

**THE IMPACT OF ENGLISH FIRST ADDITIONAL LANGUAGE ON
GRADE 10 LEARNERS' ACADEMIC PERFORMANCE IN TIYELELANI
SECONDARY SCHOOL**

BY

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DECLARATION

I, Mpho Ulendah Mogano, hereby declare that this dissertation titled “***The impact of English First Additional language on grade 10 learners’ academic performance in Tiyelelani Secondary School***” submitted in accordance with the requirements for the Master’s degree at the University of Limpopo, is my own original work and has not previously been submitted for degree or examination to any other institution of higher learning. All the sources that I have cited or quoted in this research paper have been duly acknowledged in the list of references.

Signature:

Date: May 2022

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DEDICATION

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ABSTRACT

The purpose of this study was to investigate the impact of English First Additional Language on learners' academic performance. Qualitative approach was used to elicit responses from a sample of 12 learners and 4 teachers. The participants were purposefully sampled from a secondary school in Soshanguve. The researcher collected data using semi-structured interviews and classroom observations. Both selected teachers and learners were interviewed, and content subject lessons were observed. The data was analysed using inductive thematic data analysis method. The findings of the study indicated that different factors such as poor English Language proficiency, the use of mother tongue language in the classes, lack of parental involvement, and lack of tangible resources and instructional materials had a negative impact on learners' academic performance. The findings also showed that lack of exposure to English language among both teachers and learners is a critical factor that resulted in the poor academic performance of Grade 10 learners. The study recommends that all the recommendations made to all the stakeholders involved, such as the Department of Education, teachers, parents and learners, should be implemented in order to improve the academic performance of all learners in schools.

Keywords: Academic performance, Annual National Assessment, Curriculum and Assessment Policy Statement, English First Additional Language, language proficiency.

LIST OF ABBREVIATIONS

ANA - Annual National Assessment

BED - Bachelor of Education

BICS - Basic International Communication Skills

CALP- Cognitive Academic Language Proficiency

CAPS - Curriculum and Assessment Policy Statements

CS - Code switching

CALLA - Cognitive Academic Language Learning Approach

CLT- Communicative Language Teaching

DBE- Department of Basic Education

DOE- Department of Education

EFAL - English First Additional Language

ELL- English language learners

ESOL - English for Speakers of Other Languages

FAL- First Additional Language

FET - Further Education and Training

FL- First Language

FP- Foundation Phase

GDE - Gauteng Department of Education

GET - General Education and Training

GPLMS - Gauteng Primary Literacy and Mathematics Strategy

HL - Home language

ICT- Information and Communications Technology

L1 - First language

L2 - Second language

LAC- Language Across Curriculum

LAD - Language Acquisition Device

LEP - Limited English Proficiency

LIEP- Language-in-Education Policy

LOLT- Language of learning and teaching

LSTM - Learning and teaching support

NSNP- National School Nutrition Programme

OBE - Outcome-Based Education

PIRLS - Progress in International Literacy Study

RNCS - Revised National Curriculum Statement

SAL- Second Additional Language

SASA- South African School's Act

SGB -School governing body

SLA- Second language acquisition

TIMSS -Trends in International Mathematics and Science Study

TPR- Total Physical Response,

UNESCO- United Nations Education

ZPD - Zone of Proximal Development

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CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 BACKGROUND AND MOTIVATION

Education is the most powerful tool which helps to modify the behaviour of the child according to the needs and expectancy of the society. In the context of South Africa, English First Additional Language (EFAL) is one of the Languages of Teaching and Learning (LOLT) in most schools. This means that majority of learners in many schools are being taught subjects such as Mathematics, Natural Science, Geography and Life Orientation among others in English. Felicity and Glenda (2009:54) define language as a way by which information can be transferred, and enables us to carry out practical tasks. This suggests language is crucial for cognitive development and can subsequently have an impact on scholastic performance.

Curriculum and Assessment Policy Statement (CAPS) (2011:8) defines language as a tool for thought and communication. It explains that learning to use the language effectively enables learners to acquire knowledge, to express their identity, feelings, and ideas, to interact with others and to manage their world. It also provides learners with a rich, powerful, and deeply rooted set of images that can be used to make their world other than it is; better than it is, clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed.

Therefore, CAPS assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus in the first few years is on developing learners' ability to understand and speak; and have the language-basic interpersonal communication skills (BICS). It further explains that by the time learners enter Grade 10, they should be reasonably proficient in their English First Additional Language with interpersonal and cognitive academic skills. However, the reality is that many learners still cannot communicate well in English as their additional language at this stage.

Learners should be able to use English as a First Additional Language to access and manage information for learning across the curriculum and in a wide range of other contexts, as well as expressing their opinions on ethical issues and values; interacting critically with a wide range of texts, for reading text for various purposes, such as enjoyment, research, critique etc. Learners who do not have English as their

primary language are at a distinct disadvantage. It takes far more mental or cognitive effort for them to understand ideas expressed in English and to express their own thoughts clearly and accurately. This naturally affects their efficiency and sense of self-esteem, which affects the way they present themselves and their ideas.

According to Myburgh et al. (2004), when learners do not speak the language of instruction, authentic teaching and learning cannot take place. It can be purported that such a situation largely accounts for the school ineffectiveness and low academic achievement experienced by students in Africa. Therefore, it is important for all the subject teachers to use English as an additional language when teaching in the classrooms and to understand how language is used in their subjects to mediate knowledge. Motala (2013) notes that inadequate mastery of the language of learning and teaching is a major factor in the abysmally low levels of learner achievement; yet many parents prefer to have their children taught in English by teachers who are themselves second language speakers of English. The strong community and parental desire for English medium instruction, described by Motala (2013) is a significant contributing factor for the poor education quality system.

Research has shown that learning in the child's own language results in better achievement than those learning in a language the child has not mastered, as children are ill-prepared for the sudden transition of medium of instruction (EFAL), and with insufficient English vocabulary for learning in the other content subjects. Therefore, the aim of this study is to investigate the impact of English First Additional Language on grade 10 learners' academic performance in Tiyelalani Secondary School.

1.2 RESEARCH PROBLEM

The study wants to establish the impact of English First Additional Language on the academic performance of learners and provide suggestions on how to improve the academic performance of these learners in content subjects, as they experience challenges and difficulties in grasping and understanding the content and concepts of subjects of curriculum taught in English FAL. This hinders progress to learners as they lack proficiency in the language and are unable to perform well in content subjects, such as Geography and Business Studies.

Learners at the secondary school under study are mainly Sepedi, Xitsonga and Setswana Home Language speakers and they are taught through English as a medium of instruction. Weideman and Van Rensburg (2002, 6) postulate that everyone seems to want high proficiency for their children in a high-status language such as English. They choose a disastrous alternative of low proficiency levels in a high-status language.

Some learners do not understand instructions given to them as they have limited vocabulary and are unfamiliar with phonics and their spelling is poor. Alexander (2003) believes that the simplistic and inarticulate belief that if only all the people of the country could rapidly acquire a knowledge of the English language, all communication problems and, therefore, inter-group tensions, will disappear. This suggests that learning achievement invariably suffers where this move is not accompanied by strong English fluency. Molteno Project (2000) states that majority of learners whose Home Language is not the medium of instruction, continue to experience academic underachievement. Large numbers of South African learners are failing grades repeatedly or are leaving school reportedly because of poor basic learning skills or inadequate language skills (Howie & Van Staden, 2008).

1.3 LITERATURE REVIEW

This section explores the general overview on the impact of English First Additional Language on grade 10 learners' academic performance.

1.3.1. Academic language proficiency

For the purpose of this study, the researcher refers to the early work of Cummins (1981) to define Academic language proficiency. He first introduced the distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). According to Cummins (2008), BICS refers to conversational fluency and it is the informal language that people use to communicate. On the other hand, CALP refers to the extent to which a person has access to, and command of the academic language used for schooling and education. It is the language a learner needs to use effectively to progress successfully through school (MacFarlane, Barr & Uccelli, 2020; Galloway, Uccelli, Aguilar & Barr, 2020). It is essential for learners to become proficient in academic

language in order to successfully engage optimally with tasks at school, therefore, without teachers who are competent users of English academic language, they may lack opportunities to develop an awareness of the discourse and may fail to develop them. Examples include the usage of metaphors and similes, scientific terminology, and colloquial expressions where learners continue to increase their comprehension and production of general and technical vocabulary used in content classes.

In South Africa, English is the most dominant academic language that is used through primary to university, which is not a home language for the majority of learners; wherein such learners begin their English CALP journey later than those who learn in a home language from the beginning to the end of their school careers. Schleppegrell (2012) argues that in order for learners to be successful in school, they need to be able to use academic language *across disciplines*. She maintains that academic language is used for 'getting things done at school' and that all learners need opportunities to develop an awareness about academic language and to practise using it. In other words, the vocabulary across the curriculum requires that all learners become familiar with the vocabulary and language structures of different school subjects – the typical discursive devices, such as, for example the use of the subjunctive mood when formulating arguments and hypotheses in STEM subjects. South African learners' competence in academic language has been a topic of research and discussion for a long time because insufficient attention is paid to the development of academic reading skills and to the habits of reading purposefully for educational and recreational purposes (Van der Merwe, 2018). Many learners in South Africa use English as a first, second or third language, and in addition to learn academic discourse conventions in the various disciplines, they also have to improve their use of the grammar and syntax conventions of the English language. Weideman and Van Rensburg (2002:5) postulate that low academic language proficiency levels have been mooted as one of the primary causes of the lack of academic success experienced by many learners. A wide range of possible communication problems between the educator and the learner emerge when science is taught in English to learners whom English is a foreign language, which may lead to poor performance (Marshall, 2002). Thus, non-English speaking learners need to develop English language and literacy skills in the context of content area instruction while content area should provide a meaningful

context for English language and literacy development, hence this study investigated the impact of English First Additional Language on grade 10 learners' academic performance.

1.3.2. The impact of the teachers' limited English proficiency on learners' academic performance across the school curriculum

There is evidence in the literature that points out that more attention needs to be paid in teacher education to prepare future teachers to attend to the development of the academic language of learners in the primary school (Nel & Müller, 2010; Van der Merwe, 2018). Teacher education students need to be explicitly taught about academic language and provided with sufficient opportunities to develop their own proficiency in academic language to engage optimally with the world of research in education. In other words, teachers who teach English First Additional Language learners content subjects such as Mathematics, Natural Science, Geography and Life Orientation could influence the learners' English language acquisition and academic progress with their own English language proficiency. According to Gass (2006:65), teachers are responsible for an inadequate language input due to their own limited English proficiency. They are heavily relying on the curriculum guidebook, often reading from it verbatim in order to ensure that they teach according to the new curriculum. The danger of a lack of knowledge in this regard could lead to teachers' choice of inappropriate content and the use of unsuitable teaching approaches. Thus, teachers must be taught how to invest in scholarly thinking for reflective practice because learners' academic success hinges on their ability to engage with academic texts across disciplines.

Another serious concern is that if teachers do not have adequate academic language proficiency, it could result in a ripple effect in their own teaching in the future, because they will not be able to effectively teach academic language and develop their learners' academic language proficiency. The importance of learners becoming proficient in academic language in order to be academically successful in school, is evident in the research conducted by Scarcella (2003) and Schleppegrell (2012). This suggests that if the teachers' own English knowledge is not on an acceptable standard for the use of English as the Language of Teaching and Learning, their poor usage and knowledge of the language is transferred to the learners which negatively impacts their academic performance across the school

curriculum (Stander, 2001:108-110). This clearly indicates that the teachers' limited English proficiency affects learners' acquisition of English negatively and subsequently, their learning hence this study investigated the impact of English First Additional Language on grade 10 learners' academic performance.

1.4 THE ROLE OF THEORY IN THE STUDY

Krashen's (1982) input hypothesis maintains that acquisition happens when learners receive understandable messages in the target language, that is, understandable input (through listening and reading). Humans acquire language by understanding messages that are at their level of understanding, then progressing naturally to input of the next level. Krashen argues that speaking should not be taught directly or very soon in the classroom as it will emerge once the acquirer has built up enough comprehensible input.

The input hypothesis holds that if we want learners to engage in L2 output (speaking and writing), it will be as a direct result of the understandable input they receive— and that must be huge amounts of input. Krashen believes that the productive skills (speaking and writing) evolve from the receptive skills (listening and reading) and, consequently, they should be given much more emphasis. The classroom presents the ideal environment for comprehensible input. It is important not to force learners to produce utterances too soon after exposure to comprehensible input as this may create anxiety in the learner, thereby creating interference in language acquisition.

1.5 THE PURPOSE OF THE STUDY

The purpose of this study is to investigate the impact of English First Additional Language on grade 10 learners' academic performance at Tiyelani Secondary School in content subjects.

1.6 RESEARCH QUESTIONS

The study was guided by the following research questions:

- What are the factors that hinder learners' academic performance using English First Additional Language across the school curriculum in Grade 10?

- Which intervention strategies can be used to harness learners' academic performance across the school curriculum using English First Additional Language?
- What solutions or recommendations can be used to improve learners' academic performance across content subjects within schooling curriculum?

1.6 RESEARCH METHODOLOGY

1.6.1 Research design

The methodology used in this study is qualitative. Qualitative case study methodology provides tools for researchers to study complex phenomena to gain concrete, contextual and in-depth knowledge about a specific real-world subject (Yin, 2018). Furthermore, qualitative case study ensures that the issue under investigation is not explored through one lens, but rather a variety of lenses, which allows in-depth, multi-faceted explorations of complex issues in their real-life (Takahashi & Araujo, 2020). A qualitative case study is relevant to this study because it helped the researcher to use multiple methods of data such as semi-structured interviews and observation method to generate data to understand the impact of English First Additional Language on learners' academic performance across the school curriculum.

1.7 POPULATION AND SAMPLING

1.7.1 Population

Population refers to the whole group selected to participate during the collection of data from which the sample is drawn and for which conclusion is made (Ary et al., 2002). The school in the study is situated in Block M, Soshanguve. The school attracts learners from the surrounding "black townships" such as Soshanguve, Mabopane, Rankuwa and Winteveldt. The home languages for the learners at the school are Sepedi, Setswana, and Xitsonga, whereas the language of learning and teaching is English First Additional Language. Participants in this study are grade 10 learners and teachers at Tiyelani Secondary school, a public school in Tshwane West District. There are 224 grade 10 learners divided into six classes at the school enrolled in different streams (Geography, Life Science, Mathematical Literacy, Business Studies, Tourism, and Life Orientation) and 10 teachers under study.

1.7.2 Sample and Sampling

Sampling refers to the selected participants from the population related to the problem (Campbell *et al.*, 2020). This study used purposive sampling because it enabled the researcher to recruit participants who can provide in-depth and detailed information about the phenomenon under investigation (Campbell *et al.*, 2020). The study used number cards in a box to select two learners from each class to provide an equal opportunity for all participants to participate in the study. From the list of available subjects only twelve learners were selected and four teachers who taught Geography, Life Science, Mathematical Literacy and Life Orientation were selected. The reason for the subject combination was because these learning areas were allocated to one educator at this school.

1.8 DATA COLLECTION

The study used semi-structured interviews and observation to collect data.

1.8.1 Semi-structured interviews

Semi-structured interviews helped the researcher to collect open-ended data, explore participants' thoughts, feelings, and beliefs about the impact of English on learners' academic performance. The researcher prepared an interview schedule with open-ended questions for learners and teachers and the researcher asked permission from learners and teachers to audio record the interviews.

1.8.2. Observation method

This method was used among four teachers who were teaching Mathematics, Life Science, Geography and Life Orientation in English First Additional Language and they observed how learners' behaviour in the classroom during lessons. This was done in order to see how these learners participate during class discussions, how they respond to questions, and apply what they were taught by taking observation notes in order to determine the impact of English First Additional Language on their academic performance.

1.9 DATA ANALYSIS

Data analysis is a process of analysing and interpreting data to make meaning to it (Guest, Bunce & Johnson, 2006). The researcher used thematic analysis method to identify, analyse and report patterns or themes within data (Guest, Bunce & Johnson, 2006). The researcher used inductive thematic analysis to analyse data because it is concerned with trying to understand the lived experiences of respondents on how they make sense of their experiences of addressing their challenges of learning and teaching Mathematics, Natural Science, Geography and Life Orientation using English as a First Additional Language. The researcher familiarized herself with data, assigned preliminary codes to data in order to describe the content, identify common patterns or themes that come up repeatedly from the semi-structured interview and data observation, review themes and start with the writing up. This is consistent with Strauss and Corbin's (1998) description of inductive thematic analysis (Seidel & Urquhart, 2016). In other words, the researcher began with an area of study and allowed the theory to emerge from the data wherein themes were derived from transcribed semi-structured interview and data observation. The researcher read transcribed recordings as well as the analysis of the observation data several times until she reached saturation point.

1.10 QUALITY CRITERIA

1.10.1. Credibility

Credibility is defined as the confidence that can be placed in the truth of the researcher's findings, which depends on the richness of the information gathered, rather than the amount of data gathered (Ary, Razavieh & Sorensen, 2006). The researcher in this study ensured credibility by recording interviews and keeping data safe and allowing participants to verify the accuracy of the findings.

1.10.2. Transferability

Transferability refers to the extent to which the findings of one study can be applied in other situations (Ary, Razavieh & Sorensen, 2006). The researcher ensured that sufficient information is provided including detailed information regarding the number of participants sampled.

1.10.3. Dependability

Dependability ensures that research findings are consistent and could be repeated, which could be measured by the standard of which the research is conducted, analysed, and presented (Ary, Razavieh & Sorensen, 2006). The researcher ensured that the findings are consistently verified with the data collected to ensure that nothing is missed in the study.

1.10.4. Confirmability

Confirmability is a process to establish whether the researcher has been biased or not during the study. The researcher used two techniques of gathering data to ensure confirmability of the findings, such as interviews and observation.

1.11 SIGNIFICANCE OF THE STUDY

This study provides insight into the specific teaching and intervention strategies that can be used as educational programs that could harness learners' academic performance across the school curriculum using English First Additional Language. It will enable facilitators to include the strategies provided on the teaching plan that can be used by teachers to assist learners to improve their academic performance across the curriculum. Teachers will also be able to use suggested strategies to assist learners to develop an ability to understand and speak English as a medium of instruction, to improve their writing skills, to boost their self-confidence and self-esteem, to motivate and support them. Learners who are experiencing learning challenges will be supported by giving them expanded opportunities/catch-up programme so that they can improve their performance and succeed. Parents will also benefit as they will be continuously updated about their children's progress and development. Parents will be able to assist their children with school work and also monitor their progress. It will also enable policy makers and curriculum designers to make informed decisions, by developing innovative ways on how to improve students' academic performance through the use of a socio-culturally based intervention programme toward what constitutes successful literacy practice and help learners to negotiate power, authority and identity in schools.

1. 12. ETHICAL CONSIDERATIONS

Creswell (2007) states that the researcher has an obligation to respect the rights, needs, values and desires of the informants. The appropriate steps were followed in order to uphold participants' privacy, confidentiality, informed consent, voluntary participation, dignity, rights, anonymity and full disclosure. Participants have the right to refuse to participate or withdraw from the study at any point regardless of the consequences this might have to the study.

1.12.1 Permission

The researcher applied for ethical clearance from the University of Limpopo's Research and Ethics Committee (TREC) to conduct the study. The researcher sought permission to conduct the study from the Provincial District Director of Education (Tshwane West District), the principal of Tiyelani Secondary school, the parents, and teachers. The researcher asked parents of the learners for permission to conduct the study with their children, as she will work with minor children. She sent consent forms to be signed by parents and teachers to show that they agree to participate in the study. The researcher wrote a letter of request to the principal of the school to ask for permission to conduct the study.

1.12.2 Voluntary Participation

Participation in this research were on voluntary basis, the participants had a choice to decide whether or not to participate in the research. The researcher assured the participants that participation is voluntary and that they are free to withdraw from participation at any time. Parents were required to sign their consent forms as a way of giving the permission and also to show that they agree to participate in the study. Participants were informed of their rights to withdraw at any stage without any consequence on their part. The learners decided whether they want to participate until the end of the research or withdraw along the way. Zuckerman-Parker and Shank (2008) state that participants cannot be compelled, coerced, or required to participate. The researcher made it clear to the participants (both learners and teachers) that the research is only for academic purpose and their participation is voluntary.

1.12.3 Confidentiality

Zuckerman-Parker and Shank (2008) suggest that confidentiality in research means that those studying or reading the research results will not be able to establish the identity of those who participated on the basis of their responses. The names of the participants were identified by falsified names during the data analysis such as the use of numbers and letters of alphabet (e.g., Teacher A or Learner 1). The information accessed is kept in the possession of the researcher in a safe place and kept confidential. The data is stored in the computer linked to a secret password to which only the researcher has access.

1.12.4 Informed consent

The participants were also informed of their rights to withdraw from the research at any stage without fear of violence or intimidation. Parents were required to sign the consent forms for underage learners who were participating in this research.

1.12.5 Full disclosure

The researcher informed the participants (learners, parents and teachers) of the purpose, nature, data collection methods, and the extent of the research prior to commencement of the study. The participants were informed of any likely risks that can occur while taking part in the research. All information was shared with the participants.

