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INVESTIGATING THE EXPERIENCES OF GRADE 8 ENGLISH FIRST ADDITIONAL LANGUAGE LEARNERS WITHIN AN ENGLISH HOME LANGUAGE CLASSROOM: A CASE STUDY.

By

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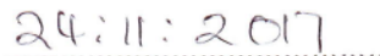**STUDENT NUMBER:** 210020636

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TITLE OF PROJECT: Investigating the experiences of Grade 8 English First Additional Language learners within an English Home Language classroom: A Case study.

In accordance with Rule G4.6.3, I hereby declare that the above-mentioned thesis is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

Abadir

Signature

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DEDICATION

To my darling daughter

Taahirah Abader

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Thank you to the participants in this study for your cooperation and willingness to participate in this investigation. I sincerely trust that this study was of great benefit to you.

Thank you to family, friends and colleagues who have supported me. I am grateful.

MAY GOD BLESS YOU ALL.

ABSTRACT

Teaching English home language (EHL) to a classroom of learners who are predominantly from another mother tongue context is a complex process because of the challenges faced by the learners. They struggle to cope with the demands of the EHL classroom, especially when their mother tongue is not recognized within the classroom context, as they move between different linguistic spaces. Despite their diverse identities, English language teachers continue to apply the linguistic approach of English only. This study was aimed at investigating the ways in which the experiences of non-mother tongue speakers in the EHL classroom affect the identities of these learners.

Through a qualitative approach using photovoice with learners an attempt was made to probe their experiences of bringing other languages into an English home language classroom. Participants included 33 Grade 8 learners and their four English teachers from Taah High School in Nelson Mandela Bay. The findings have implications for the way in which diverse linguistic learners are taught in an EHL classroom, as the space that caged and rendered learner participants voiceless because they are not allowed to draw on their mother tongue linguistic repertoires, were changed. Learners mentioned that their teachers do not acknowledge the identity that each of them brings to the classroom.

Keywords: Changing linguistic contexts, English home language, learner identity, linguistic repertoires and photovoice.

ACRONYMS AND ABBREVIATIONS

BICS   -   Basic Interpersonal Communicative Skills

CALP   -   Cognitive Academic Language Proficiency

CAPS   -   Curriculum Assessment and Policy Statement

EFAL   -   English First Additional Language

EHL   -   English Home Language

ESL   -   English Second Language

HOD   -   Head of Department

LiEP   -   Language in Education Policy

LOLT   -   Language of Learning and Teaching

SASAMS -   South African Schools Administration & Management Systems

SCT   -   Sociocultural Theory

SLA   -   Second Language Acquisition

THS   -   Taah High School

ZPD   -   Zone of Proximal Development

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CHAPTER ONE

BACKGROUND, RATIONALE AND OBJECTIVE OF THE STUDY

*To all children who are marginalized in schools on account
of their language resources, and
to those teachers who are determined to change this
(McKinney, 2017)*

1.1   BACKGROUND AND RATIONALE OF THE STUDY

In South Africa, the current research into language in the post-apartheid education system focuses on the problematic dominance of English. This precludes quality education through the medium of the mother tongue for the majority of learners in the country (Alexander, 2012; Dixon & Peake, 2008).

The site of this study was Taah High School, where the researcher has been the Head of the English Department for the last 6 years and has taught for the 25 years since the school opened its doors in 1993. Taah High School is located in the township of Sanctor in Nelson Mandela Bay. It is characterised by many of the challenges facing the vast majority of South African rural and township schools. A large number of the population is unemployed and relies on some sort of government assistance to survive (Housing Development Agency, 2012). This unemployment manifests in the large informal settlements around the school, the number of able-bodied persons that are at home during the day and the significant amount of social welfare support offered by government and other non-governmental organisations in the area. This socio-economic status is recorded in the annual Education Management Information Systems (EMIS) survey conducted by the school. The high levels of unemployment have resulted in extreme social challenges, which include disease with a strong prevalence of HIV and AIDS.

The school offers classes ranging from Grade Eight to Grade Twelve. The learner enrolment for 2014 numbered 1181. This school opened its doors in 1993, with 724 learners and Afrikaans was the only medium of instruction.

