamiliar to them (English) as they were able to be as expressive as they wanted to be and to convey messages to one another without struggling with a language barrier. The results of the study revealed that the learners do not want to speak English in front of other learners because of fear of making mistakes. The findings of this study also revealed that learners struggle to master proficiency in English as a Medium of instruction due to the schools being under-resourced in other words lacking adequate resources needed for effective teaching and learning. A limited written material as revealed in this study is one of the factors that hinder the enhancement of the learners' proficiency in English as the language of learning and teaching.

7.2.4.1.2 Recommendations

In-service education and continuous training for educators will enable them to stay abreast with teaching methods and strategies that will improve the language proficiency of the learners.

Learners in Maluti District schools should be encouraged to communicate with their teachers and friends in and outside the classroom in English and not in their mother tongue. Therefore the recommendation here is that educators should always encourage learners to read materials written in English.

7.2.4.2 Learner's *exposure to English at home*

7.2.4.2.1 Findings

The overall results show clearly that 100% of participants indicated that the learners were not exposed to English at home. The results of this study also showed that parents do not have a huge influence on English proficiency as they were not involved in their children's English education. Many parents do not speak English with their children at home.

7.2.4.2.2 Recommendations

The parents should encourage their children to speak English at home, buy English reading books encourage and motivate them to read English reading books every day and must also monitor them.

They Parents should be Educated about the importance of Education and how their children's Education will benefit them in future and be requested to minimize the home chores they give they give their children so that they spend more time on books. Even if parents do not know English, they should be able to supervise their learners during their reading sessions at home.

It is that the Department of Education design parents' signature books. These books can be given to learners so that their parents sign every day after they have read a newspaper or a magazine or any reading material. The signature books could have spaces to fill in the name of a book that has been read, the number of pages that have been read and the heading/sub heading of the passage that has been read. The teacher will then request learners to narrate the passages they have read during the oral. This could help parents to follow up on their children's work and learners to make reading a habit therefore improving their proficiency in English.

7.2.4.3 The impact learners' familiarity/exposure to the English language

7.2.4.3.1 Findings

The findings of this study revealed that majority of teachers were of the view that if learners could be exposed to English as medium of instruction somehow it could have an impact in their academic performance in the classroom. Furthermore, they explained that if learners were always exposed to the English language they would be able to speak it and they would be able to answer the questions of examination very easily. They would be able to do things without assistance of teacher if they were competent in English. Knowledge of English would help learners to access anything they want i.e., the learner can access information he wants

for instance in the internet. The learners can discuss the lesson without any fear and solve the problems where there are problems.

7.2.4.3.2 Recommendations

Learners should be encouraged to speak English outside school premises with other learners so as to improve their proficiency in English. Speaking English in playgrounds could be beneficial to learners especially because most of them do not speak English in their respective homes due to the illiteracy of other family members. Speaking English amongst themselves in playgrounds could help the learners to master the basics of English and make it easier for them to master the language.

It is recommended that teachers adopt a style of asking learners about the three sentences they constructed the previous day in the streets using English when they least expect. That could give teachers a clue as to whether learners do speak English as outside school premises. Such unexpected questions could possibly put learners on an alert mode which will encourage them to practice English more hence developing their English language skills and becoming more independent.

Speaking English outside the school premises could help boost the learners' level of confidence in English. Using English to communicate could make it easy for learners to find confidence when speaking with one another which may increase their levels of confidence when they communicate with the teacher as well.

7.3 Summary of the whole thesis

Chapter one of this study contains the introduction of the study. It uncovers the experiences faced by the Grade 4 teachers with regards to English as a language of learning and teaching in the selected schools in Maluti District.

The statement of the problem highlights the experiences faced by the Grade 4 teachers and learners in using English as a language of learning and teaching.

The background of the study outlines the researcher's observations with regards to the teachers' experiences in using English as medium of instruction among the Grade 4 learners. It also outlines the implication of teachers' experiences relating to English as a language of learning and teaching in the selected schools and the researcher relates these implications to others studies.

The researcher presents a review of literature relevant to the nature of the research problem and what others say about this topic. It deals with the review of literature related to the investigation of the experiences faced by Grade 4 teachers with regards to the language of learning and teaching in schools. Gaps in literature were identified that supported the rationale for conducting this study.