1.13 DEFINITION OF TERMS

1.13.1. Cognitive academic language proficiency refers to the extent to which a person has access to, and command of the academic language used for schooling and education and is the language a learner needs to use effectively in order to progress successfully through school (MacFarlane, Barr & Uccelli, 2020; Galloway, Uccelli, Aguilar & Barr, 2020). It also refers to the skills needed in higher education academic studies. To develop CALP, the learner needs instruction in their Home Language (HL) for at least six to eight years (Cummins, 2008; Roger, 2018).

1.13.2. Language proficiency is defined as the learners' communication of information, ideas, and concepts necessary for academic success in the content area of social studies (Madoda, 2015).

1.13.3. Language exposure refers to the contact that the learners have with the target language that they are attempting to learn (Muñoz & Cadierno, 2021).

1.13.4. Second language learning is a conscious deliberate process of studying a language other than the HL, for example attaining a second or additional language (Huang, Loerts & Steinkrauss, 2022). This usually takes place in a formal setting such as schools where organised instruction is offered to learners in the pronunciation, vocabulary, grammar, and structures of the target language.

1.13.5. Language Across Curriculum focuses on the conventional four skills of language, such as Reading, Writing, Listening and Speaking; and all non-verbal means of representation and expression that we use when communicating (Forsman, 2019). The aims of teaching Language across Curriculum (LAC) are to support language development in each learner, in all domains of language use, in each learning activity in school, to enhance knowledge acquisition through awareness of language use and also to develop critical reading, writing and learning.

1.13.6. Code-switching is used for both management of the classroom and for explanatory purposes where the content is complex, and concepts may not be immediately accessible to learners through English (Balfour, 2019).

1.14 OUTLINE OF CHAPTERS

All the chapters are described to present a well-structured research report in which the content flows in a chronological order, as follows:

Chapter 1: Introduction and background

This chapter describes the background of the study, the purpose of the study, the research questions. It also provides a brief discussion of the research design and methodology, data analysis, definition of key concepts as well the organization of the chapters.

Chapter 2: Literature review

This chapter provides the theoretical framework and literature substantiating the research. In this chapter, the role of mother tongue education is highlighted. It also

examines teaching strategies and approaches. Identified Challenges and its effect on learners' academic performance are also discussed in detail.

Chapter 3: Research Methodology

In chapter 3, the research methodology of the present study is outlined. The research design, methods and procedures that are used in the data collection process and data analysis are outlined. The sample size and the sampling techniques as well as the issue of validity, reliability and ethical considerations employed are discussed.

Chapter 4: Presentation and analysis of data

This chapter provides feedback on the data collected. The findings from the interviews, and observation as well as the themes emerging from the data are discussed in detail.

Chapter 5: Discussion of Findings, Conclusion and Recommendations

This chapter presents the summary of the main findings of the research, the significance of the study, recommendations from the study, the limitations of the study, and further research. The chapter concluded with the implications and conclusion of the findings of the study.

1.15 CHAPTER SUMMARY ON INTRODUCTION AND BACKGROUND OF THE STUDY

This chapter has presented the context of the present study, the background of problems to be addressed in this study, the aim of the study, the rationale, the research questions, the definition of key terms and the organization of chapters. This chapter outlined the background on the impact of English First Additional on learners' academic performance. The subsequent chapter outlines the theoretical framework and in-depth recent literature underpinning this study.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The purpose of this chapter is to present empirical literature on the impact of English First Additional Language on learner's academic performance across the school curriculum focusing on overview on policy and legislative background of South African Education system such as the Constitution of the Republic of South Africa, SASA, LIEP, CAPS.

Jordaan (2011) in Robertson (2019) noted that a prime cause for South African students' underachievement was that 'the pivotal role of language in education is neglected in curriculum and in teacher training programmes, resulting in limited language awareness, and consequently inadequate teaching methods that lead to language difficulties across all curriculum areas" All these challenges facing both learners and teachers, barrier to learning and development, effects of language on academic performance, lack of English reading material at home and at school, Lack of exposure to spoken English will be discussed in detail.

The transfer of language skills from first to second language, characteristics of a second language learner and teacher, transition from Mother Tongue Instruction to English in South Africa, maternal education, and parental English skills, as well age of introduction to English will also be discussed in detail. Teaching approaches, strategies, quality of Teaching and Learning English First Additional Language will also be reviewed. Studies on L2 learning will be highlighted. Lastly, theories and models on acquisition and learning of languages, transition process will also be discussed.

2.2 POLICY AND LEGISLATIVE BACKGROUND OF SOUTH AFRICAN EDUCATION SYSTEM

South Africa is a multilingual society. It has 11 official languages such as Sepedi, Setswana, Xitsonga, Tshivenda, IsiXhosa, English, Afrikaans, IsiNdebele, IsiZulu, Sesotho and Siswati. Between 70% and 80% of South African students are taught in their L1 for the first 3 years of schooling (South Africa, Department of Basic

Education 2010). Despite English being the L1 for less than 10% of the country's population, it has, by grade 4, become the chosen language for teaching and learning for 80% of South Africa's school-going population (Department of Basic Education, 2010), testament to perceptions around the power of English as the language of opportunity. The Constitution (RSA, 1996) allows individuals the freedom to exercise their rights in any language, and to choose the language they wish as the medium of their own or their children's education. The South African Schools Act (No. 84, 1996) (DoE, 1996b) indicates the rights to school governing bodies and parents to determine the medium of instruction for a particular school. In terms of the Act, schools also have the right to define the language policy for the school based on the languages, or language used in the community. The Act also ensures that every person has the right to basic education and instruction in the language of his or her choice. Language-in-education policy (LIEP) requires schools to formulate LoLT policy that promotes multilingualism (the ability to speak two or more languages) in the form of strong bilingual dual-medium LoLT implementation by "using more than one LoLT, and/or by offering additional languages as fully-fledged subjects" (DoE, 1997, p. 3); and assists Provincial Education Departments to honour the constitutional right of learners to determine their LoLT. It also recommends schools to adopt an "additive approach to bilingualism" (DoE, 1997, p. 1) as a way of achieving multilingualism where "the underlying principle is to maintain home language(s) while providing access to the effective acquisition of additional language(s)".

Curriculum and Assessment Policy Statement (CAPS) was introduced in 2011. It was first implemented in Grades R to 3 (Foundation Phase) and 10 in 2012, in Grades 4 to 6 (Intermediate Phase) and 11 in 2013 and in Grades 7 to 9 (Senior Phase) and Grade 12 in 2014 as a means of addressing the poor performance of learners on the international benchmarking tests such as ANA (Annual National Assessment) (DBE, 2014). The CAPS has a common framework for all the official languages – at H.L (Home Language) and FAL (First Additional Language) / SAL (Second Additional Language) levels. The introduction of the Curriculum and Assessment Policy Statement (CAPS) in 2011, stipulates that the learners should be exposed to English at an earlier stage by introducing the language as a fourth subject in Grades R to 3. The focus is on developing the learners' ability to

understand and speak the language (BICS). They must also apply the literacy skills that they have already learnt in their Home Language. (CAPS, 2011). Fleisch and Pretorius (cited in Nel & Muller, 2010) found that shifting from mother-tongue instruction (in the first two to three years of schooling) to English as LOLT compounds the problem of language confusion as the learners have not yet mastered reading in their mother tongue, much less in English. CAPS stipulates that the learners should be proficient in their First Additional Language regarding both interpersonal and cognitive academic skills, by the time they enter grade 10. Evidently the blame for the current poor academic performance of learners across the board has been attached to low English language proficiency.

2.3. CHALLENGES FACED BY THE GRADE 10 LEARNERS IN THE FET BAND

2.3.1 Inadequate exposure of English First Additional Language outside the classroom

Al-Zoubi (2018) defined exposure to language as the contact that the learners have with the target language that they are attempting to learn. Al-Zoubi (2018) further states that learning English language needs to be encouraged and developed in the classroom and out of the classroom through appropriate techniques. Appropriate teaching techniques such as encouraging and rewarding learners who speak English inside and outside the classroom, will help learners to be able to improve their English language and to express themselves in the target language. Learners in the school under study are not encouraged to communicate using the target language inside the school premises, which results in a negative impact across content subject as they do not feel confident when answering the questions in English and they also do not have the courage to speak in English confidently.

According to Misbah (2017), teachers perceive teaching as challenging if learners are not exposed to the atmosphere of the target language. Most of them do not use the language in their daily life and often encounter the use of target language only in school and within the classroom of the target language. Learners are not familiar with commonly use English vocabulary and feel shy to use the English words, since their exposure to the English language is inadequate in the school .Jalaluddin et al. (2008) concur with Misbah (2017) that teaching English as the second language is indeed a great task for the teachers.

Pal et al. (2016) support the notion that ineffective classroom communication occurs when learners and teachers are not at the same level of understanding, which thus, hinders the messages to be conveyed by the teachers when engaging in classroom activities. Ado Ama (2022) asserts that students only attempt to speak proper English in the classroom when they are under supervision. After the class, they drop their books and wait for the next class. They don't study pronunciation, essay writing, or even make an effort to learn new words. When learners make mistakes and are corrected, they often say "It is not my language after all." This greatly affects their ability to learn English.

Moreover, Ado Ama (2022) explained that students don't always hear people around them speaking proper English. As a result, it becomes more difficult to learn the correct English language as learners are not exposed to the language due to the limited language usage in the classroom. Learners do not feel comfortable and confident to speak the language outside the classroom when they are communicating with their friends or when they are at home. Parents are also unable to communicate with learners due to the level of education that majority have. This becomes a great challenge in terms of task completion done at home as they do not get help from parents or outside the classroom. UNESCO (2016) cited in Robertson (2020) points that not speaking the language of the classroom frequently holds back a child's learning, especially for those living in poverty.

Exposure to the second or foreign language (L2) is crucial in improving the academic performance of the learners. Kennedy (1976) cited in Ai Zoubi (2018) explained that the amount of exposure to the L2 learner attained in class is less than the amount the learner obtains in acquiring the L1. Therefore, the L2 learner is naturally a part-time learner. This clearly indicates that learners are unsatisfactorily not exposed to the English language. Rajagopal (1976) cited in Ai Zoubi (2018) observed that students who are not proficient in English, were those handicapped by their environment. This indicates that they get less or no encouragement to practice speaking English at home. Even the people they surround themselves with outside the school did not give them situations in which they could practice speaking the language.

Steinberg (1982) cited in Ai-Zoubi (2018) claimed that learners who are exposed to language generally through overhearing adults, watching television or by conversation do not attain enough language knowledge due to the nature of the environment and speech input which learners receive to assist with target language learning. However, additional exposure to the language, particularly at levels in which the speech has to be mainly modified to the learners' level of understanding, will essentially lead to more regular usages of definite words and language structure.

Therefore, It is the responsibility of the teacher to provide learners with sufficient exposure to practice the target language in a variety of contexts, for example, teachers can make use of resources such as listening to English programmes on the radio, watching English programme/ videos and movies on the television, talking face to face with learners, using English language in real life situations, searching the internet using English language as well as, reading English books, magazines, and newspapers so that learners get exposed to the language inside and outside the classroom.

2.3.2 Language proficiency

English language proficiency is essential for South African students who are expected to complete tasks in English and in other subjects (Madoda et al., 2015). Blagojevich et al. (2004) cited in Madoda (2015) define language proficiency as learners' communication of information, ideas, and concepts necessary for academic success in the content area of social studies. A study was conducted and focused on the relationship between English language proficiency and academic success in certain subjects in the curriculum. Aina et al. (2013) focused on the relationship between students' English language proficiency and their academic performance in science and technical education. The study revealed that English language proficiency is a strong predictor of academic success. Aina et al., 2014 cited in (Madoda, 2015). The results also showed a strong correlation between language of instruction and academic achievement in content subjects. Another study was conducted on the relationship between language proficiency and Science achievement due to the expected greater extent to which a lack of foundational skills would negatively impact learner achievement in a language-based subject (Prinsloo et al., 2018). The study focused on language as part of obtaining scientific literacy as

well as symbolic representation of culture within the science context (Prinsloo et al., 2018). The findings showed a link with the perception that in South Africa, reinforced by its language history, English proficiency is necessary to become successful. It is likely that English will continue to be the dominant language in science education, but this poses a formidable task for second-language learners who must master the Western discourse, the Science discourse, the Science content, and the English discourse while learning in English (Fung & Yip, 2014 cited in Rogers et al., 2018).

Research has shown that having difficulties in grasping fully the contents and concepts of the various subjects across the curriculum taught in the target language (English language) seems to be one of the most serious problems that learners face in various subjects (Maleki & Zangani, 2007 cited in Madoda, 2015). In a study conducted by Maluleke (2019) it is stated that Mathematics and English language proficiency emphasised the importance of improving the English language proficiency in order to meet the academic demands of Mathematics such as unique words, phrases, and abbreviations necessary for speaking, reading, and writing (Setati, 2005, 2008 cited in Rogers et al., 2018). They further point out that language proficiency is used as a vehicle to learn Mathematics. Thus, language serves as a medium through which mathematical ideas are expressed and shared.

According to Prinsloo et al. (2018), academic achievement remains poor among South African learners despite increasing investment in education. Language has been purported to be an influential factor, especially literacy challenges, which are reflected in the poor reading achievement of South African learners in both the Annual National Assessments (ANA) and the Progress in International Reading Literacy Study (PIRLS) 2011.

According to ANA results (2014), all the assessed grades performed below 50 percent, which showed low performance in First Additional Language (FAL). In Mathematics, Grade nine learners achieved an average of 11%, with only 3% of learners achieving a mark of 50% or more (Department of Basic Education (DBE), 2014). Researchers argue that low proficiency in language has been compromising learning across the curriculum (Rogers et al., 2018).

According to the South Africa's Trends in International Mathematics and Science Study (TIMSS) 2015, assessments results show that 61% of South African Grade 5

learners could not add and subtract whole numbers, have no understanding of multiplication by one-digit numbers and cannot solve simple word problems, i.e. they cannot do basic Mathematics, Spaul (2019). The South African grade 5 learners' TIMSS performance identified language as a significant contributory factor to such poor performance (Robertson, 2018; Reddy et al., 2016). This report clearly shows that language has a negative impact on learners' academic performance. Therefore, teachers must ensure that they encourage learners to practice speaking English at school and home. Parents must also provide learners with situations in which they could practice speaking the language in order to be exposed to the target language. Statistics in the assessment report shows that only 30% always or almost always spoke the language of learning and teaching at home, achieving significantly better scores than those whose home language was different from the language used at school (Reddy, 2016 cited in Robertson, 2018).

Robertson and Graven (2019) argued that the use of English in a grade 4 class of First Language IsiXhosa students constrained the mathematics teacher's efforts to encourage exploratory talk, with students making statements of mathematical 'facts' rather than providing reasons why. This restricted the students' opportunities for deepening their conceptual understandings of Mathematical ideas. Teachers are encouraged to have appropriate strategies that can be applied in the classrooms to assist learners who are not proficient in English language.

Addow et al. (2013) point out that the knowledge of the contents of school subjects is transferred to the learners via English language medium. Misbah (2017) claims that learners perceive that the second language is difficult and impossible for them to learn as they are not proficient in English. Hence, this perception will influence the learning outcome. Feast (2002) cited in Madoda (2015) supports this argument that when students are deficient in the language of instruction, it follows that they would not perform well in various school subjects taught in the target language. Bernat and Gvozdenko (2005) also claim that the learners' conceptualisations on their learning either facilitate or hinder their language learning activity. The majority of learners in the school under study do not perform well in content subjects as they are not proficient in using the English language. This causes a negative impact in their academic performance across content subjects. This is also supported by Arsad et al. (2014) who state that learners who have poor English language proficiency will

have difficulty understanding the teacher and reading reference books and doing assignments in English. South African scholars believe that poor English language proficiency is the major cause of academic underperformance among the English First Additional learners (Jordaan, 2011; Stephen et al., 2004 cited in Madoda, 2015)

2.3.3 Lack of vocabulary

Embi and Mohd Amin (2010) assert that it is essential for language learners to have a wide range of vocabulary as it helps them to communicate effectively in the language. According to Abdul Gafoor and Remia (2013), children will be more confident in speaking and writing in the target language if they have a wide range of vocabulary. Being unable to express their own thinking in a target language effectively will demotivate the learners to use it in their daily life. Hence, an enhanced vocabulary improves the learners' confidence and their motivation to practise and learn more about the language.

Misbah (2017) agrees with Mohamad et al. (2015) that English Second Language learners have limited vocabulary and claim that limited range of English vocabulary can cause the learners to face difficulties in acquiring the four language skills such as listening, speaking, reading, and writing as well as all non-verbal means of representation and expression that we use when communicating. Misbah (2017) concurs with Gilakjani and Sabouri (2016) that students face difficulties in understanding a conversation taken place in a target language as it is often disregarded in the classrooms as most teachers focus more on other skills.

Stapa et al. (2007) asserted that having deficient range of vocabularies causes poor written literacy as learners face problems in details and cohesion of the ideas because the meaning is hardly conveyed due to the inaccuracy of the language used in their written tasks. Therefore, teachers in various content subjects should teach writing in order to enhance learners' general writing ability and increase both the understanding of content while learning the specific vocabulary of the subject. Goodson et al. (2009) indicate that parents, teachers, and the society should play a significant role and enhance the children's vocabulary of the target language through support and exposure to the target language through meaningful reading.

2.3.4 Parental involvement

Another factor that contributes to the students' difficulties in learning English is parental involvement. El-Omari (2016) and Hussain (2017) concur that students demonstrate higher academic and behaviour levels, have higher aspirations, and display other positive school behaviours when parents are knowledgeable, encouraging, and involved. According to Mingming et al (2022) & Wolf (2021), Parents' interest and encouragement inevitably affect their children's conduct in the classroom, their self – esteem, and their motivation to learn. Parents can assist with issues their children are encountering in the classroom by exerting a positive influence on a child's behaviour, attitude towards school, listening to their children read and supervision of homework. They can also foster relationships with teachers that promote better learning, increase parental confidence and satisfaction. It is agreed that parental involvement can positively impact student achievement in high schools. Similarly, Omar and Esa (2008) affirmed that parents and school play a significant role in determining the learners' academic achievement. Therefore, it is vital that the school cooperate with the learners' parents to nurture improvement in the learners' academic achievement especially in their language learning progress. Blok, Peetsma and Roede (2007) also pointed out that closer parental involvement will result in positive increment in children's development. Furthermore, Yahya (2005) also added that the learners' achievement would be more meaningful when their family members show their concern and participate in the process towards learners' success. Parents can be actively involved by attending parents 'meetings and events organised by the school.

2.3.5 Motivation

Addisu (2020) states that motivation plays an important factor in L2 achievement. In teaching, motivation is one of the factors that influence success or failure in learning a language, particularly a second language or foreign language (Gardner, 2006 cited in Gudula, 2017). He reported that students with higher level of motivation will do better than students with lower level of motivation. He further added that if one is motivated, he/she has reasons (motives) for engaging in the relevant activities. Other research scholars, Lightbown and Spada (1993) cited in Addisu (2020) argue that if

the speaker's only reason for learning a second language is external pressure, internal motivation may be minimal and general attitudes towards learning the language may be negative. Petty (1998) cited in Gudula (2017) argued that if students do not want to learn, their learning efficiency will be slow such that they may learn virtually nothing. However, if you know how to motivate students, you can increase their learning capabilities. Wilkins (1978) cited in Addisu (2020) suggests that when learners have little intrinsic interest in language learning or they are not volunteers, the teacher must stimulate and sustain motivation.

Mohamed (2013) agrees that the learners' academic achievement does depend on their level of motivation in learning. Therefore, the English language teachers should be creative and innovative in lessons to attract the learners' attention and nurture positive motivation towards learning the language. Lam (2016) affirmed that students' intrinsic motivation to learn and speak English could be developed through various types of activities conducted by the teacher. Through these activities, the students can gain knowledge inside and outside the classroom spheres, learning through fun activities as well as enjoying a stress-free environment. According to Charles (2011), children tend to engage in activities that please them. Therefore, as the students enjoy the activities, they would also benefit by learning the language. Furthermore, Sillanpää (2012) found that it is undeniable that motivation gives a great impact on how well a certain language is learned.

2.4. CHALLENGES FACED BY TEACHERS

2.4.1 Lack of Language proficiency

Alexander (2000) cited in Limene (2018) argues that low English language proficiency of teachers is an issue which might have an influence on low academic performance of learners in English Second Language. The above findings are supported by Rossow (1999) cited in Prinsloo (2018) who observed that educators in traditional black schools in South Africa often lack the English proficiency that is necessary for effective teaching. The majority of ESL teachers' own proficiency in English is far from what is desired (Cantoni, 2007). Teachers resort to frequently code-switching to mother tongue language during teaching and learning as they are not competent and confident enough to teach in English.

Language acts as the basic communication channel for knowledge transfer and learning from the educator to the learner (Nel & Muller, 2010). If the knowledge communication channel is obscured and hindered by limited English proficiency — both on the side of the learner and teacher — knowledge transfer cannot be effective. This is confirmed by Fleisch, cited in Steyn (2017) that majority of teachers tend to code-switch to mother tongue as they struggle to express themselves in English.