Today, twenty five years later, this snapshot of the schooling context has changed. Now, the majority of learners are Afrikaans and isiXhosa home language speakers with the only medium of instruction offered being English. This school has undergone linguistic transformation; from Afrikaans only, to dual medium (English and Afrikaans) to only English as a medium of instruction.

In this school, as in numerous other schools in the country, this changing language context poses challenges for learners, teachers, parents and school communities. In South Africa, the writing of final examination question papers at school level is restricted to English and Afrikaans. The achievement of learners in the matriculation examination determines their admission to tertiary institutions as well as the job market (Pandor, 2005). As most of the students in Grade 12 will be examined in English, English is placed at the centre of language development for the majority of South African children. This situation can be regarded as a disadvantage to those learners for whom English is not their mother tongue. These learners have limited choice with regard to the medium of instruction at their schools. South African parents whose mother tongue is not English do not buy into the notion that mother tongue education will be beneficial for their children (Tshotsho, 2013). This is based on the belief that education through the mother tongue will only lead to socio-economic mobility if socio-economic conditions in the country change. Parents perceive English as a gateway language, as it is commonly the dominant language used in the public sphere, politics, business etc. English is recognised globally and seemingly carries connotations of opportunity and power. Fairclough (2001:39) suggests that power in discourse concerns "powerful participants controlling and constraining the involvement of non-powerful participants". He maintains that "the whole social order of discourse is put together and held together as a hidden effect of power and that one dimension of this power is the elevation of one social dialect to the position of a standard or national language" (Fairclough, 2001:47).

According to Kioko (2015), learning begins at home in the learners' mother tongue. School, being a continuation of this learning, also signifies changes in the mode of learning experienced by young children. For example, the school system with all its structures and controls and set curriculum replaces the child's

previous learning through experience. Kioko (2015) holds that when learners use their mother tongue, they are more likely to engage in learning processes that enable them to make suggestions, pose and answer questions, and create and relate to new knowledge enthusiastically. This boosts learners' self-confidence and assists them in affirming their cultural identity. This, in turn, impacts positively on the way learners perceive the relevance of school to their own existence. When learners begin their schooling in an additional language, this could result in a teacher-centred approach, which ultimately leads to passiveness and non-participation in the classroom. This could lead to learners' potential being supressed and a reluctance to express themselves freely. It might dampen the enthusiasm of these young minds, stifle their creativity and lead to unpleasant learning experiences. All of these off-putting experiences are bound to have a negative effect on learning outcomes. Zimmerman (2014) and Sullivan (2011:317) argue that learners are at an environmental disadvantage with regard to English because of their inability to read, write and perform at the required linguistic standard. As the learners seem to be more passive in the classroom, their cognitive functioning might seemingly not be on the same level as that of their counterparts. This could lead to them being reprimanded for their inability to communicate effectively in English (Zimmerman, 2014). As pointed out by Alt, Arizmendi, Beal & Hurtado (2013), learners struggle with problem-solving tasks when the task requires sufficient understanding of English.

The use of learners' home language in the classroom is more likely to promote an effortless switch from home to school (Kioko, 2015). This would lead to learners actively participating in the learning process, thus accelerating the development of basic literacy skills. The use of the learners' mother tongue is likely to elicit the support of the local community in the teaching/learning process, which could lead to emotional stability that translates into cognitive stability. This could ultimately lead to an improved educational outcome. Children need to develop solid foundations in their mother tongue; that which is dominant in the home environment.

Upon entering school, learners learn best through their mother tongue and a firm grasp of their home language enables them to acquire a second language more easily (Foley, 2007; Desai, 2012; Kotze, Van Der Westhuizen & Barnard, 2017). Brock-Utne (2007) is of the opinion that inadequate mother tongue support hampers the learner's ability to grasp the language of instruction if it is not his home language. Language plays a pivotal role in assisting learners to form their own identity and in helping them adjust to their new environment. The acquisition of language is vital in the cognitive, and social development of any learner.