This study was grounded on the bilingualism and multilingualism theories. The definitions of both bilingualism and multilingualism have been discussed in detail and linked with this current study. The researcher further delineates why he decided to use these two theories in this study. The additive and subtractive bilingualism are also unpacked by the researcher. Multilingual education and additive multilingualism also have been explained by the researcher.

The significance of the study talks about the people to whom the study might be significant as curriculum makers, policy makers, Department of education, teachers and learners.

In clarification of concepts, the researcher clarifies the difficult terms.

Quantitative and qualitative approaches were used as the research methods by the researcher. The classroom observation was administered by the researcher in seven selected schools.

The questionnaire and interviews were used as the tools of collecting data in this study. The Grade 4 teachers from seven selected schools filled in questionnaires and they were interviewed individually. The researcher used face to face interviews when he interviewed the Grade 4 teachers. All the teachers fully participated and showed a higher zeal to work hand in gloves with me in this study.

The data were presented, analysed and interpreted from seven selected primary schools in the District of Maluti of the Eastern Cape Province. The data were collected from the Grade 4 teachers who were using English as medium of instruction in their various schools when they teach Grade 4 learners. The purpose of this study was therefore to explore experiences faced by Grade 4 teachers in using English as the language of learning and teaching in these selected schools. All the selected schools were visited by the researcher. The participants were interviewed and were requested by the researcher to fill in the questionnaires. All the questionnaires were completed by all the teachers. The researcher also observed two teachers teaching in their classrooms. The participants from those selected schools were fully involved and showing the zeal and passion for the research. Judging from the responses of the participants, no question of this research study was left unanswered as they all responded in a way that the researcher has found satisfactory and fulfilling. These responses gave the

researcher a much clear insight on the challenges faced by both learners and teachers in using English as a medium of instruction.

The findings of the current study can be summarised as follows: The majority of the respondents in research sample faced serious challenges in using English as medium of instruction among the Grade 4 learners because most of the learners were unable to express themselves in English. Learners do not participate in class when the teacher is using English during the lesson; They displayed a negative attitude towards the usage of English as medium of instruction in their respective schools; The findings revealed that teachers did not interact with learners on individual bases during the lesson ; and the findings also revealed that the teachers had a negative attitude towards the usage of English as a language of learning and teaching in schools because learners did not want to be involved in the lesson when teachers use English as a medium of instruction.

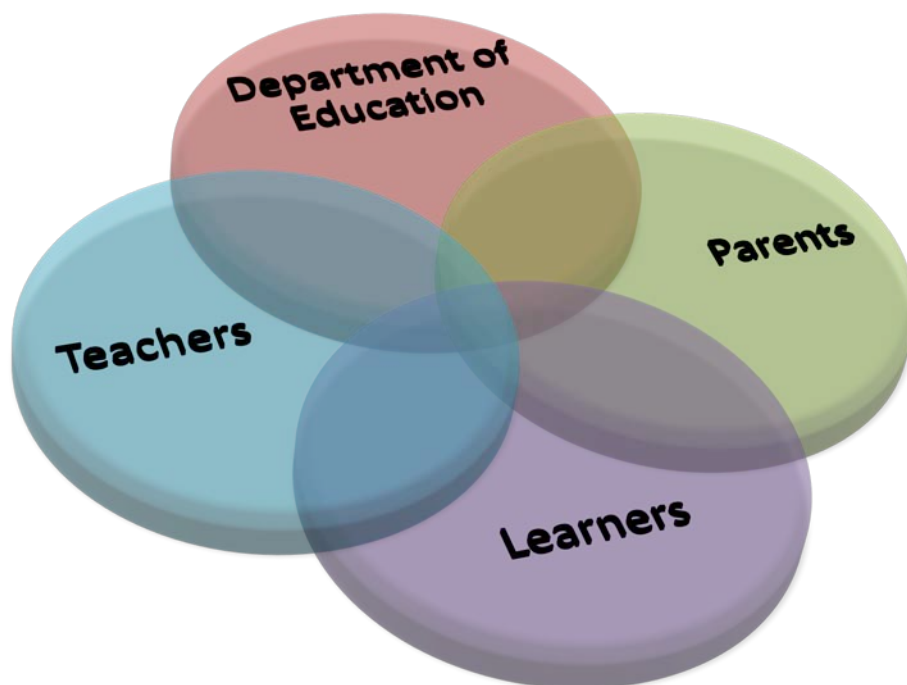
7.4 PROPOSED MODEL TO IMPROVE THE EXPERIENCES OF TEACHERS AND LEARNERS IN USING ENGLISH AS A MEDIUM OF INSTRUCTION.