English teachers are not trained to teach the language hence they are not able to express themselves in English (Tötemeyer cited in Hussain, 2017). Research conducted in Namibia has shown that about 83 percent of learners prefer to use their home language for learning purposes and about 87 percent of learners wish to address their teachers in their home language (Urban trust of Namibia, 2011). Learners have these preferences, not because they do not understand the importance of English for their future, but because they struggle to understand their teachers and find it difficult to express themselves in English. This argument is supported by Mpiti and Nel (2016) who found that most teachers are lacking the training, knowledge, tools and time to support students with limited English proficiency to ascertain that the students achieve their full potential. Therefore, poor English teaching and low level of literacy of teachers has an impact on L2 on South African learners' poor proficiency in English First Additional Language.

2.4.2 Administrative style of the teachers and principal

Mwangi (2013) notes that lack of communication; poor relationship between head teachers, teachers, and students; inefficient instructional policies and practices; and leaving parents out of school activities, are significant factors contributing to poor academic performance in high schools. Similarly, Uwezo (2011) cited in Limene (2018) observes that quality academic performance can be achieved through teamwork with parents, encouraging learners and motivating teachers to work together towards the attainment of the common goal to improve and or sustain the quality of learning outcomes of learners. The school principal has a significant role to play in planning, influencing, directing, controlling, and managing all matters pertaining to education enhancement in the school. Sushila (2002) notes that the school principal who employs teamwork as a working strategy is bound to obtain high academic performance. Ndunda (2002) remarks that the students' academic

performance depends on the school principal since he or she is the focal person in a school upon whom all important functions rest. It is therefore realized that the performance of a school is appraised against the performance of the school principal (Wanyama, 2013).

2.4.3 Lack of in-service training

Teachers are essential players in promoting quality education in schools because they are catalysts of change (Onyara, 2013). Scholars discovered that teacher training and qualifications, motivation, attitudes, and age, have a direct impact on the academic performance of learners (Kyoshaba, 2009; Dimmock, 2012; Nkandi, 2015). Learners' academic performance in English Language (L2) depends on the teachers' knowledge and the effective application of pedagogy in the English Language (L2) classroom (Nampala, 2013). Akra (2020) states that teachers' views revolve around seminars, workshops, in-service courses which are not regularly organized for teachers. In-service training is necessary for enhancing teachers' knowledge and pedagogical skills. Thus, for learners to perform well in English language, the education system needs well trained, competent, knowledgeable, highly motivated and committed English language teachers who can explain the subject matter to learners and who can vary their teaching approaches to suit in their English language classes (Gonzalez, Yawkey & Minaya-Rowe, 2006; Nkandi, 2015).

Quality teaching and learning of English language is directly linked to the quality of instructions delivered by English language teachers in the classrooms (Nampala, 2013; Nkandi, 2013; Onyara, 2013). Ellis (2002) claims that weak English language teachers confuse learners because they lack knowledge and skills necessary for quality instruction in English language. Therefore, teachers who are poorly trained, teachers with poor pedagogical approaches, lacking content knowledge, incompetent, and relying on teacher-centered approach to deliver instructions will affect the academic performance of learners.

2.4.4 Multilingual classes

Malone (2007) defines multilingual classes as classrooms where various kinds of native languages are spoken. Lack of communication and comprehensions between the students and teacher is a challenge in many schools. Teachers often find themselves incapable of communicating with the students in their mother tongue. Pal

et al. (2016) identify the use of national language for instruction in the classroom as challenging, as most of the students are not proficient in their national language thus it is difficult for them to learn. Students mostly use their mother tongue in the classroom and cannot understand the instructions of teachers delivered in English (Akram, 2020). The mother tongue languages spoken at the school under study are Sepedi, Setswana and Xitsonga. According to Almond (2020), this situation becomes a challenge if teachers cannot communicate or comprehend with students in their mother tongue.

The school is the only place for students to learn English, as most of the students use mother tongue for communication and parents communicate with their children in the mother tongue. Misbah et al. (2017) report that the use of mother tongue in the classrooms affect English learning negatively. This becomes a serious challenge as learners do not understand the lesson as well as the instructions being given to them. The home environment and family background also contribute a significant role in the learning and performance of students (Farooq et al., 2011 cited in Akram, 2020).

2.4.5 Lack of collaboration among teachers

According to Muller (2020), teachers need to collaborate to complement each other's weaknesses across all the subjects, such as some Mathematical aspects, literature sections, mapwork etc. Some teachers are unwilling to offer help or seek help from others to teach the topics they are not good at. This is considered a mistake that affects student learning and consequently performance. Cooperation of teachers in the school under study is poor especially in content subjects where learners are not performing well. This has a negative impact on learners' academic performance as teachers are afraid to seek help from their colleagues and promote team teaching as stated during interviews and they also live and carry out their activities in isolation.

2.4.6 Code Switching

Teachers frequently switched to the mother tongue to ensure sufficient meaningful communication in their classroom and to facilitate understanding. This creates a challenge as teachers cannot accommodate all the learners due to the wide spread of home languages offered at school. Research has shown that the use of code-switching by South African teachers that is grounded in the social circumstances in

which it occurs 'constitutes a purposeful and productive teaching strategy (King & Chetty, 2014 cited in Wildsmith-Cromarty, 2019). King and Chetty conclude that code-switching needs to be understood in bounded linguistic contexts of interaction between the teacher and learners for a given purpose. Code-switching is used for both management of the classroom and for explanatory purposes where the content is complex and concepts may not be immediately accessible to learners through English (Setati, Adler, Reed & Bapoo, 2002 cited in Balfour, 2019). However, issues arising from the use of code-switching include the exclusion of learners in diverse, multilingual classrooms who do not share those languages. The argument that code-switching does not serve to build either the L1 or the L2 (Jordaan, 2011), and the reported 'stigma' attached to code-switching which is keenly felt by teachers who often deny the practice (Probyn, 2009 cited in Wildsmith-Cromarty et al., 2019). Contrary to other researchers, the use of more than one language in the mathematics classroom is appropriate both epistemologically and pedagogically, and well-supported by research (Robertson, 2020). Researchers such as Setati and Adler (2000) cited in Robertson (2020) found that 'attention to codeswitching and its use in multilingual mathematics classrooms is an important part of a process of legitimising what teachers do (i.e., harness learners' main language as a resource for learning) in a context where pressure to access and acquire English is enormous.

2.5. LANGUAGE TEACHING MODELS IN SOUTH AFRICA

2.5.1 Subtractive Model

The aim of subtractive model is to move learners from L1 to L2 LoLT as soon as possible (Dorambari, 2021). Students enter a L2 environment from an early age and continue in this environment for their entire schooling. Some label this model as the 'sink-or-swim' approach (Cummins, 2007, p. 165). This is an approach where a L2 as a LoLT is used without any transition and without learners having had any prior exposure to it in school (Molteno, 2019). It is an approach which makes bilingual students 'feel ashamed of their mother tongues, or at least to believe in the superiority of the language of instruction (Skutnabb-Kangas & McCarty, 2008).

2.5.2 Bilingual education

The target of LoLT is either the L1 with L2 taught as a subject, or the use of both L1 and L2 as LoLTs in a dual medium style using bilingual model (Heugh, 2006). She

states that within the strong bilingual models, the L1 is not removed as a LoLT and the target is a strong learner proficiency in both L1 and a L2. Heugh also notes that successful education, especially emphasis added for vulnerable and marginalised communities, cannot occur unless children understand the language/s through which it is provided. Mathematics teachers working in immersion contexts face the dual responsibility of teaching mathematics while supporting their bilingual students' ongoing development in the language of teaching and learning. This requires a considerable balancing act. Teachers who are equally well-versed in both content and language teaching are probably quite rare. Research suggests that most immersion teachers lack pedagogical content knowledge when it comes to language and what it takes for immersion teachers to integrate language systematically and meaningfully in the context of their content teaching has yet to be fully understood (Cammarata & Tedick, 2012 cited in Heugh, 2017).

Heugh (2017) notes that teachers' lack of pedagogical content knowledge is a problem irrespective of whether English or one of the African languages serves as the medium of instruction or is the subject of study. Even experienced Mathematics researchers, many of whom are themselves bi- or multilingual, may have a sense of struggle when moving beyond the borders of their disciplinary area in seeking to further deepen their insights around language/ mathematics issues. Moschkovich (2010), having shared the fact of her own multilingual background (Spanish, Portuguese, (Yiddish) and English), referred as follows to the demands of engaging in inter- and cross-disciplinary work: 'While I remained grounded in my own field, I was using perspectives from fields in which I had little formal training, such as bilingualism and second language acquisition. ... I found that I faced several challenges ... but I also encountered many useful resources'.

For Krashen's (2009) perspective, SLA proceeds along the same lines as L1 acquisition. Bilingual students need plenty of exposure to the L2; they need an unthreatening and encouraging environment so that their affective filters remain lowered; and they need an incentive to 'make meaning' of the input (i) being communicated. Two further important elements of Krashen's SLA theory are firstly that the L2 to which bilingual students are exposed be just a little beyond their current levels of proficiency ($i + 1$), thereby requiring some cognitive effort from them in unpacking the meaning; and, secondly, that there needs to be an authentic reason

(or incentive) for unpacking this meaning. A good way in Krashen's view of achieving both these elements is by having the target L2 as the main language of teaching and learning. The desire to learn, to participate in classroom interactions, is what motivates students to pay attention and to genuinely engage with their teacher/s in negotiating meaning to help make the input ever more comprehensible. Krashen views L2 learning as a 'subconscious' process in which the desire to comprehend input, rather than a focus on linguistic rules, is the main driver of SLA.

2.5.3 Transition model

Transitional model aims to move learners from L1 to L2 LoLT in a transition Heugh (2006). Research conducted throughout Africa, such as that by Halaoui (2003) in Molteno (2020) in Zambia, has examined the effect of early-exit LoLT models, where learners move from L1 to L2 LoLT in Grade 4 on learner performance. This research found that learner performance declined within one or two years after learners had begun learning in a L2, and further continued to decline in subsequent grades. Heugh (2006)

2.6 LANGUAGE AS A BARRIER TO LEARNING AND DEVELOPMENT

Most learners in South African schools face a language barrier in the classroom. A child who cannot use the language which he/she is most familiar with (home language), is disadvantaged and unlikely to perform to the best of his/her ability. Limited exposure to the English language is detrimental to learners' academic performance because learners cannot produce simple sentences (Nkandi, 2015). They have language barriers, as they do not pronounce English words clearly and avoid the construction of difficult sentences (Knapp, 2006; Nkandi, 2015). As a result of language barriers, English language (L 2) learners suffer from limited understanding of complex conversations in the English language classroom. Cummins (2004) notices that the group of English Second Language learners who have a language barrier mainly emanate from low socio-economic backgrounds and from illiterate and poor families. It is important for the parents to intervene in the English Second Language education of their children to improve academic performance.

Many learners fail to adequately progress to more advanced reading levels. Barriers to reading contribute to unsuccessful reading practices. A child's adverse home,

community and economic environments are key factors. Motivation is important for academic success, and a child that lacks sufficient language stimulation at home and school is almost always less studious. A child with limited intellectual ability and learning disabilities also struggles to progress academically. Anxiety, depression, peer culture and the quality of teaching also affect a child's performance. In climate of multilingualism, difficulties might arise in communication between learners and teachers from different linguistic groups.

A learner whose mother tongue is not English and who receives instruction via the medium of English might struggle to acquire reading and writing skills. Mqgqwashu cited in Ramcharan (2009) states that Africans learn best in their own languages, the languages they know from their parents, from home. It is in these languages that they can best create and innovate. The Revised South African National Curriculum Statement (DoE, 2002) states that learners should be encouraged and supported to do wide reading. Policy, however, only dictates that reading be taught until learners are perceived to have mastered basic skills, allowing teachers of adolescents to rest on the assumption that the teaching of reading was completed at primary school. Most learners at the secondary school under investigation learn English effectively for the first time when they enter this English medium school.

Parents' educational level and the culture and language of the community are also barriers to learning. According to Baloyi (2002:3), language is seen as a barrier for most people in developing countries, and this stunts the progress of those students who are not sufficiently proficient in their L2.

2.7. Current Debates and Critical Issues on Transition from Mother Tongue Instruction to English in South Africa

Most African HL learners, even in schools using an African LoLT early on, are required to switch to English instruction before developing sufficient proficiency in either the HL or the additional language. For a given language, BICS is related to the daily conversation skills, whereas CALP refers to the skills needed in higher education academic studies. To develop CALP, the learner needs instruction in their HL for at least six to eight years (Cummins, 2008; Sebolai, 2016 cited in Prinsloo, 2018). Learners who are instructed in an additional language, either from the first grade or from the fourth, fall further behind in CALP skills, compared to their HL-

taught counterparts (Prinsloo, 2018). This type of literacy is fundamental to grasping concepts in other subjects, such as Science.

In the absence of a firm linguistic foundation in HL, most African-language students learning through English will only score between 20% and 40% in English by the time they reach Grade 12 (Heugh, 2005). This lack of cognitive academic language proficiency (CALP) in the LoLT makes it difficult for learning to take place, particularly in subjects like mathematics and science. It is no wonder that in the last decade, fewer than 2% of students who are first language speakers of an African language have gained a university entrance pass in either of these two subjects, or that fewer than 30% of pupils who start school achieve any kind of Grade 12 certificate (Heugh, 2005).

People use language to create meaning in their social and cultural environment Halliday (2007). From a cognitive perspective, the mother tongue should be used to construct and sustain a social cultural link between formal teaching and daily language spoken at home to maximally support the educational processes (Chumbow cited in Steyn 2017). Heugh (1999) records that during the years of Bantu Education when mother-tongue instruction was compulsory during primary school, grade 12 pass rates among African learners improved significantly. This demonstrates and supports the importance of prolonged and sustained tuition in the mother tongue and its beneficial outcome for further learning and academic success.

CAPS policy prefers children to have the first three years of schooling in their mother-tongue (HL), but an increasing number of schools and parents are ignoring this and opting for English as the LoLT from grade 1. This mostly due to lack of human resources. Where the three-year policy is in fact being implemented, the quality of teaching is in most cases badly compromised by weak pedagogy and a lack of learning materials in the HL. But, in grade 4, learners are confronted with a switch to English as the only LoLT, while their English and Afrikaans-speaking counterparts simply continue using their own language from grade 1 to grade 12. This shows no equity in many schools.

A solid body of research, over many years, tells us that a second-language needs six to eight years of well-resourced teaching before it can be successfully used as a medium of teaching and learning. Yet our system ignores this and the grade 4

transition to English-only continues year after year using performance indicators (Heugh, 2005). DBE recommends English to be introduced earlier (in grade 1), alongside the HL, to facilitate the transition. The Western Cape Education Department (WCED) on the other hand, recently acknowledged the need for considerably more HL as a medium of instruction, to allow concepts to be taught effectively through a language children understand while at the same time giving them double the time (six years) to prepare their English for the transition.

Findings from a UNESCO study of 25 African countries indicate that, even in well-resourced contexts, it takes children 6–8 years to become adequately proficient in an ‘international’ L2, i.e., not one of their local indigenous languages, to be able to then use this language effectively for academic purposes (Heugh, 2017). An observation in relation to the African research shows that ‘a child’s mother tongue or local language is indispensable as the main medium of instruction (emphasis added) during these six to eight years’’. Heugh (2017).

The early entry into an English medium of instruction is problematic, due to the teaching approach taken towards decoding and comprehension skills. During the Foundation Phase (FP; Grades 1–3), much attention is paid to teaching decoding skills. However, the manner of instruction is often done in a superficial, haphazard, and decontextualized way (Pretorius & Currin, 2010; Zimmerman & Smit (2014), cited in Prinsloo, 2018). Therefore, the learner may struggle with simple decoding even after entry into Intermediate Phase (IP; Grades Four to Six). Teachers also assume that once decoding is mastered, comprehension automatically follows. Teachers do not focus on teaching reading comprehension, which requires specialised skills. This results in failure of the learner to smoothly transition between decoding to reading meaningfully, if at all (Pretorius & Currin, 2010; Zimmerman & Smit, 2014). This indicates that the basics of decoding or comprehension in the HL may not be in place at the time, from Grade Four onwards, where the learner is expected to transfer these skills to English and read and learn in their additional language. This further reduces the ability of the learner to master CALP skills, subject content knowledge, and various other cognitive and metacognitive strategies (Zimmerman & Smit, 2014).

2.8 THE EFFECTS OF LANGUAGE ON ACADEMIC PERFORMANCE

There are many factors that have a negative effect on learner' academic performance in English FAL such as school related factors, home based factors, learner related factors as well as teacher related factors.

2.8.1 School related factors

2.8.1.1 School environment

The school environment includes school location, school facilities and school climate that have an impact on the learning outcomes of learners (Orlu, 2013 cited in Limene, 2018). Nampala (2013) cited in Limene (2018) argues that if learners experience the English Second Language classroom as a caring and supportive place, where there is a sense of belonging, ownership and where everybody is valued and respected, learners tend to participate more fully in the learning process. Learning environment plays a remarkable role in students' academic performance. Hussain (2017) claims that unfavourable and abnormal classroom temperatures, make learners to feel as bored and disturbed which affects their performance. Research revealed that learners' performance is badly affected by unfavourable schools' environment (Amua-Sekyi & Nti, 2015). The learners who are not competent in English are not only expected to learn the grammar of the target language, but also to use it appropriately (Monyai, 2010). They learn what to say, to whom it can be said when, where and how to say it. It is, therefore, important to ensure that positive learning environment is always created and is conducive for learning. A supportive school environment can be seen in terms of conducive physical facilities like classrooms, adequate desks, and adequate and relevant textbooks and other relevant instructional materials that have a direct positive impact on the performance of learners.

2.8.1.2 Class size

Lemine (2018); EL- Omari (2016) and Biama (2014) agree that class size affect the academic performance of learners. The above-mentioned scholars concur that overcrowded classroom may affect academic performance of learners in all subjects as learners will not be given enough individual attention based on educational needs. Mushtaq and Khan (2012); Mwangi (2013) and Nkandi, 2015) indicate that schools with small classes perform better academically in English Secondary Language than

schools with large class sizes. In a language classroom, a small class size is believed to enhance educational quality (Nguyeni, 2014). Similarly, Biama (2014) noted that learners in smaller classes tend to perform better in English literacy skills than learners in larger classes. He also establishes that a class size above 40 learners negatively affect learners' academic achievements in English Second Language. Uwezo (2011) indicates that shortage of teachers has a strong negative influence on academic achievement of learners in schools. Overcrowding has impacted negatively on learners' performance in English Second Language (Nampala, 2013 cited in Limene, 2018).

Lessing and Mahabeer (2007) cited in Nel and Muller (2010) see class size as a grave concern. They further on states that it burdens teachers, who have to teach classes in which the proportion of ESL learner is high. It is difficult for teachers to pay attention individually to each student and this results in students' performance being badly affected negatively (Hussain, 2017). Manageable classrooms allow learners to fully focus on teaching and learning. It also enables teachers to divide their full attention to every learner and manage activities in the classroom. Therefore, class size that is not conducive to learning may lead to under-performance.

2.8.1.3 Teaching and learning Material

Mwangi (2013) cited in Limene (2018) established that schools with sufficient physical facilities and instructional materials perform better as compared to schools that are less equipped. He further concluded that lack of physical resources and instructional materials is strongly correlated with learners' poor academic achievement. The quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials have a positive direct bearing on the quality of academic outcomes, as they determine how effectively the curriculum is implemented (UNICEF, 2007). It is generally believed that quality learning outcomes cannot be achieved if the resources and facilities are not available or in sufficient quantity and of good quality (Amitava et al., 2010; Farooq et al., 2011; Mlambo, 2011; Mushtaq & Khan, 2012).

Teaching materials such as textbooks, dictionaries, maps etc. play an important role in teaching and learning and promotes communicative language use. Research has shown that reading books outside the curriculum enables learners to have greater achievement of English language learning than the learners who only read the

textbooks. The researcher concurs with Hassim (2016) that learners who read books other than the textbooks perform better than learners who do not read additional books. The school under study does not have a library. Therefore, it becomes difficult for learners to read additional books other than the textbooks provided as most of their parents are unemployed and they also do not have access to local library. Ali et al. (2009) cited in Mushtaq (2012) believe that the proper use of the facilities provided by the school to the students and a good match between students learning style can positively affect the students' performance. Studies have shown that students where schools provide English newspapers report greater achievement of English language learning than students whose schools do not provide English newspapers. El- Omari (2016). Furthermore, students who read English newspapers / magazines report greater achievement of English language learning than students who do not (El-Omari, 2016). Unfortunately, majority of learners at the school under study do not read newspapers or magazines. This was observed when the learners were requested to bring newspaper articles to be used in the classroom.

Research has also proven that students who watch English TV programs report greater achievement of English language learning than those who do not (El-Omari, 2016). Students who listen to English radio programs are better learners of English regardless of the grades they would obtain in the English school course than students who do not listen to them (El-Omari, 2016). It is argued that instructional materials such as textbooks, visual and audio materials do not only enhance English communication (speaking skills) between teachers and learners, but also facilitate learner-centred learning through discovery (Fuller, 2007; Mwangi, 2013).