An English-only approach to language learning could result in one-dimensional development, which can deprive the learner of the opportunity to develop proficiency in one or more other language. According to Van Staaden, Bosker and Bergbauer (2016), when learners are being taught through the medium of a language other than their mother tongue, the general assumption is that poor academic performance can be attributed to inadequate proficiency in the language of instruction. The complexity of such a relationship needs to be examined more closely. Gurganvi (2015) posits that children are more likely to succeed when they are being instructed through the medium of their mother tongue. They adjust more easily to the environment and have a better grasp of what they are being taught. Mother tongue instruction holds the benefit of more active parental involvement and an increased willingness by parents to assist learners with homework (Gurganvi, 2015; Kioko, 2015).

Various national and international studies have found that the majority of South African children have low literacy levels (Jordaan, 2011; Neeta & Klu, 2013; Cheetham, Jimenez-Silva, Wodrich & Kasai, 2014; Fakeye, 2014; Moh, 2014). Problems in education are exacerbated by poor teaching quality, lack of resources and over-crowded classrooms. In addition to this, various educational researchers cite one of the main reasons for the poor performance of South African learners as the fact that these learners are being taught through the medium of English, despite this not being their mother tongue (Brock-Utne & Skattum, 2009).

According to Phelan, Davidson & Yu (1998), school can become a daily social and academic struggle for EFAL learners. They hold that these learners may also experience various other challenges, such as:

- the loss of identity, friends and culture;
- an inability to express ideas or communicate with the community at large;
- high familial expectations for academic success and
- an unfamiliar learning environment.

This research therefore aimed to investigate the way in which the experiences of learners who are speakers of other languages in a so-called English home language classroom affect their identities. The teaching practices employed within these classrooms, as well as the challenges faced by teachers who teach EFAL learners in a home language classroom, are also central to this study.

1.2 STATEMENT OF THE PROBLEM

South African society has experienced a social and political turnaround since the early 1990s that has influenced all aspects of life, including the diverse linguistic learner population in classrooms. As an educator, the researcher noted with interest the way in which schools have dealt with the challenges that these changes have brought, especially in the classroom. Young South African learners now inhabit a complex and shifting linguistic world. They are not denizens of one linguistic world. They are confronted by, and work productively with, a diversity of languages, as they move in and out of the multiple spaces of their lives.

Fataar (2010) warns that schools need to recognize learners' linguistic repertoires. He posits that teachers must have a repertoire of pedagogical practices to ensure a connection between the existing knowledge of the learners and the knowledge that counts within the curriculum in order to succeed at school (Dyson, 1997 cited by Thompson, 2002). The National Protocol for Assessment Grades R – 12 (Department of Education (DoE), 2011), stipulates that the pass rate for EHL for grades 8 and 9 is fifty (50) percent. This requirement makes it difficult for non-mother tongue speakers to succeed if they choose to continue with EHL. At Taah High School 80 percent

of the learners are in EHL classrooms, which is a reflection of South African schools' statistics captured by the South African Schools Administration and Management Systems (SASAMS, 2015). The data were captured by SASAMS using the data supplied by learners' responses. English home language is the language that families have chosen for their children, despite it not being their home language. Four out of five feeder schools are no longer dual medium (offering both English and Afrikaans) schools but only offer classes where the language of learning and teaching (LoLT) is English.

English home language teachers complain during school evaluation processes about learners who struggle to comprehend the various components of English, because mastery of basic language skills is a challenge for them.

Neeta and Klu (2013) concur that learning difficulties in English pose a serious problem in the South African education system. Wilson (2000) states that when learners are not taught in their mother tongue, they find it difficult to meet the academic standards required in the classroom, as they experience difficulty understanding instructions and struggle to engage in active learning. Grosser and Nel (2013) hold that it is common knowledge that the majority of learners in South Africa are English additional language learners. In this study Grade 8 learners were referred to as English first additional language learners (EFAL), even though they are in English home language classes.