The findings of the current study have led the researcher to propose an instructional model relevant to the development of English language as a medium of instruction among grade 4 teachers and learners. This proposed model according to the researcher is deemed capable of enhancing the proficiency of English as a medium of instruction and improving the learners' academic performance should it be put into practice. Studies prove that, despite acknowledging responsibility for teaching language skills, the majority of teachers fail to perform language teaching duties in the content classroom. This is why the researcher

(Rabelemanane) proposes the *Four Fold Co-operative and Interactive Instructional Model (FFCII) model*.

The name *Four Fold Co-operative and Interactive Instructional Model* was motivated by what the researcher has envisioned to be a possible solution to the problem of English as a medium of instruction in schools and to the performance of learners. Below; the researcher explains the structure of his model.

Demonstration of the structure of *Four Fold Cooperative and Interactive Instructional model*



FOUR FOLD

Four Fold simply means that the desired results in the academic performance of the learners relies on Four components and if all these four components perform their roles effectively, then the learners proficiency in English and their academic performance in general will be *Four Times* as exceptional as it is currently. The components that form the Four Fold are namely: the **Department of Basic Education, Teachers, Parents and Learners**. Each of the parts of this *Four Fold* has to play a certain role assigned to them in order for the schools to achieve the highest academic standards. The (FFCII) model strongly argues that joint effort and partnership is required to gradually strengthen the quality of education.

CO-OPERATIVE AND INTERACTIVE

This model is *co-operative and interactive* in that it puts emphasis on the Four Fold's (Department of Basic Education, Teachers, Parents and Learners) communication and collaboration to ensure greater academic achievement and proficiency in the English language as a Medium of instruction. The *FFCII* model encourages that the Four Fold be in one accord meaning that they should become a team and not adversaries in order to combat the challenges faced by both Grade 4 teachers and learners in using English as a medium of instruction. The researcher envisions setting up effective communication and forming partnership/team to be very powerful tools in enhancing the learners' performance in school. This model advocates for partnership of the four fold based on Mutual goals and shared responsibility for decisions making regarding the education process. The Four Fold Co-operative and interactive instructional Model simply demonstrates that the components which assemble this Four Fold have to work collectively meaning that one cannot function effectively

without the other, in other words, this model views these four components as intertwined. The Department of Education, Teachers/schools, Parents and learners should recognize the occasional need for each other's assistance in order to sustain their partnership and frequent interaction.

7.4.1 ROLES PLAYED BY EACH OF THE COMPONENTS ASSEMBLING THE FOUR FOLD IN ACHIEVING ADVANCED ENGLISH PROFICIENCY IN SCHOOLS.

7.4.1.1. Department of Education role

The Department of Education (DoE) as a component of the Four Fold has a duty to work closely with schools in order to successfully address the Educational needs of the Grade 4 learners. This model encourages the DoE to monitor the progress of the schools and address challenges that transpire in each of the schools. This will be achieved by appointing relevant Education Authorities/social partners who will visit particular schools regularly then formulate standard diagnostic reports concerning problems faced at that particular school. The DOE will then initiate specific proposals to address the challenge faced at that given school. The DoE together with social partners will follow up on poorly-performing schools and implement school development programmes, better teacher development plans, interventions, develop proper governance and adequate supply of material (including school textbooks and work books) as well as changing the negative mindset among teachers, learners and parents about English as a medium of instruction in schools. The FFCII model suggests that the Department Of Basic Education develop protocol that promotes quality learning and teaching.

The FFCII model acknowledges that education cannot exist without an educator and in order for an educator to be able to deliver effectively; he/she also has to be first educated. Thus, the DoE has to take initiative to reinforce teacher learning while setting high expectation for participation in the teacher learning process. This action will be carried out by means of conducting workshops that will equip teachers with skills required to deal with challenges they face when they use English as a medium of instruction in their respective classrooms, how to approach learners with apparent learning disabilities, how to achieve learner engagement in lessons and lastly how to develop their own vocabulary as teachers in order to be able to carry out the lessons using English with utmost confidence. Their active engagement and participation will benefit them by improving their knowledge and their students' learning as the teachers' knowledge or lack thereof profoundly affect student achievement. The active involvement and participation of teachers in provided workshops/teacher training could help them create classrooms where learners could flourish because they will be fully equipped and prepared to undertake various challenges that arise when English as a Medium of Instruction is used in the classroom instead of feeling trapped and frustrated.