Teachers should prepare lessons using materials such as Smartboards, White boards, to attract the learners' attention and increase the effectiveness of the lessons. Asikhia (2010) cited in Limene (2018) notes that learning materials of good quality can motivate interest, maintain concentration of learners, and make learning more meaningful. If resources such as the library can be made accessible to learners, it can yield positive academic performance across curriculum. Many township schools are not funded adequately and lack proper resource. The school under study lacks resources such as library, computer lab, where learners can access information across curriculum. Adequate instructional materials and

classroom facilities can boost students' performance positively, but unfortunately, most township classroom's lack of these instructional materials and facilities affect students' performance negatively.

2.8.2 Home-based factors

Family-related factors such as joint family system; lack of parental attention on children; father or mother death; tension between father and mother; parental illiteracy; parental divorce; and parental poverty, can play a critical role in a student's academic performance (Hussain, 2017). These factors can easily consume learner's attention and cause his or her academic performance to decline dramatically.

On the other hand, Small (2010) cited in Hussain (2017) found that youngsters whose parents pay attention on their education tend to perform successfully at school. Students show higher scholastic and behavioural levels, have higher aspirations, and exhibit other positive school practices when parents are educated, stimulating, and involved. Hussain et al. (2017) state that the students face a lot of problems in developing a positive study attitude and study habits. Students can improve their study habits and attitudes through guidance. The students who are properly guided by their parents have performed well in the exams. The guidance from the teacher also affects the student performance. Mushtaq and Khan (2012) and Hussain (2016) agree that guidance from the parents and teachers indirectly affect the performance of the students. Omar and Esa (2008) affirmed that parents and school play a significant role in determining the learners' academic achievement.

Thus, it is vital that the school cooperate with the learners' parents in order to nurture improvement in the learners' academic achievement especially in their language learning progress. Blok, Peetsma and Roede (2007) also pointed out in their meta-analysis that the schools believe that with better understanding of the school's aims and methods, closer parental involvement will occur, hence resulting positive increment in their children's development. On the other hand, Yahya (2005) also added that the learners' achievement would be more meaningful when their family members show their concern and participate in the process towards the learners' success.

2.8.2.1 The Socio-Economic Status of the Family/ parental poverty

Research conducted in Malaysia (Department of Statistics Malaysia, 2015) indicates that 79.31% of students' family income falls below the expected income level, considering the current economic state in the country. It can be argued that this affects the family's capacity to fulfil the educational demands such as sending their children for tuition classes and buying reading materials for them. While Willingham (2012) perceived that parents with high financial capital could provide to their children better access and learning opportunities. This statement also agrees with Jalaluddin, Awal and Bakar (2008) cited in Misbah (2017) who stated that the combination of factors such as poverty, lack of tuition services, social environment, interests, and attitudes contribute to the inability of students to acquire English.

The majority of parents in the school under study are unemployed, rely on social grants and they also do not show interest in their children's education. They are unable to provide or to pay for additional resources required at school, such as dictionaries, stationary, newspapers, etc. They do not inquire from their children about how their day was at school, and they do not assist with specific tasks given at school, furthermore, do not attend parent meetings, in addition, they do not encourage children to complete homework or study for a test. This is shown by the number of parents who attend parents' meetings organised by the school as well as activities given to learners that are not checked and signed daily. If parents are not playing an active crucial role by being involved in the education of their children, these will have a negative impact on the academic performance of learners across the curriculum.

2.8.3 Learner related factors

Research studies on students' performance depends on many factors such as learning facilities, attitudes, motivation, gender, and age differences, etc. and can influence the academic performance of learners (Hansen, 2000). Hussain (2017) agrees that student-related factors can play an important role in students' academic performance.

2.8.3.1 Learner attitude

Attitudes refer to the sets of beliefs that the learner holds towards members of the group and towards his own culture (Brown, 2000 cited in Gudula, 2017). Research

revealed that attitudes play a significant role in language learning as it would appear to influence learners' success or failure in their learning across curriculum. Chamber (1999) cited in Addisu (2020) agree with Khanna and Agnihotri (1994) cited in Gudula (2017) that learning occurs more easily, when the learner has a positive attitude towards the language and learning through attitude does not determine the behaviour. Gardner and Lambert (1972) cited in Abdallah (2016) in their extensive studies give evidence that positive attitudes toward language enhance proficiency as well. Similarly, learners who like to learn English report greater achievement at learning English language than those who do not like to learn English (Abdallah et al., 2016).

According to Ellis (1985) cite in Monyai (2010), students have very different views about the kind of teacher that they think is the best for them. Studies conducted on the attitudes of students about their teachers revealed that some children prefer a teacher who creates space for them to pursue their own learning paths. Others prefer a teacher who structures the learning tasks more tightly (Monyai, 2010). Pickett (1978) cited in Monyai (2010) reveals that some learners want a teacher to act as an 'informant' but others praised teachers who were logical, clear and systematic, that is: impose a structure on the learners. Stevick (1980) cited in Monyai (2010) claims that success in second-language learning depends less on material, techniques and linguistic analysis, and more on what goes on inside and between the people in the classroom. The relationship between the participants determines the quality and quantity of the interaction necessary for task involvement.

Learners at the school under study have negative attitudes towards language learning as they lack vocabulary, communication skills and language proficiency. For instance, if a student dislikes a teacher at school, which can negatively affect their attitude toward the subject. This shows that learners who have interest and are willing to learn English shows good performance over those who are unwilling to learn. Learners' negative attitude towards English can really affect their performance negatively. Therefore, learners should be given multiple opportunities to learn in ways that they choose for themselves as they have different abilities.

2.8.4 Teacher related factors

The study revealed that there are some teacher-related factors that affect students' performance negatively such as unawareness of modern teaching methods; incompetency of teachers; lack of professional training; poor classroom management ability; autocratic attitude of teachers; workload; and teachers' poor financial status (Hussain et al., 2017). All these factors are responsible for students' unsatisfactory academic performance in English.

2.8.4.1 Unawareness of modern teaching methods

Abebe and Davidson (2012) cited in Nguyeng et al. (2014) point out that the use of visual materials enhances the students' ability and opportunity to use language to express their ideas and feelings. However, Abebe and Davidson (2012) cited in Nguyeng et al. (2014) found that teachers' rarely use visual materials such as cards, charts, and real objects in teaching, despite most teachers and students admitting that visual materials help with learning a language effectively. Mathew and Alidmat (2013) agree that teacher's use of audio-visual aids helps students to understand lessons and improves their English language skills, such as pronunciation skills or conversational skills, through listening to native speakers. In addition, the use of audio-visual materials also helps to make classroom activities more interesting and helps the students to remember the lessons longer.

Teachers should prepare lessons using materials such as smartboards, white boards, songs, cell phones, to attract the learners' attention and increase the effectiveness of the lessons. If the use of technology can be made accessible to learners, it can yield positive academic performance across curriculum. Teachers play a pivotal role in socializing and educating the society through cultivating learners with social, moral, and economic values. Successful learners depend on competent, committed, and successful teachers. According to Barnett (2009), teaching and learning involves two active participants in the classroom - the teacher and the learner. It is the pedagogical relationship between teachers and students that actively works or fails to enable the student to appropriate the curriculum in meaningful ways to him/her. Teachers should deliver lessons effectively and according to the emerging needs of learners

2.8.4.2 The teacher-learner ratio

Teacher learner ratio also widens the gap, as the teachers cannot attend to every learner's needs, but resort to group activities to save time (Monyai, 2010). This creates the high noise level during discussions and makes learning and concentration impossible and other classes are disturbed. The teacher-learner ratio and high noise level during group discussions are some of the contributing factors to the difficulties faced by black learners when taught in English as a medium of instruction.

2.9. THE TRANSFER OF LANGUAGE SKILLS FROM FIRST LANGUAGE TO SECOND LANGUAGE

DBE recommends one of the strategies that can be used to harness learners' academic performance across the school curriculum using English First Additional Language is through teaching English across curriculum to enhance learners' English proficiency. Language Across Curriculum (LAC) focuses on the conventional four skills of language, such as Reading, Writing, Listening and Speaking; and all non-verbal means of representation and expression that we use when communicating. This will enhance knowledge acquisition, interrogation of knowledge, expression, and presentation of knowledge – in writing or spoken form, as well as critical thinking, reading, and writing. The aims of teaching LAC are to support language development in each learner, in all domains of language use, in each learning activity in school to enhance knowledge acquisition through awareness of language use and to develop critical reading, writing, and learning.

According to Vygotsky (1978:28), a child's intellectual development is enhanced through writing. A child's level of literacy influences his/her language development. The low proficiency levels in English for learners at the secondary school under study create barriers for academic achievement.

The exploration of language skills transferred from the L1 to L2 is significant, as it sheds light on what skills can be built on and which skills are needed to acquire English literacy. Nicholas and Lightbown, cited in Steyn (2017) explain that the pace of learning an additional language depends on the effective tuition and whether the children have developed well in their L1. Children who learn to read in their L1 before

transposing to English do as well in reading in their L2. Moreover, it appears that children who had more time to develop their L1 do better at reading in their L2 (August, 2002). Therefore, teachers must teach reading processes and reading skills so that learners can comprehend content-based texts, for example, skimming and scanning, etc. They need to give learners reading strategies that they can use to preview texts, to monitor their understanding, to determine the most important ideas and the relationships among them, to remember what they read, and making connections and inferences as well as becoming independent readers in any context. They should also be given strategies to view texts critically in a world driven by multimedia and visual stimuli.

Nicholas and Lightbown (2008) further claim that BICS acquired in one language do not appear to transfer to an L2, while academically mediated skills or strategies, such as reading, do appear to transfer. For example, good meaning making strategies, rather than the degree of fluency in English, distinguished the better readers from the poorer readers. These findings support Cummins (1984) interdependence principle of CALP, which enables the transfer of literacy skills across languages. This interdependence principle claims that once a threshold level of proficiency in L2 is acquired, concepts learned in L1 would be accessible to the learner in L2. Teaching communicative skills in the classroom across curriculum will enable learners to process and acquire information, to speak for academic purposes and for interaction, to listen for the content of the message and to judge the message.

It can be concluded that initial mother tongue education would enhance learners' performance in L2, as learners could develop new concepts more readily by drawing on their existing knowledge acquired in their mother tongue. The skills transferred could vary according to the age and/or level of the L1 literacy development of a child. Skills acquired in the mother tongue could successfully be transferred to a second or additional language (Cummins, 2000). Teachers should therefore teach writing to enhance learners' general writing ability, and increase both the understanding of content while learning the specific vocabulary of the subject.

2.10. SECOND LANGUAGE LEARNING

L2 learning occurs when learners are to receive their education through a language other than their HL. Second language learning is a complex process. Currently, the learning of an L2 is receiving considerable public as well as scientific attention (Ojima, Matsuba-Kurita, Nakamura, Hoshino & Hagiwara, 2011 cited in Steyn, 2017). A good language learner is described as a learner who acquires adequate intake in the second or foreign language and has a low affective filter to allow input to language acquisition (Krashen, 1988). However, the bad language learner has “neither acquisition nor learning going to him”. Aspects such as personality (especially relevant are self-confidence, risk-taking and anxiety) are some characteristics of a good language learner and are of great significance in the language learning process.

2.10.1 CHARACTERISTICS OF A SECOND LANGUAGE LEARNER

2.10.1.1 Self-confidence

Brown (1994) cited in Addisu (2020) defines self-confidence as the “I can do it” principle, which is about the learner’s belief in his or her ability to accomplish the task. Krashen (1998) indicates that self-confidence encourages the learner’ intake and will also result in having a low filter. The use of simpler techniques at the start of classroom activities will boost learners’ self-confidence, since a sense of accomplishment assists learners in the next, more difficult activity (Krashen, 1994).

2.10.1.2 Self-efficacy

Self- efficacy is also related to second or foreign language learning. Bandura (1997) defines self- efficacy as a specific perception and judgement about one’s ability to conduct a particular behaviour. Ehrman (1996) mentions self-efficacy as an element in learning because it reflects the degree to which the learner thinks s/he can cope and succeed in the learning situation. Conversely, enhanced self-efficacy that is the learner expects good results, tends to increase motivation, positive attitude, and increases willingness to take learning risks (Skehan, 1989 cited in Addisu, 2020).

2.10.1.3 Risk taking

Risk-taking is considered a good characteristic of successful learning of a second language. According to researchers, if learners have a positive belief and attitude towards a certain language task, they may be willing to become gamblers in the

game of language, to attempt to produce and interpret the language (Addisu et al., 2020). Larsen and Long (1991) indicate that the direct opposite of risk-taking behaviour is manifested in sensitivity to rejection. Learners who are sensitive to rejection may avoid participation in the classroom because they fear disapproval from classmates or teachers. Risk-taking yields positive results for learners but they do not always want to embarrass themselves by making wild guesses. Learners often listen to what their peers are saying without arguing or supporting them.

In second-language learning, some learners do not take any risk that will make them appear “stupid” and be laughed at by their peers (Monyai, 2010). This may cause them to make mistakes as they always remain silent and are not sure whether what they are thinking is correct, relevant, or wrong. The worst part is that the teacher may not even know what is happening in their minds and hence may not be able to assist them if what they are thinking is not relevant. There are some learners with Limited English Proficiency (LEP) who are overly high risk-takers. They can dominate the class by taking risks that mostly place them in no-win situations, which wastes teaching and learning time. Teachers need to take care of these learners and control their actions. Sometimes teachers encourage and motivate learners to guess, which is quite acceptable. Yet it should not be overdone as it could confuse learners who are not competent in English.

2.10.1.4. Anxiety

According to Spolsky (1989) cited in Addisu (2020), anxiety in foreign language classes is often related to listening and speaking, with difficulty in speaking in class. Sparks et al. (2009) cited in Steyn (2017) established that in a foreign language setting, anxiety caused a minor but distinctive amount of deviation in L2 learners' word decoding (11%), spelling (3%), and reading comprehension (3%). English language teachers are challenged to create a favourable condition in the classroom by employing techniques to reduce anxiety, negative feelings and stress about the language and their achievement too. Furthermore, a language teacher should also consider the use of appropriate learning material in the learning situation (Wedeman, 2002 cited in Addisu, 2020). A language teacher should eventually be able to design appropriate teaching and learning materials to provide less threatening and positive attitudes or feelings, and more supportive environment for learners.

2.10.1.5 Motivation

According to Littlewood (1984) cited in Monyai (2010), motivation is the crucial force which determines if a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. Self-motivation contributes to any learning and learning a language gives a learner a means of communication. Learning a second language can take place at different levels of motivation, namely those of global, situational, and task-orientated motivation. High global motivation takes place when learners want to learn the English language, low situational motivation takes place in different situations during an English lesson, such as during self-assessment on the work done in class and moderate task motivation takes place when learners aim to achieve good marks in written tasks such as tests and exams (Addisu, 2020). A learner can be successful when s/he is motivated. Teachers therefore need to motivate and support learners to persevere to achieve the levels stipulated by the Department of Basic Education (DoE). Csizer and Dornyei (2005) cited in Steyn (2017) found that interaction with L2 speakers usually contributed to more positive attitudes to the L2 and its ethos; it also contributed to higher learner self-assurance in the use of the second language.

2.11. A SECOND LANGUAGE TEACHER

The emergence of English as a global language and a medium of instruction has a considerable impact on teaching and learning in many schools. Almost all of what we customarily call 'knowledge' is language, which means that the key to understanding a subject is to understand its language. A discipline is a way of knowing, and whatever is known is inseparable from the symbols (mostly words) in which the learning is codified. What is science (for example) other than words? If all the words that scientists use were subtracted from the language, there would be no science" (Rowe, 2013 cited in Erasmos, 2017). In every institution of learning, the language of learning and teaching should be developed, not only by the English teacher, but by all teachers while disseminating knowledge.

2.11.1 CHARACTERISTICS OF A SUCCESSFUL SECOND LANGUAGE TEACHER

2.11.1.1 Language proficiency

Teachers must have the minimum English language proficiency to be able to teach students effectively and act as language enhancers for the students. Madda (2019) claims that many teachers have not met the minimum English language proficiency to successfully teach students and provide them with needed instructions in English. According to Marinova-Todd, Siegel and Mazabel (2013), teachers in public schools (e.g. elementary education) are anything but native or native-like in English language proficiency and this raises concerns about the ability of native and native-like instructors to effectively educate students in English language (Nunan, 2003 cited in Maddah, 2019). Having proficiency in the HL of the learners is also identified as a significant skill for L2 teachers to be more effective (Gillanders, 2007; Sešek, 2007 cited in Steyn, 2017). Teachers in Sešek's (2007) study, who were native speakers of the students' L1, stated the need for improved translation skills and a more thorough understanding of when and how to code-switch between L1 and L2 to support effective learning. Observations indicated that many novice teachers overused the L2 and consequently confused learners (Sešek, 2007).

2.11.1.2 Teacher expertise

According to Lenyai (2011), the quality of teacher expertise is the most significant determinant of successful English mastery. The teacher plays the most important role in a learner's success or failure. Pence and Justice (2008) cited in Lenyai (2011) point out that good teachers promote language learning by recognising that learners make errors when they learn, but that they ultimately correct the incorrect utterances once they are given the opportunity to do so. The teachers accept nonverbal language and reward telegraphic language and short phrases because they are aware of the system in language learning (Lenyai, 2011, Baker, 1996: 283; Myers-Scotton, 2006).

Strategies or techniques that could be used to promote English literacy include songs which are seen to increase vocabulary, stories that are usually regarded as most suitable for encouraging young learners' oral abilities, and conversation for putting language structures in place (Lenyai et al., 2011). The success of the

strategies however would depend on teachers' skill of integrating a strategy with content.

2.11.1.3 Language skills

Maddah (2019) states that learning and teaching students in English as a second language is possible when instructors/ teachers have the appropriate language skills to ensure students' understanding, engagement, participation, and collaboration in the classroom. Moreover, language issues can be overcome by developing student capability and enhancing understanding to student language capability which is associated with student's educational mobility, pedagogic variation (academic cultural differences) and language knowledge and skills (Carroll, 2012 cited in Maddah, 2019) Some of the problems that might occur include confusion and inconsistency; especially when the school has un-trained and unskilled teachers.

2.11.1.4 Classroom organisation

Akbari and Allvar (2010) cited in Steyn (2017) determined that good teachers' classrooms tuition was structured, and learners knew exactly what was expected of them. In addition to the organisation of the class, the size of the class is also important (Lemine, 2018; Biama, 2014). El-Omari (2016) concurs that class size may affect academic performance of learners in all subjects and may also determine how effective an English Second Language can assist all learners during English lessons. In a language classroom in particular, a small class size is believed to enhance educational quality (Nguyen, 2014). Similarly, Biama (2014) noted that learners in smaller classes tend to perform better in English literacy skills than learners in larger classes. Even though 'large classes' is a relative term, classes in the South African situation are often beyond the recommended limit of 40 learners per teacher. However, a well-organised and thoroughly prepared teacher can manage such a situation and improve the learning environment.

2.11.1.5 Characteristics of a successful language teacher

Madda (2019) summarised characteristics of a successful language teacher and stated that they should be able to do the following:

- develop their language self-awareness;
- teach in simple vocabulary;

- understand their student's language level, needs and strengths;
- create opportunities for students for language practice and to be involved in the practice [oral, written]; and
- accept useful feedback about errors and necessary language improvements from other instructors and even from professional students.

2.12. TEACHING STRATEGIES AND APPROACHES

Languages help us conceptualize, communicate, and ultimately collaborate. Teachers must use different approaches, methodologies, and strategies so that learners can master a language successfully. The Cognitive Academic Language Learning Approach (CALLA) is a content-based ESL model that assists learners with limited English proficiency in the transition to mainstream instruction in English by making content comprehensible using English for Speakers of Other Languages (ESOL) strategies and teaching learners how to handle content area material with success (Chamot & O'Malley, 1986 cited in Steyn, 2017). Teachers should select teaching methods that would promote listening for comprehension, and verbal interaction to promote communication to develop children who are competent in English (Lenyai, 2011). Teaching methods are a key to effective teaching and learning and should therefore be applied appropriately.

2.12.1 Teacher-centred approach

Teacher-centred learning has the teacher at its centre in an active role and students in a passive, and receptive role (Motschnig-Pitrik & Holzinger, cited in Makhubele, 2015). Additionally, in the teacher-centred classroom, teachers are the primary source of knowledge where the focus of learning is to gain information as it is monitored to the student and rote learning, or memorisation of teacher notes or lectures was the norm a few decades ago (Estes, 2004). A teacher-centred method is focused on the teacher than the learner, for example, in the classroom, teacher-centred lessons are generally associated with traditional approaches to language learning. Teacher-centred activity can be useful in a variety of ways in teaching. According to Halperin (1994) cited in Makhubele (2015), most activities today in most classrooms continue to reflect the older teacher-centred model of education wherein students sit quietly, passively receiving words of wisdom being professed by the lone instructor in front of the class. Moreover, Bowers and Flinders (1990) describe a

teacher centred model, the teacher as the “classroom manager” in which the learning process is likened to industrial production, within which students become “products”, and behaviours are expressions of “exit skills”, “competences”, and “outcomes”. A teacher-directed approach to learning recognises that children require achievable expectations, and that the student must have a solid foundation before learning a new concept. For example, to learn multiplication properly, a student must understand repeated addition and grouping. This process cannot be discovered by most students without the direction of a teacher (Pedersen & Williams, 2004). This is like Total Physical Response, founded by Asher (1977). According to (TPR) approach, the instructor is the director of a stage play in which the students are like actors. The teacher gives the verbal and non-verbal instructions, and the learners carry them out (Monyai, 2010). This means that learners do much listening and acting in TPR activities.