Ngũgĩ wa Thiong'o (1986) argues that,

> *"The choice of language and the use to which language is put is central to a person's definition of themselves in relation to their natural and social environment, indeed in relation to the entire universe".*

We use language to communicate and relate to the world around us. Language is thus fundamental for shaping our identities and for creating knowledge (Curriculum and Assessment Policy Statement: 2011). The shaping of identity is an intricate process that is developed steadily within a social framework. In the case of additional language learners, the identity process can be compounded by the fact that these learners are exposed to diverse cultural systems. The construction of identity is inextricably linked with the idea of

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identity negotiation, whereby the individual attempts to answer the following questions: "Who am I?" and "What is my relationship with the world?" (Norton, 1997). Many second language acquisition (SLA) scholars regard home language classrooms for EFAL learners as sites of struggle, simply because the social, cultural and political pressures of learning a second language affect EFAL learners' linguistic identity processes (Gee, 2000; Kim, 2003; Norton, 2006; Hirst, 2007). These socially constructed identities are often multiple, varied and contradictory (Gu, 2010).

Rembe (2005) holds that education in South Africa is complex, as several challenges are encountered by both teachers and learners. Teachers are compelled to complete the syllabus while striving to support learners who are facing learning challenge, all while having to complete their administrative duties. Teachers are also accountable for academic outcomes. As a teacher, more specifically an English teacher at a high school situated in the northern suburbs of Port Elizabeth, the researcher became concerned about these challenges when encountering English first additional language (EFAL) learners experiencing a variety of difficulties in the English (EHL) classroom on a daily basis. These learners have progressed through the schooling system with difficulty, despite their struggle to cope with English as home language.

This study focused on the General Education and Training (GET) phase, Grade 8 classroom, as this is the learners' entry level into the high school phase of their education. For the purpose and duration of this study, the researcher relinquished duties as the Head of Department for English in the Grade 8 group. The relationships between teachers and learners, as well as the HODs and teachers, are governed to a large extent by power relationships.

1.3   SIGNIFICANCE OF THE STUDY

This case study was an attempt to delve deeper into the language shift taking place at Taah High School. Learners are subjected to a prescriptive curriculum and teachers are unable to scaffold the contents of the curriculum into the body of knowledge that is required to achieve the narrowly framed requirements for school success. This means that teachers are unable to make the education

process meaningful and contextually relevant for all learners. Learners find themselves shifting between their HL and LOLT during English lessons. It is difficult for teachers to create a positive and relevant educational environment for their diverse body of learners.

This research aims to add to the extensive existing body of knowledge on learners' experiences, which are often overlooked in policy documents, teaching methodologies and choice of language for teaching and learning, especially in a changing language context.

EFAL learners constitute a substantial population in South African high schools where English is the LoLT, but few scholars have researched these learners' experiences in EHL classrooms. The literature that was researched concerning EFAL (or ESL) learners revealed that only a limited number of studies have been conducted into the challenges faced by EFAL learners where English as a subject is being studied at a home language level.

In this study photovoice was used as a data collection tool to allow learners the opportunity to voice their concerns regarding English as a HL. Photovoice as a data generation strategy allowed learners to reflect on their own experiences critically and to voice their opinions and use metaphorical images to express themselves. Classroom spaces, where teachers are traditionally seen as the authority in power relationships, the owners of the power, now allowed learners to be co-creators and co-researchers of their own learning experiences. This research, therefore, endeavoured to investigate the way in which learners' experiences in an English home language as a subject classroom affected their identity.

1.4 RESEARCH AIM AND OBJECTIVES OF THE STUDY

The following general aims and objectives acted as guiding factors while conducting this research.

Main Aim: To investigate how learners' experiences in an English home language classroom contribute to their own sense of identity.

In an endeavour to answer the research problem, the following objectives were set:

- to investigate how English first additional language (EFAL) learners experience the learning of English in an English home language classroom context;
- to understand the linguistic identity of English first additional language learners within the English HL classroom;
- to investigate how learners respond to the teaching strategies used by English home language teachers within an English home language context and
- to understand and identify the challenges faced by teachers with regard to the teaching of English as a home language to speakers of other languages.

1.5   RESEARCH QUESTION AND SUB QUESTIONS

This study was based on the main research question:

How do English first additional language (EFAL) learners' experiences within an English home language classroom context impact on their sense of identity?

This overall research question has four sub-questions, each of which addresses aspects of the overall research question. These are listed below.