The DoE should monitor the teacher-parent interaction by making sure that they receive feedbacks from parents meetings.

The DoE should also appeal to the social partners in various fields of practice such as psychologists, social workers, psychiatrists etc in order to address the needs of learners who possess serious learning disabilities or problems with language development.

7.4.1.2 The Teachers' role

The FFCII model recognises the critical role teachers play in guiding learners in rapidly changing Educational context; hence it will serve as a teachers' guide or Educational framework that will promote the teachers interaction and partnership with the three other components of the Four Fold (DoE, parents and learners) so as to achieve the high teaching and learning quality.

This model emphasises that teachers should acknowledge the uniqueness of each learner and take it into account as they conduct a lesson so as to refrain from any form of comparison that will drive a wedge between learners and instil the mentality among them that some are better than others. Acknowledging each of the learners' uniqueness will also make teachers aware of each of the learner's individual needs. It is of great significance that teachers begin analysing their level of commitment to the well-being of their learners both emotionally and academically because emotional well-being of a learner can be a determiner of the learner's academic performance. For example, if a learner struggles to adapt with the sudden transformation from their mother tongue to English as a medium of instruction to a point of developing anxiety, such anxiety affects their academics negatively meaning that they certainly will not be able to succeed in their studies. The FFCII model propels teachers to look past the barriers (classroom congestion, lack of appropriate material, limited time, lack of relevant training etc) that hinders their connecting personally with learners and any other reservations they may have in order to get to know their students and to become the kind of teachers who shape their learners lives to reflect greater hope. This model propels teachers to adopt and sustain a greater sense of responsibility in either success or failure of their learners by reminding them that when they are in class, they play the role of coaching (instructional coaching) and

mentoring rather than just facilitators. Teachers are therefore encouraged to establish coaching relationships with learners in learning areas as well as in language in order to gradually improve their level of competency academically and their development of the English language as a medium of instruction. Knowing and understanding their students on deeper levels will help teachers to be able to recognize those with learning disabilities of any kind and work on strategies to find solutions for such learners. They will be able to know where learners fall short in their language development and assist accordingly. Not only does the FFCII model propel teachers to look past the factors they consider to take precedence in hindering their individual interaction with learners but it gives them certain guides on how to go about interacting with their learners.

Daily, look out for a learner who is awkwardly quiet and not easily recognizable and approach him/her in a polite manner "good morning John, how did you find yesterday's task?" or "afternoon Piet, I was impressed by your reading yesterday, don't forget to shout if you need any help with your comprehension". This approach may help a learner slowly develop trust towards his/her teacher and realise the teacher is aware of his/her efforts and is willing to help, also that the teacher is concerned about his/her academic performance. This level of teacher-learner interaction will help a learner come out of his/her shell and gradually invite the teacher into their world.

Ill-disciplined children are usually easily recognisable and are the ones least favoured by teachers. Gently approach one or two learners who appear to be distractive in class "Excuse me Sam, I was blown away by your drawing yesterday, where did you learn to draw like that?" or "Hello Max, well done on your narrative essay, you really show potential". Individuals express their frustrations differently; sometimes a child's destructive behaviour is simply a way of saying "I need help", passing positive remarks

simply shows that you as a teacher are looking beyond their displeasing behaviour and seeing potential in them. In other words, complementing your learners creates a coaching relationship which will impact positively on their eagerness to learn and their engagement during the teaching and learning process.

Divide learners into groups and make it a point that you engage into a general conversation with each of the groups for at least 5 minutes once a week. For example "Group A, can each of you please tell me in two sentences how you spent your holidays?" This will give a teacher an insight on their ability to construct a sentence in English and an idea on the level of their self-esteem.

The researcher views the above approach as ***interactive and co-operative*** as it allows the teacher to interact with learners on individual bases and equips them with strategies to achieve higher levels of engagement by learners during the process of learning and teaching.