2.12.2 Learner centred approach

Student-centred learning is focused on the student’s needs, abilities, interest, and learning styles with the teacher as a facilitator of learning. This classroom teaching method acknowledges the student’s voice as central to the learning experience for every learner. Kember, 2009 cited in Makhubele, 2015). Student-centred learning allows students to actively participate in discovery learning processes from an autonomous viewpoint. Students consume the entire class constructing a new understanding of learning without being passive, but rather proactive (Douglas & Jaquith, 2009). A variety of hands-on activities are administered in to promote successful learning. With the use of valuable learning skills, students can achieve lifelong learning goals, which can further enhance student motivation in the classroom (Douglas & Jaquith, 2009, cited in Makhubele, 2015). Learner-centred teaching is related to “participative learning” which is referred to as learner activity, involvement of learners or active participation of learners (Jacobs, Vakalisa & Gawe, 2011). In classrooms where teachers employ a participative teaching approach, the teaching–learning relationships between teachers and learners are dynamic. There are times when the teacher is at the forefront and teacher talk and teacher-activity predominate, and other times when learners are at forefront and learner-talk and learner-activity predominate (Steyn, 2017; Nguyen, 2014). Gragg (1981) cited in Makhubele (2015) argues that anyone who is to teach another must see to it that his

students listen to him in an attitude of creative receptivity. But the teacher will not succeed in leading his students to receive ideas with a lively and formative spirit unless he, himself, shows towards his students a comparable attitude of being willing to learn from them.

2.12.3 Communicative Language Teaching

Brown (2007) cited in Monyai (2010) defines the Communicative Language Teaching (CLT) approach using the following characteristics:

- Classroom goals are focused on all the components of communicative competence and not restricted to grammatical or linguistic competence.
- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaning purposes. Organisational language forms are not the central focus.
- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy.
- Students ultimately must use the language productively and receptively, in unrehearsed contexts.

Communicative language teaching aims to develop the learner's communicative competence. Richards (2001) cited in Nguyen (2014), points out that in communicative language teaching classes, tasks and activities are designed to enable learners to achieve communicative objectives by participating in communicative processes such as exchanging information, negotiation of meaning, and interaction. In communicative language teaching, learner-centered learning is emphasized.

The Communicative Language Teaching approach builds fluency, but fluency is not over-emphasized at the cost of clear and unambiguous communication (Monyai, 2010). Teachers can guide the learners in unrehearsed situations and not control the lesson. Learners communicate spontaneously in the communicative classes. Teaching- and learning-support materials such as computers, DVDs, CD players, videos and television could be used to simplify learning and teaching.

Functional methods such as Total and Physical Response (TPR) should be applied because they emphasise comprehension and communication skills. In TPR activities, learners do much listening and acting. Lenyai (2011) states that if children do not comprehend, they might not be able to communicate in English. Children who cannot communicate often cannot read and write efficiently because speaking must develop before reading. They might also not be in a position to decode the language of English textbooks and experience learning challenges in Grade 4 onwards.

DBE (2010) recommends the use of the TPR and communicative methods, which are currently regarded as most suitable methods. Therefore, it is advisable for teachers to use these methods to develop children's communicative skills and at the same time teach concepts that will prepare children to engage with subject matter presented in English (DBE, 2010). It means that children must be exposed to a lot of spoken language for developing listening skills and must be provided with many opportunities to use the language to develop speaking skills (DBE, 2010).

The teacher-centred and learner-centred approaches are regarded as the two basic approaches to teaching, differing mainly according to what a teacher does, how learners are involved and how the lesson is planned (Killen, 2000 cited in Makhubele, 2015). The way teaching is conducted should be such that it allows the learners to learn, therefore, the learning approach should be converted into the teaching approach (Killen, 2000). Instructional approaches also require diversification to effectively engage all students.

There has been little consensus on curriculum or instructional methods, resulting in huge pendulum swings with first one programme and then another promising to make all learners fluent readers (Wolfe & Nevills, 2004, cited in Makhubele, 2015). However, it appears that educators are beset with challenges on the exact approach which they should pursue. The introduction of the new curriculum in South Africa with a paradigm shift from a teacher centred to a learner centred approach to teaching and learning remains a challenge to many teachers.

2.12.4 Scaffolding and code switching

Scaffolding refers to support or assistance provided to young children, which enables them to reach higher levels of performance than they could reach independently. (McCabe, 2013, cited in Steyn, 2015). The most effective way is using varied

strategies guided by how the child is doing. Once the child is doing well, less support and help is provided. When the child struggles, more specific instructions are given until the child starts progressing again. Scaffolding relates to the concept of zone of proximal development (ZPD) of Lev Vygotsky's model of social learning. His theory implies that all learning builds on existing skills and knowledge and that there is a zone in which new knowledge and skills are being developed utilising existing fundamentals (Vygotsky, 1978). He proposes that teachers use co-operative learning practices whereby less competent learners develop with the help of a more skilful person, whether the educator or a peer learner. Vygotsky believes that with the appropriate assistance the learner, within his/her ZPD, could get the necessary "boost" to fulfil the task. This appropriate assistance or support enables the child to achieve success in something he/she would not have been able to do single-handedly; support by a more skilful/knowledgeable person is needed. In the literature, ZPD has become synonymous with the term scaffolding. However, Vygotsky never used this term in his writings. Scaffolding is a key aspect of effective teaching and entails modelling of a skill, providing hints or clues, and adapting material or an activity to achieve the desired goal. Scaffolding or assistance is most efficient when the assistance corresponds with the learners' needs (Copple & Bredekamp, 2009 cited in Steyn, 2017).

2.13. LEARNING ENGLISH FIRST ADDITIONAL LANGUAGE

Language learning is a conscious deliberate process of studying a language other than the HL, for example attaining a second or additional language (Krashen, 1987). This usually takes place in a formal setting such as schools where organised instruction is offered to learners in the pronunciation, vocabulary, grammar, and structures of the target language. The target language is attained through guided instruction, such as by a teacher. The process of learning EFAL successfully is influenced by individual and environmental factors such as affective, cognitive, and contextual factors within and around the learner.

2.13.1 Affective factors

Affective factors relate to a learner's personality (such as his/her attitude and level of confidence) and emotional state (how he/she feels). These are key predictors of whether one learner in the same class might be more successful in learning EFAL

than another learner. Furthermore, these factors also predetermine differential accomplishment of the target language; how swiftly or slowly EFAL will be learnt. This is in line with Krashen's (1987) affective filter hypothesis which claims that negative attitudes and emotions may be barriers preventing learners from attaining the target language. For example, it is unlikely that an anxious or stressed learner who lacks self-confidence and motivation will attain competence in EFAL, since his/her affective filter is high. A low affective filter boosts a learner's willpower to engage in discourse in the target language, as he/she is more relaxed and inspired.

2.13.2 Cognitive factors

Cognition refers to the ability to process and apply knowledge in an effective and meaningful way (Kembo, 2000 cited in Steyn, 2017). A learner's intellectual ability plays a role in language learning; however, attainment or failure is determined by the interaction of several dynamics and cannot be attributed to cognition only (Makoe, 2014 cited in Steyn, 2017). Therefore, the fact that a learner might be regarded as highly intelligent does not necessarily imply successful attainment of a target language. A confident or motivated learner may successfully attain a target language despite having average intellectual ability. This is because a confident or motivated learner will more readily engage in social interaction and take up opportunities to speak the target language than a shy, reserved learner, irrespective of the shy learner's possibly superior intellectual ability.

2.13.3 Contextual factors

Contextual or circumstantial factors play a major role in the acquisition of an L2 (Vos & Fouche, 2021). The conditions affecting EFAL learning differ significantly from those affecting HL acquisition. In the context of my study, learning EFAL occurs in a formal situation of a classroom through explicit instruction by a teacher. In the context of this study, poverty has rippling effects on these learners' circumstances.

2.14. LACK OF ENGLISH READING MATERIAL AT HOME AND AT SCHOOL

Simons (2021) defines reading as a complex cognitive skill and a set of sociocultural practices. Reading must be explicitly taught and learnt and requires the ability to decode and comprehend texts. Decoding enables the fluent processing of texts, but this must be accompanied by simultaneous meaningful comprehension of texts for

reading to occur (Adams, 1990). Reading comprehension necessitates drawing on external and internal knowledge sources (Snow & Matthews, 2016). A culture of reading then consists of a specific set of beliefs and practices held by a particular group of people about reading. The minister of Education, Angie Motshekga (2015b) highlighted that schools should create a culture of reading for learners to become proficient readers. She stated that to create a reading culture, the principal and staff need to:

- understand the impact of reading on learner achievement;
- have a shared vision of the school's reading culture;
- know what an engaged reader looks like;
- fully support the library and its resources, services, and programmes; and
- value the impact of reading for pleasure

This is a challenge in the school under study due to lack of reading facility (library) as well as reading material for both teachers and learners. Children have little or no access to resources such as magazines, newspapers, TV, and radio at home.

South Africa participated in the Proficiency in Reading Literacy Skills (PIRLS) for developing countries (Hungu et al., 2010). The PIRLS assessed reading literacy with a focus on comprehension including information retrieval, inferencing, interpretation, and evaluation. It also assessed the learner's ability to acquire and use information and assess literary events using expository and narrative text genres (Zimmerman, 2014 cited in Biesman-Simons, 2021). Results showed that all the grade 4-6 learners who participated in the PIRLS, achieved below the international benchmark of 500, with Grade 4 learners averaging 253 and Grade 5 learners, 302 (Howie et al., 2008). This indicates that basic reading skills had not yet been mastered. Learners fail when it comes to more complex cognitive functions such as inference, analysis, and synthesis of information (Mullis et al., 2012). The PIRLS international assessment of literacy achievement conducted in 2016, also reported that 78% of South African learners cannot read for meaning (Howie et al., 2017). This shows that South African learners cannot read well enough to access texts in other subjects.

Educators play a significant influence on children's reading practices. Matjila and Pretorius (2004:18) emphasise that educators have 'an important role to play in promoting a culture of reading', particularly if reading does not occur at home. If educators model the enjoyment of reading and promote strong reading practices, this indicates the importance of reading and can improve children's reading practices (Reeves et al., 2008).

English language learner, students employ knowledge, skills, and language understandings from their first language, L1, as they begin to acquire literacy skills and learn to read in the second language (Grisso, 2018). Due to the interrelated nature of this process, it is critical that educators understand how to effectively and successfully teach English language learner students how to read in English. Teachers should provide opportunities for learners to read and view the language for information, pleasure, and literary appreciation. The teacher's role is to match the level of the text to the level of the learner, as learners should be reading progressively more challenging texts throughout the FET phase (CAPS, 2011:13). They should guide learners in selecting text of the right level which are interesting and accessible. Teachers should develop learners' reading and writing strategies so that they can become independent and lifelong readers and writers (CAPS, 2011). For example, they can teach learners to skim and scan a text, ask questions that develop learner's higher order reading skills.

2.14.1 Motivating and role modelling children's reading practices

Reading practices within the home environment play a critical role in developing children's reading practices (Bridges, 2014; Kaschula, 2014; Ruterana (2012) cited in Biesman-simons, (2021). According to Mda (2017), a culture of reading can be cultivated at any age, though like all habits, good and bad, it is best instilled early in childhood. Researchers have noted factors that affect the ability to promote reading practices as follows:

- parents and caregivers may lack confidence in their ability to assist children,
- be unable to source reading materials,
- Place limited value on reading or be overwhelmed by a focus on economic survival (bua-lit collective 2018; Kachala, 2007; Ruterana, 2012).

- Many African and South African adults are not readers themselves (TNS Research Surveys, 2016).

In this context, parents and caregivers cannot be expected to model strong reading practices or fully support their children's reading practices (Willenberg, 2018).

2.14.2 Lack of Access to materials

Access to materials is highlighted as central in promoting the culture of reading (Clements, 2017; Kennedy et al., 2012). Hibbert and Crouss (2011) emphasise that it is not only access to materials and the language of a text that promote the culture of reading, but that content has to be relevant. South African texts frequently position reading for pleasure as critical for a culture of reading (Bloch 2008; Department of Basic Education 2019b; Mda, 2017). When reading is positioned as an enjoyable activity, children's likelihood of reading is likely to increase. As Sisulu (2000) rightly states, children who do not learn to read for pleasure are less likely to read outside the school curriculum.

Family socio-economic issues play a significant role in the education of the child either positively or negatively (Mushtaq & Khan, 2012). The higher the status of a family's socio-economic status, the more likely the child is motivated to learn and perform better (Eze, 2002; Kandeyi & Kamuyu, 2006 cited in Limene, 2018). Learners whose parents make resources available at home such as written sources e.g., books, dictionaries, and electronic resources e.g., television and computers, perform better in English Language (L2) compared to their counterparts from poor families (Hugo, 2002; Smith, 2011). Learners who have access to educational materials at home are more informed, more motivated and better assisted to improve their performance in English Language (L2) than their counterparts from poor families with no educational resources or parental assistance to improve their performance in English Language (Nkandi, 2015).

Ogoye (2007) cited in Limene (2018) describes socio-economic status as a critical issue in many African communities where illiteracy and poverty levels are high, which limits parental involvement in their children's schoolwork. Due to poverty, not all parents are able to buy learning materials for their children. This means that learners will have limited access to extra English classes, English reading materials and an English-speaking environment. Ogoye (2007) is of the opinion that low family

socio-economic status contributes to the lack of concentration of learners and as a result, homework is not guided, is poorly done, is often incomplete or never completed at all (Limene, 2018).

In a household where parents cannot read themselves, it is evident that they would not be able to introduce their children to books. Many of the learners grow up with their grandparents, which increases the lack of exposure to any English and subsequent support, as most grandparents are unschooled and do not know English at all. Teachers need workshops and training on how to implement the strategies with their own learners to promote effective reading. Therefore, Lack of resources such as libraries, internet access, book clubs, magazines and newspapers in the school under study, contributes to implementing reading strategies. Fundamentally, teachers need basic resources for their classrooms. Owing to their social circumstances, not many learners have their own stationary and unless educators provided out of their own pockets, they are unable to do creative activities with learners as well as guidance from teachers in selecting texts of their right level which are interesting and accessible (O'Connor & Geiger, 2005 cited in Makhubele, 2015).

2.15. LACK OF EXPOSURE TO SPOKEN ENGLISH

The majority of learners do not use the English language in their daily life, especially outside of the classroom and they often encounter the use of target language only in school and within the classroom of the target language (Misbah, 2017). Learners are, therefore, not familiar with general English words and feel shy to have a conversation in English since their exposure to the English language is inadequate in the school and limited to a textbook and do not use to communicate outside the classroom. Pal et al., (2016) support the idea that ineffective classroom communication occurs when learners and teachers are not at the same level of understanding, which thus, hinders the messages to be conveyed by the teachers in classroom activities. The opportunity of using an L2 in informal situations was found to have the greatest effect on L2 oral proficiency (Carhill, Suárez-Orozco & Páez, 2008 cited in Steyn, 2017).

2.16. THE QUALITY OF ENGLISH TEACHING

Teachers play a pivotal role in socializing and educating the society through cultivating learners with social, moral, and economic values. Successful learners

depend upon competent, committed, and successful teachers. According to Barnett (2009), teaching and learning involves two active participants in the classroom - the teacher and the learner. It is the pedagogical relationship between teachers and students that actively works (or fails) to enable the student to appropriate the curriculum in ways meaningful to him/her (Hussain et al., 2017).

Well implemented specialised teaching of L2 learners, such as the Sheltered Instruction Observation Protocol (SIOP) is a key optimal condition for L2 acquisition (Echevarria et al. cited in Steyn, 2017). The SIOP model was designed to increase academic achievement of language minority learners in the United States. The SIOP model integrates best practices for teaching academic English and offers teachers a comprehensible method for improving learner achievement (Short, Fidelman & Louguit, 2012). The model comprises of eight components, namely building background, preparation, 46 comprehensible input, interaction, strategies, practice/application, lesson delivery and review/assessment (Steyn, 2017, McIntyre et al., 2010). Its purpose is twofold: to make grade-level academic content more accessible to learners and to guide teachers toward teaching content for learners and simultaneously assist ESL learners in developing literacy skills.

2.17. ENGLISH PROFICIENCY OF TEACHERS

Chomsky (2001) in Nel and Muller (2010) explains that the logical problem of language learning is caused by messy and fragmentary input, making abstract concepts based on limited examples of languages. Gass cited in Nel (2010) refers to input as "... the language to which the learner is exposed, either orally or visually ...", in other words, the language which "surrounds learners living in a L2 environment". Teachers are responsible for an inadequate language input due to their own limited English proficiency.

Krashen also found that the essential ingredient for L2 acquisition is comprehensible input through teacher talk. The teacher should talk on a learner's level of comprehension, that is, the learner should be able to understand what the teacher is saying (Richards & Lockhart, (2006) cited in Nel, 2010). Transference from one speaker's use of language to another speaker's use of language can be viewed as a contamination factor in the use of the L2. Where teachers' own L2 knowledge is not on an acceptable standard for the use of English as the LoLT, their poor usage and

knowledge of the language are transferred to the learners (Stander (2002) cited in Muller, 2010) language acts as the basic communication channel for knowledge transfer and learning from the educator to the learner. If the knowledge communication channel is obscured and hindered by limited English proficiency — both on the side of the learner and of the teacher — knowledge transfer cannot be effective.

Marinova-Todd (2003) cited in Muller (2010) concludes from reviewed studies that the availability and the access to good L2 input and instruction produce the best outcomes in L2 and ensure native-like proficiency. In addition, Marinova-Todd (2003) found that the sooner a learner is exposed to the L2 in an environment rich with L2 interaction and input, the longer the learner is resident in a L2-dominated environment. Appropriate circumstances and quality instruction lead to native-like competence in L2 in younger and older learners.

Role modeling is very effective, as a strategy to access meaning when reading. The teacher should model the strategies for which the learners eventually need to take responsibility. Frederickson and Cline (2002:441) explain that through modeling, the learner is provided with a step-by-step demonstration of what is required.

According to Ellis (2002:24), social factors affect the L2 proficiency attained by different groups of learners. During the submersion L2 learners are taught in a class where L1 speakers are dominant; while during the immersion L1 learners are taught through the medium of L2 by bilingual teachers in classes where there are only such learners. Nel and Muller (2010) explain that during English immersion, English language learners (ELL) are immersed completely into the English contexts without any support in their home language. The aim of immersing learners into English contexts is to develop their English language and literacy skills. The reality is that it is extremely difficult for an ELL to learn a new language while simultaneously acquiring literacy in the L2 and not receiving support in their home language.

2.18. MATERNAL EDUCATION AND PARENTAL ENGLISH SKILLS

Carhill et al. (2008) cited in Steyn (2017) established that parental education and maternal L2 English skills were significant indicators of teenage children's oral academic L2 proficiency. Parents with low or no English proficiency may not provide their children with quality English input to assist them in L2 development. Therefore,

Learners in the school under study can only be able to read fluently in English if they can have access to school/public libraries, internet access, book clubs, magazines and newspapers as well as guidance from teachers in selecting texts of their right level which are interesting and accessible.

2.19. AGE INTRODUCTION TO ENGLISH

Cummins (2008) draws a distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). For a given language, BICS is related to the daily conversation skills, whereas CALP refers to the skills needed in higher education academic studies. To develop CALP, the learner needs instruction in their HL for at least six to eight years (Cummins, 2008; Sebolai, 2016; Wildsmith-Cromarty, 2012, Roger, 2018). Learners who are instructed in an additional language, either from the first grade or from the fourth, fall further and further behind in CALP skills, compared to their HL-taught counterparts.

According to CAPS (2011), learners do not have any knowledge of the language when they arrive at school, hence the focus in the first few years of school is on developing learners' ability to understand and speak the language. In Grade 2 and 3, learners start to build literacy on oral foundation and apply the literacy skills they have already learned in their Home Language. African language speakers in Grades 1, 2 and 3 are taught in their HL and then switch to a different medium of instruction (usually English) from Grade 4, with HL, FAL and SAL offered as subjects.

The CAPS expects 'a high level of competence' (DBE, 2011) in English FAL by the end of Grade 3, for learners to be able to use the language as a Language of Learning and Teaching (LoLT) from Grade 4. This will be achieved by taking advantage of learners' literacy skills in their HL, so activities designed to enhance language learning are duplicated for both languages.

Learners will continue to strengthen their listening, speaking, reading, and writing skills in the intermediate and Senior phases, CAPS (2011:11). They will be exposed to English as majority of them will be learning through the medium of their First Additional Language. The emphasis is given to English FAL for the purpose of thinking and reasoning which will enable learners to develop their cognitive academic skills, which they need to develop aesthetic and imaginative ability in their Additional Language.

The early introduction of English as a medium of instruction is problematic, due to the teaching approach taken towards decoding and comprehension skills. During the Foundation Phase (FP; Grades 1–3), much attention is paid to teaching decoding skills. However, the manner of instruction is often done in a superficial, haphazard, and decontextualized way (Pretorius & Currin, 2010; Zimmerman & Smit, 2014:1 cited in Prinsloo, Rogers & Harvey, 2018). Therefore, the learner may struggle with simple decoding even after entry into Intermediate Phase (IP; Grades 4-6).

Teachers also assume that once decoding is mastered, comprehension automatically follows. Teachers do not focus on teaching reading comprehension, which requires specialised skills. This results in failure of the learners to smoothly transition between decoding to reading meaningfully, if at all (Pretorius & Currin, 2010; Zimmerman & Smit, 2014 cited in Roger, 2018). Together, this indicates that the basics of decoding or comprehension in the HL may not be in place at the time, from Grade Four onwards, where the learner is expected to transfer these skills to English and read and learn in their additional language. This further reduces the ability of the learner to master CALP skills, subject content knowledge, and various other cognitive and metacognitive strategies (Zimmerman & Smit, 2014). Language proficiency in the medium of instruction is necessary for successful academic achievement.

CAPS (2011) states that by the time learners enter grade 10, they should be reasonably proficient in their First Additional Language regarding both interpersonal and cognitive academic skills. However, the reality is that many still cannot communicate well in their Additional Language. Teachers are therefore, required to support these learners and provide a curriculum that enable learners to meet the required standards. Cummins (2008) attested that older school children attained L2 literacy skills at a higher speed than younger children.

According to Yule (2016), the optimum age for learning a language is between the ages of 10 and 16 years. Firstly because of maturation of cognitive skills permitting more effective analysis of the structures and features of the L2 learned, CAPS (2011) and secondly, before the inherent capacity of flexibility has been lost. Late L2 learners seem to overtake younger learners in the display of cognitive maturity (Cenoz, 2002; Miralpeix, 2007 cited in Steyn, 2017). This is with the exclusion of

pronunciation as younger children appear to achieve a native-like pronunciation more easily than older learners (Gonzalez et al., 2015 cited in Steyn, 2017). This may be due to fossilisation of motor neurophysiologic mechanism/patterns of the L1, which are hard to adapt after a certain age. Research conducted show that older learners perform better in L2 proficiency than younger learners in literacy acquisition in both the HL and L2 than children between 5 and 8 years of age (Steyn, 2017; Gezer & Snow, 2012). According to CAPS (2011), learners make the transition to English as LoLT in grade 4 (8-9 years of age) on average. Salami (2008) cited in Steyn (2017) reported that early exit to English, as observed in Ghana, resulted in learners performing poorly, as they had mastered neither English nor the key concepts they should have in their mother tongue sufficiently.

2.20 THEORETICAL FRAMEWORK

2.20.1 Input-interaction-output Model

According to this theory developed by Krashen (1985), language acquisition does not necessitate widespread use of cognisant grammatical rules or tedious drill. Second language acquisition is significantly determined by “input”. Gass cited in Bailey (2006:65) describes input as the language to which the learner is exposed, both orally and visually. Krashen (1985) identified three non-linguistic factors that influence this “input” in the acquisition of L2: anxiety, motivation, and self-confidence. The most significant element in L2 attainment is comprehensible input through teacher talk. Interaction facilitates acquisition because of the conversational and linguistic adaptations that occur in such discourse (Long, 1996). Through these 50 interaction learners have the opportunity to understand and use the language that was previously incomprehensible. Acquisition follows when understanding of messages takes place and the learner is not “on the defence” (anxious).

According to Chomsky cited in Myles and Mitchell (2004), the challenge in language learning is the result of messy and fragmentary input; abstract concepts are made based on inadequate language practice. Teachers are responsible for insufficient language input because of their own limited English proficiency. Where teachers' own L2 understanding of English is not of acceptable standard, their poor utilisation of and acquaintance with the language is transferred to the learners (Stander, 2001). Acquisition is achieved when one understands language that contains structure that

is “a little beyond” where one is now. It does not occur overnight, but gradually when the acquirer is “ready,” one should realise that the progress occurs through delivering fluent and comprehensible input and not from forced and correcting delivery. Interaction offers learners critical response on whether their output was comprehensible (Gass & Mackey, 2015). The relevancy of Krashen’s input-interaction-output theory to this study is that it enables learners to understand the wider “input” and processes concerning their successful acquisition of English across the school curriculum. This theory includes the language(s) and conditions affecting the learners and incorporates the role of the teacher in learning content subjects.

2.21 CONCLUSION

This chapter provided an overview of the literature relating to how English can affect learners’ academic performance. The chapter also reviewed literature on policy and legislative background. It also highlighted the challenges faced by teachers and learners that have an impact on learners’ academic performance. Some of the challenges include, limited language proficiency, lack of exposure to language, code switching etc. The inevitable significance of a solid mother tongue foundation, the quality of teaching offered to learners and the role of age and time are key determinants for successful learning and the transition the learners in this study are facing. The reviewed literature also focused on approaches to language teaching and explored the way learners acquire a L2 as well as language teaching models in South Africa and the current debates and critical issues on transition from mother tongue instruction to English in South Africa. The following chapter outlines the research design and describes the population and sampling process, data collection methods and the data analysis procedures adopted in this study as well as ethical consideration.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

It describes the research design, population and sampling techniques, data collection instruments and data analysis tools used, as well as methodological approach applied in this study. Qualitative research was conducted using semi structured interviews and observations to collect data. Ethical considerations and limitations of the study conclude this chapter. The research questions guiding this study are as follows:

- What is the impact of English First Additional Language on learners' academic performance?
- What are the factors that hinder learners' academic performance using English First Additional Language across the school curriculum in Grade 10?
- Which intervention strategies can be used to harness learners' academic performance across the school curriculum using English First Additional Language.?
- Which solutions and recommendations can be used to improve learners' academic performance across school curriculum?

3.2 RESEARCH PARADIGM

Teddlie and Tashakkori (2009:4) define a paradigm as a worldview, together with the various philosophical assumptions associated with that point of view. Similarly, Creswell and Plano Clark (2007:21) refer to a paradigm as "a worldview". This study adopted interpretivist paradigm, which is the belief that reason is the best way to generate knowledge about reality. The interpretivists aim to obtain a deeper understanding of a phenomenon and its complexity in its unique context, not to generalize a whole population (Creswell, 2007: 245). The researcher employed the interpretivist paradigm because an interpretivist paradigm is appropriate for qualitative and is considered most appropriate for addressing the research problem which involves an observation and semi-structured interviews. The use of an interpretivist approach is supported by Feilzer (2010:8) when he says, "interpretivist is oriented toward solving practical problems in the real world" rather than on assumptions about the nature of knowledge". Interpretivist has gained considerable support as a stance for qualitative researchers (Feilzer, 2010:8).

3.3 RESEARCH DESIGN

This study used qualitative case study methodology at Tiyelalani Secondary School. Qualitative case study methodology provides tools for researchers to study complex phenomena to gain concrete, contextual and in-depth knowledge about a specific real-world subject (Yin, 2018). Qualitative case study ensures that the issue under investigation is not explored through one lens, but rather a variety of lenses, which allow in-depth, multi-faceted explorations of complex issues in their real-life (Takahashi & Araujo, 2020). A qualitative case study was relevant to this study at Tiyelalani Secondary School because it enabled the researcher to use multiple methods and sources of data such as semi-structured interviews and observation method to generate data to understand the impact of English First Additional Language on learners' academic performance across the school curriculum.

3.4 POPULATION AND SAMPLING

3.4.1. Population

Population refers to the whole group selected to participate during the collection of data from which the sample is drawn and for which conclusion is made (Ary et al., 2002). The school in the study is situated in Block M, Soshanguve. The school attracts learners from the surrounding "black townships" such as Soshanguve, Mabopane, Rankuwa and Winteveldt. The home languages for the learners at the school are Sepedi, Setswana, and Xitsonga, whereas the language of learning and teaching is English First Additional Language. Participants in this study were grade 10 learners and teachers at Tiyelalani Secondary school, a public school in Tshwane West District. The number of learners enrolled at the school under study is 1164, with 224 grade 10 learners. The grade 10 classes are divided into six classes with an average of >37, with different streams such as Geography, Life Science, Mathematical Literacy, Business Studies, and Tourism Life Orientation and 10 teachers under study.

3.4.2 Sample and Sampling

According to Walliman (2011:177), a sample is the small part of a whole population selected to show what the whole is like. Wilkinson and Birmingham (2003:19) made another distinction when they explain a sample as a representative of the population

in which you are interested. The researcher agrees with both definitions because a certain group of people were selected to participate in a study from the population to collect data. Sampling refers to the selected participants from the population related to the problem (Campbell *et al.*, 2020). This study used purposive sampling because it enables researchers to recruit participants who can provide in-depth and detailed information about the phenomenon under investigation (Campbell *et al.*, 2020).

According to Bernard (2002), purposive sampling is the deliberate choice of an informant due to the qualities the informant possesses. Kumar (2014) submits that when adopting this procedure, researchers use their ability to profile people whom they think possess the required information and are willing to share it and the researcher decides what needs to be known. Furthermore, purposive sampling involves the researcher's choice of the sample regarding the characteristics of a representative sample (Bless & Higson-Smith, 2000: 92). The researcher used number cards in a box to select two learners from each class to give equal opportunity for all participants to participate in the study. This means that twelve learners were selected and four teachers who teach Geography, Life Science, Mathematical Literacy and Life Orientation since these learning areas are taught by the same teachers.

3.5 DATA COLLECTION

The researcher used semi-structured interviews and observation to collect data.

3.5.1. Semi-structured interviews

Semi-structured interviews helped the researcher to collect open-ended data, explore participants' thoughts, feelings, and beliefs about the impact of English First Additional Language on grade 10 learners' academic performance at Tiyelelani Secondary School in content subjects. The researcher prepared interview schedule with open-ended questions for learners and teachers. The researcher used an audio recording device during the interviews.

3.5.2. Observation method

This method was used in four teachers teaching Mathematical Literacy, Life Science, Geography and Life Orientation in English First Additional Language and observe

how learners' behaviour in the classroom during lessons in to see how these learners participate during class discussions, how they respond to questions, and apply what they were taught by putting their ideas on paper in order to determine the impact of English First Additional Language on their academic performance.

3.6 DATA ANALYSIS

Data analysis is a process of analysing and interpreting data to make meaning to it (Guest, Bunce & Johnson, 2006). The researcher used thematic analysis method to identify, analyse and report patterns or themes within data. The process of analysing data in qualitative research entailed preparing and organising the data for analysis purposes, then subsequently formulating themes to incorporate the data through a procedure of condensing the codes and consequently representing the data in a discussion (Creswell, 2007). According to Creswell (2014:212), a data analysis method is a continual process during research, which involves analysing information supplied by the participants. Qualitative data analysis specifically helped the researcher to answer the questions of the study through the descriptive data it provides (O'Connor & Gibson, 2003). This descriptive information often comes from a variety of sources in research such as interview transcripts, surveys/questionnaires, and observations, O'Connor & Gibson, 2003). The researcher used inductive thematic analysis to analyse data in this study because it is concerned with trying to understand the lived experiences respondents on how they make sense of their experiences of addressing their challenges of learning and teaching Mathematical Literacy, Life Science, Geography and Life Orientation in English First Additional Language. The researcher familiarized herself with data, assigned preliminary codes to data for the purpose of describing the content, identified common patterns or themes that come up repeatedly from semi-structured interview and data observation, reviewed themes and start with the writing up. In other words, the researcher will begin with an area of study and allow the theory to emerge from the data wherein themes were derived from transcribed semi-structured interview and data observation. The researcher read transcribed recordings as well as the analysis of the observation data several times until she reached saturation point.

3.7 QUALITY CRITERIA

3.7.1. Credibility

Credibility is defined as the confidence that can be placed in the truth of the researcher's findings, which depends on the richness of the information gathered, rather than the amount of data gathered (Ary, Razavieh & Sorensen, 2006). The researcher in this study ensured credibility by recording interviews and keeping data safe and allowing participants to verify the accuracy of the findings.

3.7.2. Transferability

Transferability refers to the extent to which the findings of one study can be applied in other situations (Ary, Razavieh & Sorensen, 2006). The researcher ensured that sufficient information was provided including detailed information regarding the number of participants sampled.

3.7.3. Dependability

Dependability ensures that research findings are consistent and could be repeated, which could be measured by the standard of which the research is conducted, analysed, and presented (Ary, Razavieh & Sorensen, 2006). The researcher ensured that the findings are consistently verified with the data collected to ensure that nothing is missed in the study.

3.7.4. Confirmability

Confirmability is a process to establish whether the researcher has been biased or not during the study. The researcher used different techniques of gathering data to ensure confirmability of the findings, such as interviews and observation.

3.8 ETHICAL CONSIDERATIONS

Creswell (2007) states that the researcher has an obligation to respect the rights, needs, values and desires of the informants. Showkat and Parveen (2017: 2) give a simple definition of ethics as the principles that guide an individual's behaviour towards doing what is morally and legally right in conducting their research. In the same vein, Bless *et al* (2013: 28) wrote that ethics in research are mainly a concern of whether the conduct of the researcher conforms to a code or a set of principles and morals that govern the research. The appropriate steps were followed to uphold

participants' privacy, confidentiality, informed consent, voluntary participation, dignity, rights, anonymity, and full disclosure. Participants had the right to refuse to participate or withdraw from the study at any point regardless of the consequences this might have to the study.

3.8.1. Permission

The researcher applied for ethical clearance from the University of Limpopo's Research and Ethics Committee (TREC) to conduct the study. The researcher sought permission from the District Director, the principal, the parents, learners, and teachers of Tiyeelelani Secondary school. The researcher asked parents of the learners for permission to conduct the study with their children, as she worked with minor children. She sent consent forms to be signed by parents and teachers to show that they agree to participate in the study. The researcher wrote a letter of request to the principal of the school to ask for permission to conduct the study.

3.8.2 Voluntary Participation

Participation in this research was on voluntary basis, the participants had a choice to decide whether to participate in the research. The learners also decided whether they want to participate until the end of the research or withdraw along the way. Zuckerman-Parker and Shank (2008) state that participants cannot be compelled, coerced, or required to participate. The researcher made it clear to the participants (both learners and teachers) that the research is only for academic purpose and their participation is voluntary, thus no one was forced to participate.

3.8.3 Confidentiality

Zuckerman-Parker and Shank (2008) suggest that confidentiality in research means that those studying or reading the research results will not be able to establish the identity of those who participated based on their responses. The names of the participants will be identified by falsified names during the data analysis such as the use of numbers and letters of alphabet (Teacher A or Learner 1). The information accessed will be kept in the possession of the researcher in a safe place and kept confidential. The data will be stored in the computer linked to a secret password to which only the researcher has access and no one else.

3.8.4 Informed consent

The participants were also be informed of their rights to withdraw from the research at any stage without fear of violence or intimidation. Parents were required to sign the consent forms for underage learners who were participating in this research.

3.8.5 Full disclosure

The researcher informed the participants (learners and teachers) of the purpose, nature, data collection methods, and the extent of the research prior to the commencement of the study. The participants were also informed of any likely risks that can occur while taking part in the research. All information was shared with the participants.

3.9 CONCLUSION

This chapter highlighted the methods used to address the research objectives, research approach, research design, as well as population and sampling techniques. The methodology used in gathering data for this study was described in the chapter. Sampling, data collection strategies and tools were elaborated upon. The learners were referred to using numbers for confidentiality and anonymity. The data was collected using interviews and observations. The chapter was concluded with ethical considerations relevant to this study. Analysis and interpretation of data collected, as well as conclusion will be presented in the next chapter.

CHAPTER FOUR: DATA FINDINGS AND INTERPRETATION

4.1 INTRODUCTION

This chapter outlines the outcomes of the data-gathering processes, presents the results, and discusses the findings obtained from the two data collection instruments namely, observations and interviews. The data collected during the research process as well as the observations and interviews will be described, discussed, analysed and interpreted on teachers teaching content subjects like Life Sciences, Mathematical Literacy, Life Orientation and Geography using English First Additional language as a medium of instruction, in order to highlight the impact, it has on learners' academic performance across school curriculum in grade 10 in this chapter.

4.2 BIOGRAPHICAL INFORMATION OF LEARNERS

It was important to understand the background information of the learners involved in the study for the purpose of establishing the impact of English (FAL) on learners' academic performance. The biographical information sought to establish the gender, age, and the home language of learners.

4.2.1. Gender representation of participants

The gender difference was an important variable in the analysis of the study because it shows the exact number participants per gender and demonstrate how a dominant gender would affect the overall outcome of the study.

There are 12 participants who participated in the study, 7 of the participants are female, representing 58.3% and 5 respondents are male, representing 41.7%. The participants are a small portion of the population representing the entire population of 276 grade 10 learners aged between 15 to 17 registered at Tiyelani Secondary School in Tshwane West district. There was no gender balance between the male and female participants as shown that 5 were male and 7 were female participants in the study.

4.2.2 Age representation of participants

The age difference was important in the analysis of the study because it shows the age range of participants and demonstrate how age range would affect the overall outcome of the study. The majority of participants with the total of 8 were 15 years old, followed by 2 participants between age 16 and 17 years respectively.

4.2.3 Home language spoken by participants

The home language spoken by the participants is crucial in the analysis of the study to determine its impact in various languages spoken by participants outside the classroom and at home.

There are 6 Sepedi home language speakers which represent the majority of participants in the study, followed by 4 Xitsonga home language speakers and the least of 2 Setswana home language speakers.

4.3 Biographical information of content subject teachers

It is important to understand the background information of the teachers involved in the study to establish the impact of English (FAL) on learners' academic performance. The teachers' biographical information sought to include the level of qualifications, subject taught, gender as well as years of teaching experience in the subject teaching.

Table 1: Biographical information of content subject teachers

Teacher	Qualification	Subject	Gender	Teaching experience
T1	BAED	Geography	M	5
T2	BEDH	Life Science	F	33
T3	BAED	Life Orientation	F	12
T4	BEDH	Mathematical Literacy	M	14

BAED= Bachelor of Arts in Education

BEDH=Bachelor of Education Honours.

According to the findings as indicated in the table above, two male teachers and two female teachers were selected to observe gender equity. The table also shows that

all the teachers are qualified to teach in the FET phase. They have a minimum of 5 years and a maximum of 33 years teaching experiences in the subjects respectively.

4.4 INTERVIEWS FOR TEACHERS

At the centre of qualitative research lies a tendency of providing descriptive details of people and events within their natural setting which are usually facilitated by interviewing as the key factor of research design (Weiss, 1994). The researcher interviewed four content subject teachers from the school under study. Their names were randomly chosen. All the content subject teachers were asked all the seven open-ended interview questions by the researcher.

4.4.1 Teachers' response to interviews

The researcher has conducted semi structured interviews with four content subject teachers in grade 10 at Tiyelani Secondary School. The questions were aimed to find out about the impact of English First Additional Language on learners' academic performance across content subjects. Data was analysed based on the teachers' responses to interview questions. All the content subject teachers were asked 7 open - ended questions. The following are the findings of interviews with the teachers in the research presented in questions:

1. What would you consider are some of the reasons for learners' poor academic performance?

This question is addressing causes/reasons why learners are academically performing poorly. The interviewed teachers have highlighted the following reasons for learners' academic performance.

Teacher 1: Lack of learner commitment, inadequate parental involvement. Some learners lack background knowledge; they can't relate to the content. Poor foundation from their lower grades.

Teacher 2: Language barrier, incompetency of reading, classes not conducive to learning (posters) to stimulate learners to learn.

Teacher 3: Lack of enthusiasm in learning, lack of parental involvement.

Teacher 4: Lack of understanding and interpreting what the questions wants. Reading

with understanding and taking for granted a subject.

The findings from the teacher interview indicate that learners do not perform well academically due to lack of understanding, language barrier, lack of interest or commitment of using English First Additional Language in content subjects. Misbah (2017) supports the findings of this study by indicating that learners are not familiar with general words of English and feel shy to use the English words, since their exposure to the English language is inadequate in the school and limited to a textbook. This suggests that most of the learners fail as they are unable to relate content, understand and interpret the questions and read with understanding. The findings also indicate that poor performance of learners is due to lack of parental support in most of the learners because learners are also not fully educationally supported by their families. This is supported by Ai-Zoubi (2018) who observed that students who are weak in English were those handicapped by their environment because they get less encouragement from their parents to practice speaking English at home. El-Omari (2016) and Hussain (2017) concur with the findings of this study by indicating that students demonstrate higher academic and behaviour levels, have higher aspirations, and display other positive school behaviours when parents are knowledgeable, encouraging, and involved. In other words, parents are also unable to communicate with learners in English due to their level of education Robertson (2020) supports the findings of this study by indicating that parents who are not speaking the language of the classroom 'frequently holds back a child's learning, especially for those living in poverty'.