The teachers will do all in their power to engage their learners in lessons, enhance their level of thinking through challenging tasks, boost their confidence and involve them in activities that will encourage them to speak English. Then teachers will write down the names of learners with apparent learning disabilities and submit them to the higher authorities of the school so that arrangements are made that their issue be addressed accordingly with help from the Department Of Education. This is where the DoE will utilize its connections with social partners in various fields of practice such as social workers, psychologists, psychiatrist etc. This is to ensure that no child in school is denied access to efficient learning regardless of the number of children in the school.

The FFIIC proposes a ***Grade 4 Learner- Centred approach*** teacher guide to be followed by Grade 4 teachers during the process of teaching and learning as they carry out the lessons

using English as a medium of instruction. This Grade 4 Learner-centred approach guide is a tool that will ensure that Grade 4 learners are taught in a manner that is age relevant to them and that will be considerate of the fact that they are in the process of adapting to English as a new medium of instruction. This approach is aimed at improving the learner's attitude to English as a medium of instruction as it allows them to take baby steps in their learning and not feel pressured into taking in more than they could comprehend (Big words and phrases). A positive learner attitude on English as a medium of instruction will result in a teacher developing a positive attitude when using English as a medium of instruction in class; therefore, teachers can have a much better experience in using English as a medium of instruction.

The grade 4 learner-centred approach teacher guide.

Learner centred approach teacher guide should be structured as follows:

When entering the classroom, tell the learners what you want them to achieve at the end of the session and at the end of the lesson, let them discuss whether the objectives have been met.

Concepts taught should be appropriate for the age and educational background of students.

Classroom activities should integrate lesson concepts with language practice opportunities in listening, speaking, reading and writing.

Concepts should be directly linked to students' background experience. The experience can be personal, cultural or academic.

When teachers introduce new concepts, they should make reference to the previous lesson so that learners could easily relate.

Create interest in the subject by using pictures, real objects, maps or personal experiences. Say the names of objects as often as you can so that learners can remember them. Relate material to students' lives where possible.

Provide learners with information from the text beforehand, particularly, if the text is conceptually difficult or has an abundance of information that is important.

Develop concept background by explaining difficult concepts and labeling them with words that learners could easily grasp/understand.

Establish the purpose of reading. For example "today we are reading to find out how a giraffe ended up with a long neck". After reading, ask learners to narrate to you how a giraffe ended up with a long neck.

Use language that is appropriate for students' language proficiency

Make an explanation of the task clear using step-by-step manner with visuals.

Use a variety of techniques to make content concepts clear.

Use a variety of question types, including those that promote higher level thinking skills

Provide frequent opportunities for interactions about lesson concepts which encourage higher level thinking skills.

Provide Cooperative Grouping which supports language and content objectives.

Teachers have to see to it that they attend all workshops provided by the DoE and that they formulate teacher learning groups of their own in order for them to learn from each other's

experiences and to come up with strategies that they could implement to ensure success in their schools. Communicating ideas in unity can better equip teachers in a classroom environment than when they adopt a mentality of “each to their own”.

Finally the FFCII model urges teachers to set up effective communication and form partnership with parents, in other words they should welcome the parents into the teaching and learning process. The combined influence of both teachers and learners on children is powerful as they will be receiving encouragement and motivation both at home and at school. Effective lesson planning requires a number of steps from initial preparation to the final review of material.

7.4.1.3 Parents’ role

The FFCII model calls for parental involvement in the children’s academic lives as it is of the view that strong parent-teacher relationships build on foundations of mutual respect and can improve the level of a learner’s competency. Parents are integral assets in their children’s growth, development and learning, hence schools according to this approach should be environments in which parents are allowed to self-define the roles they play. The parents should be welcomed in schools as crucial partners and the values and goals that they have for their children should be in alignment with the school.

The FFCII model encourages parents to look beyond their inability to express themselves in English and focus on the essential value they could bring to their children’s education and the voice they could give to teachers in order to work hand in hand with them to bring about change in their children’s academic life.

Parents can help by communicating frequently with teachers. They can inform them of things happening at home that might affect the student's behaviour or in school premises that might affect the student's behaviour. For example, children who strongly object to attending school may do so because they hate a certain subject; they have too much homework or are having trouble with the language of instruction (English). Bringing this kind of information forward can help teachers/the school to address the problems immediately and accordingly which can reduce the rate of school-dropouts and help the learners enjoy the process of learning and teaching. Such information does not need the parents' proficiency in English but only their commitment in the academic life of their children.

The FFCII model in an attempt to fully involve parents in their children's academic introduces a programme that will ensure that parents play an active and efficient role in improving their children's academic performance. The researcher was decided to introduce a new programme. This programme is called *For You, With You programme (FYWY)*

The "For You, With You) Programme

The phrase *For You, With You (FYWY)* means that "as a parent, if I want Education *for you*, then I will achieve it *with you*". The parents are propelled to assist in ensuring that their children complete school works regardless of their level of proficiency in English. Parents do not necessarily need to be fluent in English to ensure that their children do their homework and to hear that they are reading. This programme gives parents an assignment to see to it that their children have read certain material after school, that they completed their homework and assignments and are able to make sense of what is being said in the passage they are

reading. The FYWY encourages parents to play a role of coaches at home and to endorse their children throughout their Educational journey.

As part of the FYWY programme, the parents receive an invitation to school on certain dates to receive updates from teachers regarding their children's performance. Each teacher waits in the classroom and an each parent enters with the child they represent to receive an update and to discuss a way forward based on that learner's performance. A parent is given a chance to ask questions and also to make suggestions where necessary. An interpreter will be there in cases of parents whom their native language a teacher does not understand in order to make sure the two parties understand each other. Suggestion boxes will also be placed in each class so that the parents write their suggestions and place them for the teachers to read.

Teachers with the help of the Department of Education will draw forms for parents to fill in regarding the performance of their learners. These forms will be prepared according to the register of each classrooms and they will have form numbers i.e. (form 1002) and the names of the learner and the school stamp and teacher signature so as to avoid plagiarism. The forms will be distributed to parents during school general meetings so that they rate the performance of learners. The forms will be written in English and translated in the native languages of the community. Also learners will be given signature books to be signed by parents on a daily basis where parents will fill in the title of the book a child has read, the author and the number of pages read then sign. During parent meetings, it is important that parents be frequently reminded of the importance of Education and why it is a need that they take part in their children's Education. They have to be reminded also on the need for their learners to be able to speak, read and write English fluently.

It is important that parents be motivated to assist their children with school work, therefore the FYWY programme proposes that once a term, learners rehearse plays and speeches in English and perform in front of their parents as audience.

7.4.1.4 Learner's role

The learners' role as the centre of the Four Fold is to ensure that they co-operate with the teachers as much as possible so as to attain desired academic performance and proficiency of English as a medium of instruction. Strict rules have to be laid out for learners to abide by regarding their cooperation with teachers and parents in order for them to increase their level of competency in language learning and other learning areas. Co-operation and engagement by learners will make the teachers' job much easier; thus influencing their level of proficiency in English as a medium of instruction.

Learners are encouraged to look beyond their fears of expression in a foreign language and carry out each and every task they are given with utmost diligence and not hold back when teachers attempt to draw them closer. They also have to be transparent with their parents regarding their abilities/ inabilities or their successes and failures so that they could receive necessary interventions with the problems they face in English as a medium of instruction in their respective schools.

The researcher views learners as the centre piece of the Four Fold, therefore deems the effectiveness of its implementation as relying deeply on the learners' response to the assistance that will be provided by the other three components of the four fold (DoE, teachers and parents". The researcher further asserts the success of the implementation of the FFIIC

model is reliant upon learners sharing a common goal with the DOE, the teachers and the parents. The researcher believes that, if the FFCII model could be implemented in schools. Improvement on English Proficiency and academic progress could be evident among the Grade 4 learners.

7.5. SUGGESTIONS FOR FURTHER STUDIES

The researcher suggests that the following future research or studies to be carried out:

1. Motivation for learning English among primary schools.
2. Research could be carried out to determine the factors that contribute to English proficiency among Grade 4 learners.
3. Researchers should look into factors that may be creating a barrier between teachers' knowledge and practice.
4. An investigation of how a bilingual education system can be effectively introduced in schools to benefit both rural and the urban learners.