2. English, used as the medium of instruction has an impact on the academic performance of learners. Do you agree/disagree? Please state why.

This question required teachers to elaborate on whether English, as used as a medium of instruction has an impact on the academic performance of learners or not. The interviewed teachers responded as follows:

Teacher 1: Agree. Our learners fail to understand questions. In most cases, they do have information but they can't write their response in English. Some learners can't read and comprehend, making it difficult to answer questions correctly. As educators, we always witness this when we are marking their assessment, others end up using both English and their

home language.

Teacher 2: Agree. Most of the learners use their mother tongue to think before they respond.

Teacher 3: Disagree. Even though it's not our mother tongue but it is used in our daily lives compared to African languages. It is just our learners' not showing interest in learning.

Teacher 4: Agree. Because students don't frequently communicate with each other using English, so they are not used to it and are not comfortable being taught using it as a medium of instruction.

The above responses show that learners lack vocabulary and are uncomfortable to express themselves using English language, which makes it difficult to respond to questions well during an assessment as they do not understand them. Feast (2002) cited in Madoda (2015) concurs with the findings of this study by indicating that when students are deficient in the language of instruction, they would not perform well in the various school subjects taught in the target language. It has also been proven by some researchers, (Madoda 2015, Maleki et al., 2007) that having difficulties in grasping fully the contents and concepts of the various subjects across the curriculum taught in the target language (English language) seems to be one of the most serious problems that learners face in various subjects. On the other hand, the findings revealed that learners are not showing interest in learning English language as used in their daily lives, because some of the learners translate to their mother tongue before they respond to questions asked. This is supported by Wagikondi cited in Mwakira (2021) who found **that** when language of communication at home and school is mother tongue, then acquisition of English skills is inhibited and thus the performance of learners is affected.

3. List some of the challenges that you consider hampers learners improving their skills in English (Reading, Writing, and speaking)?

This question seeks to determine challenges that prevent learners to improve their language skills as indicated below:

Teacher 1: Lack of confidence, not having a suitable environment to practice.

Teacher 2: Listening and speaking, reading, writing, and presenting. Learners are

unable to construct sentences and write good paragraphs.

Teacher 3: Lack of practice, not having confidence, not having motivation, and support from parents and also not encouraging each other as friends.

Teacher 4: Speech, reading and writing with understanding.

The findings show that learners are unable to speak, read and write with understanding, as they are unable to construct sentences and write good paragraphs. The findings also show that lack of confidence to use English language, motivation, and support, as well as suitable environment to practice English language more often affect learners' academic performance on content subjects because they are not encouraging each other to communicate as peers using the English inside and outside the classrooms. This is supported by Krashen (1985) who claims that low motivation, low self-esteem, and debilitating anxiety can combine to form a mental block that prevents comprehensible input from being used for acquisition which eventually affects learners' academic performance. Misbah (2017) concurs with the findings of this study by indicating that limited range of English vocabulary can cause the learners to face difficulties in acquiring the four language skills such as listening, speaking, reading, and writing as well as all non-verbal means of representation and expression that we use when communicating. Thus, language has been purported to be an influential factor, especially literacy challenges, such as reading and writing in this study, which are reflected in the poor reading achievement of South African learners in both the Annual National Assessments (ANA) results (2014) and the Progress in International Reading Literacy Study (PIRLS) 2011. Therefore, parents and teachers must encourage and give learners learning opportunities in which they could practice speaking English to get used to it and feel confident in using it.

4. What ratio of home language to English (code-switching) do you use when teaching? Please explain why?

This question emphasises the extent to which teachers use home language/ code switch during teaching and learning.

Teacher 1: 90 % use of English because it is a medium of instruction, 10% used for home language, in order for them to understand.

Teacher 2: 70 % is used most of the time during teaching, and 30% is used for codeswitching so that learners understand the lesson.

Teacher 3: 80 % of the time, I speak in English and 20 % I explain in vernacular because some learners are slow in digesting what is said in English.

Teacher 4: 98% to 2%, because it allows one to be able to put a lot of emphasis on a point without being hindered by the language and only use English 2%, when pointing out terminologies in the subject.

The above responses show that teachers use 70 -90% of their time teaching in English and spend 2 – 30% to code switch to home language (mother tongue) for learners to understand the lesson. The findings of this study are supported by research which shows that the use of code-switching by South African teachers that is grounded in the social circumstances in which it occurs ‘constitutes a purposeful and productive teaching strategy’ (King & Chetty, 2014, cited in Wildsmith-Cromarty,2019). The findings of this study are supported by Setati, Adler, Reed and Bapoo (2002) cited in Balfour (2019) that code-switching is used for both management of the classroom and for explanatory purposes where the content is complex, and concepts may not be immediately accessible to learners through English. United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005), in supporting of the findings of this study advances the point of view that pupil’s mother tongue is the best for expressional and understanding of concepts. Teachers in the school under study codeswitch to mother tongue to facilitate understanding. However, Misbah et al. (2017) argue that the use of mother tongue in the classrooms affects English learning negatively. Other researchers argue that code-switching does not serve to build either the L1 or the L2, where there is exclusion of learners in diverse, multilingual classrooms who do not share those languages (Wildsmith-Cromarty et al., 2019; Jordaan et al., 2011). Therefore, the use of mother tongue in the school under study may create a confusion and have a negative impact as it is offering three home languages.

5. What are the factors that hinder academic performance through the use of English First Additional Language across the school curriculum?

This question determines the factors that can prevent academic performance of learners using English FAL. The following factors were identified as preventing academic performance of learners using English across the school curriculum.

Teacher 1: The use of mother tongue, learners want to use their mother tongue language always.

Teacher 2: English being used as a medium of instruction only, not being motivated to use English outside the classrooms, during lunch and even when speaking to friends.

Teacher 3: Uninteresting teaching style, not having enough contact time. Overcrowded classrooms, not having clear instructions on what is expected from learners. Educators not having a clear background on the subject.

Teacher 4: Students don't understand the language. Concentration and focus becomes a problem when the language is used. The subject being taught and the terminologies used in the subject become a problem in explaining it using the language.

The above responses show that some of the factors that prevent academic performance include language barrier, mother tongue influence. Pal et al. (2016) support the findings of this study by identifying the use of national language for instruction in the classroom as challenging, as most of the students are not proficient in their national language thus it is difficult for them to learn. In this instance, students mostly use their mother tongue in the classroom and cannot understand the instructions of teachers delivered in English (Akram, 2020). Uninteresting teaching style was also stated as a factor that prevent academic performance. There should be competent, highly motivated, knowledgeable, committed English Language teachers who can explain the subject matter to learners and who can vary their teaching approaches to suit in their English Second Language classes (Gonzalez, Yawkey & Minaya-Rowe, 2006; Nkandi, 2015). English teachers are not trained to teach the language hence they are not able to express themselves in English (Töttemeyer, cited in Hussain, 2017). Thus, teachers should deliver lesson effectively and according to the emerging needs of English First Additional Language learners. Overcrowded classrooms are also found in this study as a cause for concern

situations where educators are not having a clear background on the subjects and English being used as the only medium of instruction. Lemine (2018), EL- Omari (2016) and Biama (2014) agree that overcrowded classroom, may affect academic performance of learners in all subjects and may also determine how effective an English Language (L2) can assist all learners during English Second Language lessons because teachers will not be able to give attention to all learners.

6. How do you think Language (EFAL) has/ will impact on your life in the past, present, and future?

This question emphasises the effect of English language in teacher's life.

Teacher 1: It has a positive impact

Teacher 2: It will have a negative impact as it is only used at school inside the classrooms.

Teacher 3: will be able to communicate with foreigners or people who do not understand my language. Being able to access information needed, being able to get opportunities in work fields.

Teacher 4: Interviews will become a challenge because they require the correct language use during presentation. Work environment and the type of job you do can be impacted it requires language proficiency especially if English is the main language used.

The findings of this study show that English will have a negative impact in the future as it is only used in the classroom because learners will not be able to communicate with the outside world or express themselves in the world of work as they are not proficient. Ado Ama (2022) asserts that students only try to speak proper English in the classroom when they are under supervision. The findings also indicated that English would have a positive impact as it is used as a language of status or power to access information and to communicate globally. Al-Zoubi (2018) states that learning English language needs to be encouraged and developed in the classroom and out of the classroom through appropriate techniques. This will help learners to be able to improve their English language and to express themselves in the target language.

7. What are the strategies that can be used to harness/improve learners' academic performance across the school curriculum using English First Additional Language?

The above question seeks to provide strategies that can be used to improve learners' academic performance across content subjects as follows:

Teacher 1: Harness their interest, help them to have self- motivation and self confidence in themselves.

Teacher 2: Introduce reading clubs in which capable learners will assist those who are unable to read.

Teacher 3: Encourage learners in speaking more English, allow them to take part in public speaking, read more books or magazines, let them do role-plays.

Teacher 4: English as a subject has to take a huge importance in school. Students have to be challenged more to read a lot of newspapers, books, etc. so that they are comfortable in reading the language. Understanding what the words mean, students may need to be given dictionaries at school. Students must communicate and interact with each other using the language.

The above responses show that some of the strategies that can be used to improve learners' academic performance include introducing reading clubs as some learners are unable to read, encouraging learners to read more books, magazines, or newspapers at home. This is reflected in the poor reading achievement of South African learners in both the Annual National Assessments (ANA) and the Progress in International Reading Literacy Study (PIRLS) 2011. The findings also indicate that allowing learners to participate in public speaking and role plays. According to Abdul Gafoor and Remia (2013), children will be more confident in speaking and writing in the target language if they have a wide range of vocabulary. Hence, an enhanced vocabulary improves the learner's confidence and their motivation to practise and learn more about the language, instil interest in reading, encourage them to have self- motivation and self-confidence. Hassim (2016) explains that learners who read books other than the school prescribed textbooks perform better than those learners who do not read additional books. Studies have shown that students who read English newspapers / magazines report greater achievement of English language learning than students who do not (El-Omari, 2016). Goodson et al. (2009) indicate that parents, teachers, and society should play a significant role and enhance the

children's vocabulary of the target language through support and exposure to the target language and through meaningful reading.

4.4.2 Learners' response to interviews

The researcher has conducted semi structured interviews with 12 learners in grade 10 at Tiyelani Secondary School. The questions were aimed at finding out about the impact of the use of English First Additional Language on learners' academic performance across content subjects. Data was analysed based on learners' responses to interview questions. All the learners were asked the same open - ended questions. The following are the responses of interviews with the learners in the research.

1. Do you think is easy or difficult to communicate using English in the classroom? Why?

The above question seeks to determine whether learners find it easier or difficult to use English language when communicating in the classroom. Learners responded to the question as follows:

Learner 1: Its difficult because we have those learners who laugh at others and also the lack of confidence when using English.

Learner 2: I think is difficult because some learners don't know how to communicate using English because they never try communicating in English, that's the reason why it is difficult.

Learner 3: Its difficult because we only use it in class and at school, we don't practise speaking in English at home.

Above responses show that it is difficult for learners to use English FAL to communicate in the classroom as they do not have confidence, they do not want to be laughed at, they do not know how to pronounce words properly, they are not fluent, and they do not speak the language most of the time at school or at home. Nkandi (2015) concurs with the findings of this study by indicating that learners who have limited exposure to the English Language, cannot produce simple sentences due to language barriers. The findings further indicate that the majority of learners at school are affected as they do not pronounce English words clearly. As a result of language barriers, English Second Language learners suffer from limited understanding of complex conversations in the English Second Language classroom

(Nkandi, 2015). Hussain (2017) claims that the learning environment plays a remarkable role in students' academic performance. This is also supported by Limene (2018) who found that learners tend to participate more fully in the learning process, where there is a sense of belonging, ownership and where everybody is valued and respected. Thus, parents must encourage learners to speak English at home in to be exposed and to improve their performance in content subjects.

2. How do you feel about communicating in English during class discussions? Why?

The question stated above is about how learners feel when communicating using English during discussion in the classroom.

Learner 1: I feel nervous because I know I have a lack of pronouncing words.

Learner 2: I think it is a good idea because when I speak English, I get to learn new words and my vocabulary get better every time.

Learner 3: I feel good because that builds my confidence and it helps my tongue to get used to talking English but sometimes I feel bad and anxious because classmates discriminate others.

The above responses show that positive feelings such as feeling good, pleased, inspired, as they gain more vocabulary, confidence, learn how to pronounce words and they get used to communicate using English First Additional Language to improve learners' academic performance across content subjects. This finding is supported by Abdallah et al. (2016) who found that learners who learn English report greater achievement at learning English language than those who do not like to learn English at all. However, the findings of this study also revealed that some learners feel nervous and anxious when communicating using English during class discussions as it is tough, and they do not know how to pronounce words correctly. This is supported by Cummins (2004) who agrees with Al-Zoubi (2018) that anxiety, depression, peer culture and the quality of teaching affect a child's performance as well as self-efficacy, mainly in speaking and writing.

3. Do you feel confident to stand in front of the class and present using English FAL? Yes/no. why?

This question seeks to identify if learners feel confident to present in front of the class using English FAL. The following are learners' responses:

Learner 1: No, speaking in English needs you to be fluent and I become scared to say an error.

Learner 2: No, because I'm not able to pronounce some words in English.

Learner 3: No because I can't pronounce other words using English. I can't spell them out using English.

Although majority of learners based on the above responses stated above feel that they are confident in using the language as they gain confidence and how to pronounce words, there are 5 learners who still maintain that they are not confident to present in front of the class using English FAL due to lack of pronunciation, fluency, and correct language usage. Ado Ama (2022) concurs with the findings by indicating that students only try to speak proper English in the classroom when they are under supervision. Thus, learners don't study pronunciation and they don't try to learn new words, which has a negative impact in their academic performance.

4. What are the factors that prevent academic performance?

This question is about the factors that prevent learners to perform academically using the English language.

Learner 1: Not giving much focus on your books can prevent academic performance, when one is not willing to listen and understanding, they fail.

Learner 2: I think it is because of lack of knowledge and being shy, thinking about what someone will say, or someone will get to judge them.

Learner 3: Many learners do not study, do not know how to speak in English, social media influence etc.

The participants mentioned some factors as negative contributors to learner academic performance such as social media influence or failure to plan to study as an individual, not giving much focus on books and when one is not willing to listen and understand, not asking questions where you do not understand mostly, lack of knowledge and being shy, lack of confidence, stress, anxiety, sleeping problem and depression, not knowing how to speak English as well as drug and alcohol abuse.

The above-mentioned factors show that majority of learners do not focus on their studies as they get influenced by social media, drugs and alcohol abuse. Some of the learners do not study at all. Petty (1998) cited in Gudula (2017) concurs with the

findings of this study by indicating that if students do not want to learn, their learning efficiency will be slow such that they may learn virtually nothing. Thus, learners in the school under study do not show interest in their studies, hence the poor performance in content subjects. The study also found that learners' poor academic performance is caused by having stress, anxiety, sleeping problem and depression. Krashen's (1987) affective filter hypothesis supports the findings of this study by indicating that negative attitudes and emotions may be barriers preventing learners from attaining the target language. For example, it is unlikely that an anxious or stressed learner who lacks self-confidence and motivation will attain competence in EFAL, since his/her affective filter is high.

5. Explain what you do to keep things in your memory.

This question seeks to identify strategies that learners use to keep information in their memory.

Learner 1: I write down all things that I think their important.

Learner 2: I take notes every time when they teach us new things, I ask questions to find more information. I do research on difficult topics in challenging subjects like Geography and Life Science.

Learner 3: I read and write while I'm studying to keep things in my mind in order to remember.

Learners responded that they put things in their memory by reading and writing information in their notebooks to remember. Teachers should develop learners' reading and writing strategies so that they can become independent and lifelong readers and writers (CAPS, 2011).

6. How do you remember and understand what you have studied?

This question clarifies how strategies are used to assist what to remember as well as what they have studied. Learners responded as follows:

Learner 1: I learn by rehearsing what I have studied and also making notes.

Learner 2: I study almost everything with my mom so that when I do make a mistake, she will correct, that's how I study and remember what I have studied.

Learner 3: The only way of doing that, I will study so hard and make notes until they get to my head/brain

The above responses show that majority of learners make notes while reading. The findings of this study concur with Lenyai (2011) who found that teachers should select teaching methods that would promote listening for comprehension, and verbal interaction to promote communication to develop children who are competent in English. The findings also show that some learners make use of songs to remember and understand what they have studied which is supported by Moyai (2010) who found that teaching- and learning-support materials such as computers, listening to songs, videos and television could be used to simplify learning and teaching. This suggests that teaching methods are a key to effective teaching and learning and should therefore be applied appropriately to help learners to be able to improve their English language and to express themselves in the target language.

7. How do you think Language (EFAL) has/ will have an impact on your life in the past, present, and future?

This question seeks to determine the impact of English FAL on the learner's life in the past, present and future.

Learner 1: In the future, I will get better opportunities in other countries simply because I know English.

Learner 2: It will have a good impact because English is a language that is used across the world.

Learner 3: It will help me to be able to communicate with people from different countries.

The findings show that language will have a positive impact in their lives because they will be able to communicate and interact with many people as it is used locally and internationally. On the other hand, the findings show that language helps them to express their feelings and thoughts. However, the researcher observed that English language has a negative impact on learners' academic performance. This observation is supported by Misbah (2017) who states that learners are not exposed to the atmosphere of the target language. He further states that most of them do not use the language in their daily life and often encounter the use of target language only in school and within the classroom of the target language. Ado Ama (2022) also agrees with Misbah (2017) that students only try to speak proper English in the classroom when they are under supervision. According to Prinsloo et al. (2018), language has been purported to be an influential factor, especially literacy

challenges, which are reflected in the poor reading achievement of South African learners in both the Annual National Assessments (ANA) and the Progress in International Reading Literacy Study (PIRLS) 2011.

8. What are the strategies that you can use to achieve academic performance across the school curriculum using English First Additional Language?

The above question requires learners to identify strategies that they can use to achieve academic performance using English FAL in all the content subjects. Learners mentioned the strategies as follows:

Learner 1: Always learn, interact with the language. Allow and give myself a chance to be fearless, bold while using the language. Always have dictionaries with me to correct where I have omitted. Communicate with teachers who are willing to listen to me whenever I'm speaking, so that their attention brings the live feature between the relationship and conversation.

Learner 2: By trying to communicate using English all the time at home, school or when you are with friends.

Learner 3: Learn English every day and read books, newspapers, and a whole lot of other writings.

The participants stated some strategies that can be used to improve academic performance in all the content subjects such as interact with the language by making use of dictionaries, putting more efforts on their studies, making notes of what can be useful while studying, asking for help where they don't understand and as well as attending extra lessons, when necessary, especially for content subjects. The majority of participants also emphasised other strategies such as trying to communicate using English all the time either at home, school or with their friends so that they can be familiar with the language. They must learn English every day by reading books, newspapers, and other materials to boost their confidence when presenting speech. The other participants mentioned the importance of being responsible, disciplined, time management, stay ahead and focused, and asking for help. Nkandi (2015) concurs with the findings of this study by indicating that learners who have access to educational materials at home such as written sources e.g. books, dictionaries, newspapers and electronic resources e.g. television and computers, are more informed, more motivated and better assisted to improve their performance in English Second Language than their counterparts from poor families

with no educational resources or parental assistance to improve their performance in English Second Language. In support of the findings of this study, Hassim (2016) states that learners who read books other than the textbooks perform better than learner who do not read additional books. It is also supported that students who read English newspapers / magazines report greater achievement of English language learning than students who do not (El-Omari, 2016). Therefore, teachers should develop learners' reading and writing strategies so that they can become independent and lifelong readers and writers (CAPS, 2011). Furthermore, Maddah (2019) highlights that the teachers must create opportunities for students for language practice activities such as oral, written etc.

4.4 OBSERVATIONS

The researcher's intention was to observe learners' behaviour in the classroom during lessons in order to see how these learners participate during class discussions, how they respond to questions, and apply what they were taught by putting their ideas on paper in order to determine the impact of English First Additional Language on their academic performance. The researcher observed some of the classes taught by the content subject teachers selected for the interview. In one of the classes observed, teacher centred approach to learning was evident more than learner-centred approach to learning. Research has shown that teacher-centred activity can be useful in a variety of ways in teaching. Bowers and Flinders (1990) describe a teacher centred model, teacher as "classroom manager" in which the learning process is likened to industrial production, within which students become "products", and behaviours are expressions of "exit skills", "competences", and "outcomes". Halperin (1994) cited in Makhubele (2015) elaborates that the students sit quietly, passively receiving words of wisdom being professed by the lone instructor in front of the class.

The other teachers presented lessons that accommodated the learners during whole period and gave them a chance to ask or answer questions. The researcher was very impressed in one class in which learners were given an activity to do after the teacher has presented the lesson in to check their understanding. Firstly, the teacher wrote the activity on the board and gave learners instructions on what to do. Then

learners started to work in groups as they were discussing map work. They were constantly participating, and the teacher kept monitoring them closely. Participative learning was employed by the teacher which is defined as involvement of learners or active participation of learners (Jacobs, Vakalisa & Gawe, 2011). (Steyn 2017) also refers participative learning where learners are at forefront and learner-talk and learner-activity predominate.