7.6. CONCLUSION.

In conclusion, English as a medium of instruction poses a great threat in Academic life of learners in the Maluti District schools as it has proven throughout the current research to be a major factor preventing the schools of Maluti District from maintaining the highest academic standards. It has become a hindrance in classroom interactions between learners and teachers and has been proven to limit communication in classrooms and to prevent learners from explicitly expressing their academic abilities and capabilities. As a result, teachers experience

frustrations during the process of learning and teaching. However, there are surrounding factors such as classroom congestions also hindering the effective implementation of English as a medium of instruction in classrooms as they prevent learners from getting individual attention from teachers. In light of the above, the researcher has recommended possible solutions to this problem and also a Teacher Training model that could enhance the proficiency of English as a medium of instruction and improving the learners' academic performance in Maluti District. Future research in this area may examine the issue of an exceedingly large number of learners in this area and solutions that could be undertaken to accommodate them all in educational institutions without interfering with the effectiveness of the teaching and learning processes.

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QUESTIONNAIRE

1.1. The experiences faced by Grade 4 teachers with regards to the language of learning and teaching;

Do the teachers experience challenges when teaching Grade 4 learners in English?

Yes	no	Sometimes

Do the Grade 4 learners experience challenges when they are taught in English?

Provide yes or no.

Yes	No

Do you use code-switching when learners are unable to participate in the lesson?

Yes	no	Sometimes

Apart from code-switching, are there any other strategies you apply to increase the learners' enthusiasm to participate during the classroom activities?

Yes	No	Sometimes

Are you able to interact with learners on individual bases during the classroom lessons using English? If yes, at what level are you able to interact with them and if no, what may be hindering you from doing so?

Yes	No

How often are you able to interact with learners on individual bases?

Never	Sometimes	Always

1.2. Teachers' perceptions of the use of English as a language of learning and teaching;

What is your feeling about using English as medium of instruction in Grade 4?

<i>Positive</i>	<i>Negative</i>	<i>Neutral</i>

Do you perceive difficulties in regard to the use of English as a language of learning and teaching?

sometimes	Not perceived difficulties	Not perceived difficulties

Would you describe your learners as proficient in English? Yes or no

Yes	No	sometimes
-----	----	-----------

How do you feel about the use of code-switching in the classroom?

Positive	Negative	Neutral

1.3. The role played by the teachers' qualifications on both their proficiency in English and the performance of learners when using English as the language of learning and teaching.

How do you feel about using English as medium of instruction?

Comfortable	Not comfortable
-------------	-----------------

Which qualifications do you have?

Primary Teachers' Diploma (PTD)	Senior Teachers' Diploma (STD)	Advance Certificate in Education (ACE)	Bachelor of Education in Honours (Bed-Hons)	Masters in Education
0	5	1	1	0

For how many years have you (teacher) been teaching English as medium of instruction

0-3 years	4-7 years	8-12 years	13 & above
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Which language(s) are you trained to teach?

English	Sesotho	IsiXhosa	None
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Was the training you received able to equip you with the necessary skills to use English as a medium of instruction?

Yes	No	Unsure

1.4. The effect of the learner's background (home) or any environment they are familiar with (including school premises or playgrounds) on their performance when using English as the language of Learning in the classroom.

Do your learners speak English outside the classroom environment?

Yes	no	sometimes

Are your learners exposed to English at home?

Yes	No	Sometimes

Do you think that the learners' familiarity/exposure to the English language somehow had an impact on their performance in the classroom?

Yes	no	Sometimes

2. INTERVIEW SECHEDULES

2.1. The experiences faced by Grade 4 teachers with regards to English as a language of learning and teaching;

- ❖ What challenges do you experience in your Grade 4 class (when teaching Grade 4 learners in English)?**
- ❖ What challenges do Grade 4 learners experience when they are taught in English?**
- ❖ Do you use code-switching when learners are unable to participate in the lesson?**
- ❖ Apart from code-switching, are there other any strategies you apply to increase the learners' enthusiasm to participate during the classroom activities?**

- ❖ Are teachers able to interact with learners on individual bases during the classroom lessons using the language of English? If yes, at what level are you able to interact with them and if no, what may be hindering you from doing so?

2.2. Teachers' perceptions of the use of English as a language of learning and teaching;

What is your feeling about using English as medium of instruction in Grade 4?

Do you perceive difficulties in using English as language of learning and teaching?

Would you describe your learners as proficient in English?

What are the factors that are limiting learners' proficiency in English?

How do you feel about the use of code-switching in the classroom?

2.3. The role played by the teachers' qualifications on both their proficiency in English and the performance of learners when using English as the language of learning and teaching.

Was the training you received able to equip you with the necessary skills to use English as a medium of instruction?

2.4. The effect of the learner's background (home) or any environment they are familiar with (including school premises or playgrounds) on their performance when using English as the language of Learning in the classroom.

Do your learners speak English outside the classroom environment?

Are your learners exposed to English at home?

Do you think that the learners' familiarity/exposure to the English language somehow has an impact on their performance in the classroom? Elaborate on your answer?

LIST OF APPENDICES

APPENDICE: 1 A

UNIVERSITY OF FORT HARE

P.O. BOX 9083

EAST LONDON

5200

12 JANUARY2016

THE DISTRICT DIRECTOR

DEPARTMENT OF EDUCATION

MALUTI DISTRICT OFFICE

4740

DEAR SIR/MADAM

REQUEST TO CONDUCT A RESEARCH PROJECT

I hereby request permission to conduct a research project about the teachers' experiences in using English as medium of instruction among the Grade 4 learners in seven selected schools in Maluti District. I will interview the Grade 4 teachers and learners. This is requirement towards the completion of my study for my PhD at the above mentioned institution (my student number is 201411610).

I promise that the information that will be obtained from the respondents will be confidential and anonymity and privacy will also be maintained.

Hoping that my request will receive your favorable consideration.

Yours faithfully

Rabelemanane, T.A.

APPENDICE: 1 B



DISTRICT OFFICE - MALUTI DISTRICT
226 MAGISTRATE STREET - MALUTI COLLEGE MATATIELE - P.O. BOX 1835 - MATATIELE - 2730 -
REPUBLIC OF SOUTH AFRICA - Tel: +27 (0)1 2550 584 Fax: +27 (0)1 2661 868 (72 -47 5050 Website:
ed.gov.za

02 February 2016

Mr. Rabelemane T.A
Mika SPS
Makoti
4730

Dear Mr. Mr. Rabelemane T.A

RE: PERMISSION TO CONDUCT A STUDY RESEARCH

The above subject refers.

Permission is hereby given to Mr. Rabelemane T.A. to conduct a study research in Schools of his preference in and around Maluti District. He is currently studying towards PhD with the University of Fort Hare.

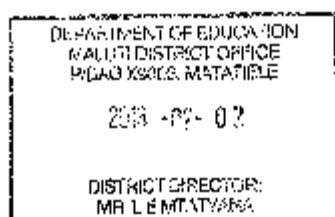
Any assistance given to him will be very much appreciated and this office wish to extend best wishes for success in his studies.

Kind regards.

L. E. MTATYANA

DISTRICT DIRECTOR

02/02/2016
Date



APPENDICE: 2 A

UNIVERSITY OF FORT HARE

P.O. BOX 9083

EAST LONDON

5200

16 FEBRUARY 2016

THE PRINCIPAL

LEKHALONG PRIMARY SCHOOL

MATATIELE

4730

DEAR SIR/MADAM

REQUEST TO CONDUCT A RESEARCH PROJECT

I hereby request permission to conduct a research project about the teachers' experiences in using English as medium of instruction among the Grade 4 learners in seven selected schools in Maluti District. I will interview the Grade 4 teachers and learners. This is a requirement towards the

completion of my study for my PhD at the above mentioned institution (my student number is 201411610).

I promise that the information that will be obtained from the respondents will be confidential and anonymity and privacy will also be maintained.

Hoping that my request will receive your favorable consideration.

Yours faithfully

Rabeleman, T.A.

LEKHALONG S.P.S.

P.O. BOX 1254
MATATHELE
4730

KUALINZO
MALUTI DISTRICT

CONTACT PERSON:

VK MOLOTSI



CONTACT NO: 076 806 2441

AN ACCEPTANCE LETTER

This serves to confirm that **Tsielo Aron Rabelemane** Student no: 201411610 approached the above named school on request for conducting research. His topic is **Teachers experience in using English as a medium of instruction amongst the Grade 4 learners in Maluti District**. He was granted permission to do so. This was to the fulfillment of his PHD degree with FortHare University.

Yours faithfully
VK Molotsi