Furthermore, the researcher observed that teachers used English throughout the lessons. The researcher has also observed during the lessons that most of the learners responded to the questions asked using their home language. They were unable to respond using English because some grammatical errors were detected from the learners. They were allowed to use their mother tongue as they felt comfortable expressing themselves using in the language. Akram (2020) concurs with the findings of this study that students mostly use their mother tongue in the classroom and cannot understand the instructions of teachers delivered in English.

It was also observed that some teachers did not make some efforts to correct learners' mistakes during communication. Pence and Justice (2008) cited in Lenyai (2011) point out that good teachers promote language learning by recognising that learners make errors when they learn, but that they ultimately correct the incorrect utterances once they are given the opportunity to do so. In this case, learning environment plays a remarkable role in students' academic performance. In one of the classes observed, learners were at liberty to talk as they wish without being given permission by the teacher and they were not reprimanded for disruptive behaviour. Nampala (2013) cited in Limene (2018) explains that if learners experience the English Second Language classroom as a caring and supportive place, where there is a sense of belonging, ownership and where everybody is valued and respected, learners tend to participate more fully in the learning process. Therefore, teachers should maintain classroom discipline at all times for teaching and learning to take place effectively. Some learners were shy to express their views, and those who could express their views dominated the discussion. Misbah (2017) points out that learners are not familiar with general words of English and feel shy to use the English words, since their exposure to the English language is inadequate in the school and limited to textbook and those who are unable to express themselves were left out.

4.5 CONCLUSION

This chapter has presented qualitative data collected using both teachers and learners interviews as well as observation method. Data presented was collected and analysed using interviews and observations. The findings showed the challenges that hinder learners' academic performance. Some of the challenges revealed include limited language proficiency, the use of mother tongue and lack of parental involvement. The next chapter details summary of the main findings in the study, recommendations from the study and for further research, limitations of the study and a conclusion to the present and further research.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter will present the summary, conclusion, and recommendations of the study based on the research finding and discussions. The purpose of this study was to investigate the impact of English First Additional language on grade 10 learners' academic performance at Tiyelani Secondary School across content subjects. The study sought to find factors, which might hinder learners and teachers in using English as a medium of instructions. This chapter presents the summary of the findings of the study, taking into consideration the research questions and research objectives, as well as conclusions based on the study's findings. The recommendations based on the major study findings suggesting areas for further studies are also presented. The study identified and examined how school-based, home-based, teacher and learner related factors influence learners' academic performance in English First Additional Language. The study was conducted in Tiyelani Secondary school in Soshanguve, Pretoria. The following main research questions were addressed in the study:

- What are the factors that hinder learners' academic performance using English First Additional Language across the school curriculum in Grade 10?
- Which intervention strategies can be used to harness learners' academic performance across the school curriculum using English First Additional Language?
- Which solutions and recommendations can be used to improve learners' academic performance across school curriculum?

5. 2 SUMMARIES OF THE MAIN FINDINGS IN THE STUDY

The researcher interviewed teachers teaching content subjects Furthermore, observations were conducted in content subjects such as Mathematical Literacy, Geography, Life Orientation and Life Science in order to find out the responses to the research questions asked in chapter 4.

This study was guided by the following research questions:

- What are the factors that hinder learners' academic performance using English First Additional Language across the school curriculum in Grade 10?
- Which intervention strategies can be used to harness learners' academic performance across the school curriculum using English First Additional Language?
- What solutions or recommendations can be used to improve learners' academic performance across content subjects within schooling curriculum?

In order to answer the research question, the main findings were identified as follows:

5.2.1 Language of instruction

The language of teaching and learning in the school under study is English First Additional Language. Additionally, English was a second language to the learners who were of native speakers of (Sepedi, Setswana and Xitsonga). The findings revealed that there is a language barrier in the language of instruction during the researcher's observation in some of the classes observed in content subjects in the school under study as well as the interviews conducted. In the lessons observed, the English First Additional language was not a fluent means of communication to the learners at the school. This suggests that English served as a barrier to learners, as they were unable to respond using English because some grammatical errors were also detected from learners as they struggled to use the correct vocabulary to respond to the questions asked using English. This is proven by the responses given by some learners who explained feeling nervous about communicating in English during class discussions. The researcher has also observed during the lessons that learners had a problem expressing themselves in English First Additional Language, which also contributed to lack of self-confidence hence most of the learners were allowed to use their mother tongue as they felt uncomfortable expressing themselves using English.

5.2.2 The use of mother tongue/ code switching

The study found that the teachers made use of code-switching in their classes during teaching and learning. Teachers indicated that they use 2- 30% of teaching and learning using mother tongue. They emphasized that the switching over to mother

tongue was a way to reinforce the understanding of certain topics/ concepts to learners. It appeared that learners appreciated the fact that the teachers used their mother tongue to explain difficult concepts and were also allowed to respond to questions using their mother tongue. This process proved very effective when teachers wanted to relate the science concepts to everyday events. The study also found that the use of mother tongue led to the inability to pronounce words, lack of confidence, and hindered interaction from learners. Teachers indicated that learners were unable to understand questions written in English which became a challenge during assessments, where learners had to be assessed in English language that they do not understand. The findings further show that the use of mother tongue hinders critical and creative thinking in English and prevents fluency in speaking English. Therefore, schools should always encourage the use of English First Additional Language by both the teachers and learners.

5.2.3 Lack of language proficiency

The findings revealed that one of the major causes of poor academic performance in English is due to lack of proficiency. CAPS stipulates that the learners should be proficient in their First Additional Language with regard to both interpersonal and cognitive academic skills, by the time they enter grade 10. The findings from this study show that one of the most serious problems that learners face in various subjects is that they are having difficulties in grasping fully the contents and concepts of the various subjects across the curriculum taught in English First Additional Language. This is due to learners' lack of language skills such as reading, speaking, and writing. This suggests that learners are still struggling to read as they do not pronounce the words correctly and they are unable to construct sentences and write good paragraphs.

The study has revealed that most learners have poor language background, hence the difficulty in literacy challenge as they are unable to read for understanding and communicate using English. It has also revealed that teachers also lack the English proficiency that is necessary for effective teaching. Hence, they resort to frequently switch to mother tongue language during teaching and learning as they are not competent and confident enough to teach English and to express themselves in

English. The findings show that the transfer of knowledge between teachers and learners is ineffective as it is hindered by limited English language proficiency. Therefore, it can be concluded that there is a strong correlation between language proficiency and academic achievement in content subjects.

5.2.4 Lack of parental involvement

The findings of the study indicated that lack of parental involvement in their children's education is one of the factors that prevent academic performance. The findings also show that majority of parents do not pay attention to the education of their children, hence majority of learners do not perform successfully in school. This is evident during formal and informal assessment. The findings also indicate that learners face a lot of problems in developing positive study attitudes and study habits due to lack of support and guidance from their parents due to parents being illiterate and lack of resources to support their children's learning of English First Additional Language at home. The study revealed that most learners came from low socio-economic backgrounds who depended on the National School Nutrition Programme (NSNP) and receive food parcels. Thus, lack of parental education and materials such as books had a negative impact on the learners' learning outcomes in English First Additional Language.

5.2.5 Lack of Teaching and learning material

The quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials have a positive direct bearing on the quality of academic outcomes, as they determine how effectively the curriculum is implemented. The finding shows that lack of physical resources such as library and instructional materials (dictionaries, laboratories, computer centre) is strongly correlated with learners' poor academic achievement. Therefore, it is generally believed that quality learning outcomes cannot be achieved if the resources and facilities are not available or in sufficient quantity and of good quality.

5.3 RECOMMENDATIONS

The recommendations made in this study is to improve the quality of teaching and learning in public schools by involving all the stakeholders namely, the Department of Education, subject specialists/facilitators, teachers, parents, and learners with the

aim to perform their duties and responsibilities to improve the academic performance of learners and quality teaching using English First Additional Language as a medium of instruction.

5.3.1 DEPARTMENT OF BASIC EDUCATION

- The government should build more community centres and libraries and provide adult literacy programmes in the communities so that parents are able to access support materials from libraries and get basic reading materials to be able to assist their children with English First Additional Language at home.
- The department should build libraries for schools with equipped adequate resources and laboratories in order to promote and instil the culture of reading and that both teachers and learners are exposed to relevant teaching and learning materials in schools.
- Establish competitions such as spelling bee, reading relay competitions and quizzes at different structural levels such as at the schools, clusters, circuits and national level in order to expose learners to the use of English First Additional Language.
- Provide regular in-service trainings by improving teacher training programs and provide incentives/awards/scholarship to teachers aspiring to study short courses across all the subjects.
- Curriculum planners should involve teachers to give inputs/ suggestions regarding Annual Teaching Plans (ATP) to enhance teaching and learning in schools.
- Policy pertaining to the programme and promotion requirement should be reviewed as learners are promoted to the next grade through progression due to several years in a phase / appeal. This is one of the factors that hinders academic performance as they are promoted to the next grade as without meeting the promotional requirements.
- Educate parents, teachers, and the learners about the importance of language and communicating with English First Additional Language at school and at home.
- Policy implementation on the teaching and learning of all subjects using ICT to enhance teacher productivity and learner achievement.

5.3.2 TEACHERS

- The school must make it mandatory for teachers to communicate in English First Additional Language among themselves and with learners in and outside of the classroom because teachers are role models at school, therefore, they must lead by example.
- English FAL teachers must implement the school language policy by encouraging learners to speak English at school.
- English FAL teachers should encourage and support learners to improve on their communication skills through the formation of reading clubs, debating, class discussions, role plays etc.
- Teachers should provide a conducive learning environment in the classrooms where learners feel free to express themselves in English First Additional Language, feel comfortable to learn without been laughed at when they make mistakes and also learn from their mistakes.
- They should make use of various teaching and learning approaches in the classrooms to arouse learners' interests in the lesson and enhance learner participation in class.
- They should prepare lessons using various teaching styles and different resources such as ICT tools, like watching videos and movies, listening to songs, to attract the learners' attention, increase the effectiveness of the lessons, motivate interest, maintain concentration of learners, and make learning more meaningful.
- Teachers should always encourage the use of English First Additional Language.
- English FAL teachers should create opportunities for learners for language practice and to be involved in the practice such as speaking, writing, and reading to boost learner confidence and improve academic performance.
- Reward learners who use English FAL and deter those who intend to converse in mother tongue to be familiarised with the language.

5.3.3 PARENTS

- Parents should become literate, and be role models by speaking English First Additional Language with their children at home and be able to provide support with school work.
- Parents should visit schools to discuss with teachers, their children's progress and how these learners can be assisted to learn and master the English First Additional Language.

5.3.4 LEARNERS

- Learners should visit their nearest libraries in their communities or resource centres to gain more knowledge about??.
- Learners should read a lot of materials at home (extended reading), from resources such as e.g., newspapers, magazines etc.
- Learners should also listen to the English radio stations and television programs in order to improve their vocabulary as well as their listening skills.
- Learners should read books outside the curriculum to enable them to have greater achievement of English First Additional Language.
- Learners should practice writing more often using writing journals to be exposed to writing skills.
- Learners must be self-disciplined, self-motivated, self-reliant, have positive attitude to become a good language learner.
- Use appropriate learning strategies

5.4 LIMITATIONS OF THE STUDY

The study involved 4 content teachers and 12 grade 10 learners from a township school in Soshanguve. The findings of this study may not be generalised to other secondary schools in Tshwane District and Gauteng province. Future studies should consider expanding the pool of participants to include more schools in the township or towns, private schools, other districts in Tshwane, FET colleges and universities in order to provide a detailed report about the impact of English First Additional Language on learner academic performance in content subjects for comparative purpose. The researcher used qualitative method to gain in-depth knowledge regarding the impact of English First Additional language on grade 10 learners' academic performance across content subjects in Tiyelani Secondary school, in

Tshwane West District. Therefore, further studies can be conducted using either quantitative approach or mixed method approach to gain more understating.

5.5 CONCLUSION

The purpose of the study was to investigate the impact of English First Additional Language on learners' academic performance on content subjects. The study found that contextual factors such as teacher and learner-related factors such as lack of exposure to English, poor English First Additional Language proficiency, the use of English medium of instruction and the use of mother tongue language in the classes, lack of parental involvement, lack of physical resources and instructional materials had negative impact on learners' academic performance. It also showed that lack of exposure to English First Additional language among both teachers and learners is a critical factor that resulted in the poor academic performance of Grade 10 learners in content subjects.

The use of mother tongue is prevalent among students in the school under study. The perception of teachers regarding influence of mother tongue on academic performance is equally important. In contrary, Although the use of mother tongue at school provides many challenges such as poor pronunciation or words and writing in English First Additional Language, lack of confidence and poor communication skills and affect English First Additional language learning, the researcher observed that despite all these challenges stated above, the use of mother tongue can be used as a purposeful teaching strategy for expressional and understanding of concepts as well as explanatory purposes where the content is complex, and concepts may not be immediately accessible to learners through English First Additional Language. Although the majority of the learners felt uneasy about using English in the class, there was, however, few learners from the observation data that were confident to use English even if it was a small number.

The findings revealed that most learners have poor English First Additional Language background and it made it difficult to learn in the medium of English, this resulted in poor performance during assessment. The findings showed that teachers and learners lacked English First Additional Language proficiency due to lack of adequate exposure to English, hence, the lack of confidence in expressing themselves using the language.

It is believed that the proper use of the facilities provided by the school to the student and a good match between students' learning style can positively affect the student's performance. Therefore, teachers must provide learners with a conducive environment to learning, cultivate their reading skills and spoken English, promote the use of English during class discussions and debates. Interesting lessons should be prepared using English different teaching approaches to instil learner interest, encourage active participation. Findings also revealed that lack of teaching and learning materials, as well as physical resources such as libraries, study halls, dictionaries, laboratories impacted negatively on the academic performance of learners at school. In conclusion, English First Additional language has negatively impacted the learners' academic performance of grade 10 learners across content subjects due to several factors identified and discussed in this study.

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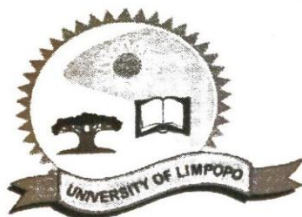
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APPENDICES

Appendix 1: ETHICS CLEARANCE CERTIFICATE



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 08 December 2021

PROJECT NUMBER: TREC/334/2021: PG

PROJECT:

Title: The Impact of English First Additional Language on Grade 10 Learners' Academic Performance in Tiyelelani Secondary School
Researcher: MU Mogano
Supervisor: Dr HA Motlhaka
Co-Supervisor/s: N/A
School: Education
Degree: Masters of Education in Language Education

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

APPENDIX 2: LETTER TO THE PRINCIPAL

The Principal

TIYELELANI SECONDARY SCHOOL
P.O BOX 50
SOSHANGUVE
0164
January 2021

Dear Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I Mpho Ulendah Mogano, enrolled as a Masters student at University of Limpopo. I hereby request a permission to conduct a research at your school. The topic of my research is about the impact of English First Additional Language on learners' academic performance. The study will be under the supervision of Dr Motlhaka H.A. Please find attached research proposal and Ethical Clearance Certificate.

I will be highly appreciative if you could kindly afford me the opportunity to conduct my research at your school. I will do my best to conduct my research as efficiently and discreetly possible

Learners who would like to participate in the focus groups will require their parent's consent first. Please find attached a consent letter to parents.

Thanking you in advance

Principal:

Signature:

Date:

APPENDIX 3: LETTER TO THE DEPARTMENT OF EDUCATION

DISTRICT DIRECTOR

TSHWANE WEST DISTRICT
Private Bag x 38
ROSSLYN
0200

Dear Sir/ Madam

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT TIYELELANI
SECONDARY SCHOOL**

I Mpho Ulendah Mogano, enrolled as a Masters student, Faculty of Education, at the University of Limpopo (U.L). I am doing research on the impact of English First Additional Language on Grade 10 learners' academic performance in Tiyelelani Secondary School, Tshwane West District. I hereby request a permission to conduct a research at the above-mentioned school.

For further information, please contact me on cell no: 0844862485 or email: mstmumogano@gmail.com.

Thank you in advance

Yours sincerely

Mrs Mogano MU

APPENDIX 4: CONSENT FORM FOR RESEARCH PARTICIPANTS

Dear participant

I Mpho Ulendah Mogano, am enrolled as a Masters student, Faculty of Education, at the University of Limpopo (UL). I am doing research on the impact of English First Additional Language on Grade 10 learners' academic performance in Tiyelelani Secondary School, Tshwane West District. I hereby request permission to participate in the research under study.

I agree that:

- I have read the project information regarding the purpose of the study.
- I may decide to withdraw my participation at any time without penalty.
- All information obtained will be kept confidential.
- My names will not be used in any written reports about the study.
- My school will not be identifiable in any written reports about the study.
- A report will be made available to me and my school if needed.

I understand that I will be expected to complete the relevant questionnaire and if necessary participate in a follow-up interview. My decision is as follows:

Option A

I AGREE to take part in the research.

Signature:

Date:

Option B

I DO NOT AGREE to take part in the research. The reason for my decision is as follows:

.....
.....

Signature: Date:

APPENDIX 5: INTERVIEW GUIDE FOR LEARNERS

1. Do you think is easy or difficult to communicate using English in the classroom? Why?

.....
.....
.....

2. How do you feel about communicating in English during class discussions? Why?

.....
.....
.....

3. Do you feel confident to stand in front of the class and present using English FAL? Yes/no. why?

.....
.....
.....

4. What are the factors that prevent academic performance?

.....
.....
.....

5. What do you do to keep things in your memory?

.....
.....
.....

6. How do you remember and understand what you have studied?

.....
.....
.....

7. How do you think Language (EFAL) has/ will have an impact on your life in the past, present, and future?

8. What are the strategies that can you use to achieve academic performance across the school curriculum using English First Additional Language?

1. What would you consider are some of the reasons for learners' poor academic performance?

.....
.....
.....

2. English, used as the medium of instruction has an impact on the academic performance of learners. Do you agree/disagree? Please state why.

.....
.....
.....

3. Please list some of the challenges that you consider hampers learners improving their skills in English (Reading, Writing and speaking)?

.....
.....
.....

4. What ratio of home language to English (code-switching) do you use when teaching? Please explain why?

.....
.....
.....

5. What are the factors that hinder academic performance through the use of English First Additional Language across the school curriculum?

.....
.....
.....
.....

6. How do you think Language (EFAL) has/ will impact on your life in the past, present, and future?

.....
.....

.....
.....

7. What are the strategies that can be used to harness/improve learners' academic performance across the school curriculum using English First Additional Language?

.....
.....
.....
.....

Observation Guide

Teacher's name:

Date:

Subject:

Grade:

Time:

<p>1. Professional Knowledge</p> <ul style="list-style-type: none"> • Demonstrate ability to link present content with past and future learning • Demonstrate an accurate knowledge of the subject matter checking for understanding 	<p>Specific Examples:</p> <p>Evident Not Evident</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
<p>2. Curriculum</p> <ul style="list-style-type: none"> • Teacher uses subject expertise, knowledge, and practical skills to provide learning opportunities • Teacher ensures that there is an equal opportunity for all learners to access every lesson. • The lesson content is appropriate to the age group and does not lower expectations. 	<p>Specific Examples:</p> <p>Evident Not Evident</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
<p>3. Teaching</p> <ul style="list-style-type: none"> • Teacher demonstrates good communication skills. • Teacher uses relevant and appropriate resources during presentation to clarify meaning to learners. • Teacher poses good questioning skills. • Teacher effectively checks for understanding 	<p>Specific Examples:</p> <p>Evident Not Evident</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
<p>4. Behaviour</p> <ul style="list-style-type: none"> • Teacher creates supportive classrooms focused on learning • Teacher responds well to disruptive behaviour. 	<p>Specific Examples:</p> <p>Evident Not Evident</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
<p>5. Assessment</p> <ul style="list-style-type: none"> • Teacher uses assessment tools based on division curriculum and pacing guides. • Maintain appropriate records • Gives constructive feedback. 	<p>Specific Examples:</p> <p>Evident Not Evident</p> <p><input type="checkbox"/> <input type="checkbox"/></p>

MISTAKES AFFECT THE QUALITY OF YOUR WORK. WE CORRECT THEM TO ENHANCE IT, ACADEMICALLY SO.

MISTAKES AFFECT THE QUALITY OF YOUR WORK. WE CORRECT THEM TO ENHANCE IT, ACADEMICALLY SO.

01 October 2022

To whom it may concern,

This is to confirm that I proofread and re-edited Mrs **MOGANO MU** (Masters dissertation entitled *“The Impact of English First Additional Language on Grade 10 Learners’ academic Performance in Tiyelelani Secondary School”*) Her dissertation read fairly well. Errors attended to included but were not limited to concordance, repetitions, genitives, determiners, colloquialism, as well as discourse markers. After attending to these errors, Mrs Mogano's dissertation now reads perfectly well. **It however remains her sole responsibility to effect the changes outlined therein.**

Should you require any clarification, my contact details follow below:

Cell: 0784803023 or 0607589535

Email: 68ngwenya@gmail.com

Or: ngwenyachris@webmail.co.za

Sincerely,

Ngwenya Christopher (PhD).