1) How do English first additional language (EFAL) learners experience the learning of English in an English home language classroom context?
2) What is the linguistic identity of English first additional language learners within the English HL classroom?
3) How do learners respond to the teaching strategies used by English home language teachers within an English home language context?
4) What are the experiences of teachers with regard to the teaching of English home language to EFAL learners within the EHL classroom?

1.6 CLARIFICATION OF TERMS IN A SOUTH AFRICAN CONTEXT

The following concepts were central to this study and are clarified below:

- Language of learning and teaching (LoLT).
- English home language.
- English first additional language.
- Second language acquisition (SLA).
- Language in Education Policy (LiEP).

1.6.1 Language of Learning and Teaching (LoLT)

This refers to the medium of instruction in which learning and teaching, including assessment, takes place (DBE, 2010:3). This is also the official term used at schools in South Africa and together with home language and first additional language, these are the official terms used by the Department of Basic Education in the South African educational discourse.

1.6.2 Home Language

Home language refers to the initial language that a child acquires in the home and is used as a communication tool. Home language level refers to the language proficiency level. This is reflected by the learner's mastery of both interpersonal communication skills as well as cognitive academic skills, which are a prerequisite for learning (National Protocol for Assessment Grades R–12, Department of Basic Education, 2011: ix). Lightbrown and Spada (1993:7) claim that "children are biologically programmed for language and language develops in the child in just the same way that other biological functions develop". In other words, there is no formal teaching in the home environment.

1.6.3 First Additional Language

First additional language, or FAL, means a language learned in addition to one's home language that can be used in both social and academic situations (National Protocol for Assessment Grades R–12, Department of Basic Education, 2011: ix). The FAL is the formal language of instruction that the students learn subsequent to the acquisition of their home language.

1.6.4 Second Language Acquisition (SLA)

According to Ellis (1985:2) and Krashen (1981:1 -12), second language acquisition, or language learning, s the process through which learners learn a second language in addition to their first language. The term acquisition refers to a subconscious process of which the individual is not necessarily aware. According to Krashen (1989:440 - 464), acquisition requires meaningful interactions in the target language, during which the focus is on meaning rather than form.

1.6.5 Language in Education Policy (LiEP)

Since 1998 Department of Education's Language in Education Policy has been based on the principle of the right of children to be educated in their mother tongue whilst having access to a global language such as English. The policy to make home-language education available for Grades One to Six counters the dominant view amongst teachers and parents that English is the key to a better life and the sooner children are taught in English, the better.

1.7 THEORETICAL FRAMEWORK

"A theoretical framework is a map or a travel plan that guides the study and is the frame of reference that is relied upon when the research design is developed" (Sinclair, 2007:34). For the purpose of this particular study, two theories and a model were used.

Vygotsky's socio-cultural theory was chosen to understand the way in which learners learn and process information, whilst Bronfenbrenner's theory was used to understand the way in which everything in a child and the child's environment affects the way in which a child learns and develops. Freire's Banking Model of Education was used to investigate the way in which the learners at the sample school are taught.

a) Sociocultural Theory as Second Language Acquisition Theory

Sociocultural theory (SCT), based on Vygotskian (1970) thought, revolves around the development of human cognitive and higher mental functions

(Aimin, 2013). The theory is based on the belief that the development of human cognitive and higher mental functions stem from social interactions and participation in social activities that demand cognitive and communicative functions. Individuals are propelled into the use of these functions in a manner that nurtures and "scaffolds" them.

According to Mvududu and Theil-Burgess (2012), a classroom of learners with diverse language backgrounds can be challenging for any teacher, as these learners represent a wide range of academic abilities and language proficiencies. The socio-cultural theory provided the researcher with a deviation from the established concept of cognitive learning. This study thus aimed to investigate the way in which English first additional language (EFAL) learners experience the learning of English in an English home language classroom context. The study relied on this theory as it focused on the zone of proximal development (ZPD). It also highlights the creation of knowledge through social interaction and scaffolding as a means of learning in a constructive way (Brewer, 2007:11 - 14). The zone of proximal development (ZPD) has been defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978:86).

b) Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's (1977) ecological systems theory helps us to understand the way in which human development takes place within specific contexts. It also underlines the significance of family, teachers, schools and the greater socio-cultural environment in development processes. This theory was relevant to this study as it recognises the correlation between learners' development and the systems within the social context. Within the South African context, many learners are disadvantaged by a lack of support structures, which are essential for developing English language skills. Bronfenbrenner's ecological systems model provides a useful framework for a better understanding of the multi-dimensional contexts within the English home language classroom. For the purpose of this study it was necessary to examine Bronfenbrenner's ecological

systems theory to understand the way in which the chosen language of instruction links to the child within the EHL classroom, the individual and the local context at microsystem, mesosystem, exosystem, macrosystem and the chronosystem levels. These different systems offer explanatory possibilities of the argument for maintaining English as a medium of instruction.

c) The Banking Model of Education

In the *Pedagogy of the Oppressed* (1970; 1993), Freire uses an allegory to examine the traditional pedagogy that he refers to as the banking concept of education (Alam, 2013), which refers to learners being treated as empty vessels to be filled with knowledge, like coins being saved in a bank. In this 'banking' concept of learning, knowledge is treated as a commodity to be transferred as efficiently as possible from sender to receiver. Freire typifies the education system as one in which the teacher is the depositor and the learners are mere recipients of such deposits; the teacher distributes standard communiques (instead of actual communication), whilst learners passively regurgitate. Knowledge is thus deemed as a deposit bestowed by those who are knowledgeable upon those who are regarded as ignorant. Educators develop the instructional programme content and learners are forced to familiarize themselves with it. As the learners work at storing the deposits, they accept the passivity imposed upon them that deprives them of the opportunity for critical reasoning or engagement (Freire, 1970).

Academic education trains learners within the classroom to receive information from lessons that they will memorize and regurgitate for the purposes of assessment. According to Dann (2011), learners in the banking system are receptacles that are filled with content derived from educators' narration; the learners are expected to repeat this information during assessments. In the banking classroom the teacher is the authority and the learners are the oppressed. Tanner (2012) concurs with the idea that learners are simply parroting what their teachers tell them to memorize and the learners are not fully living, as they are not given opportunities to express ideas or exercise their own thoughts and opinions.

Despite the changes in a curriculum that supposedly require active, critical thinkers, traditional pedagogical practices endure and passive learning is still common in EFAL in South Africa. According to Freire (1970), the learners' educational experiences epitomize an oppressive society in which learners are oppressed by being denied the opportunity to think for themselves. Freire asserts that the more learners work at storing deposits handed over to them, the less they are able to develop the critical thinking that could enable their involvement in, and transformation of, their world. In contrast, the notion of critical consciousness alludes to the idea that teachers and learning must become associates in terms of critical thinking in an endeavour to assist learners to become more critically aware. This study aimed to investigate the way in which learners' experiences in an English home language classroom affected their identity and to explore the way in which learners respond to the teaching methods used by their teachers.

1.8   LEARNER IDENTITY

Identity is "dynamic, contradictory, and constantly changing across time and place" (Norton, 2008:47). An individual's multiple identities are not set in stone, but shift constantly as life's situations and needs alter and circumstances change. Norton (2008) describes language learning as a place where identities are thrashed out, new experiences are introduced or situations are altered. "Investment in the target language is also an investment in the learner's own identity" (Norton, 2008:48).

Barnawi (2009) defines identity as the way in which social and personal relationships are constructed within an academic atmosphere, including ways in which these relationships are constructed within spatial, temporal, social and cultural dimensions. Identity is often referred to as an "individual phenomenon located inside the mind, rather than as something socially and culturally constructed" (Clark, 2013:7). According to Joseph (2004:225, as cited in Clark, (2013), language is central to individual identity. Block (2007) holds that identity has been defined as being multiple, flexible and dynamic in the field of second language acquisition. West (cited in Riley, 2006) defines identity as a concept

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related to a desire for recognition, safety, membership and the acquisition of material goods.

According to Norton (1995:2000), identity should be comprehended as being diverse, fluctuating and dynamic, multiple rather than unitary and decentred rather than centred. Norton argues that the notion of identity assumes that when speakers of a language use that language, they are not only communicating and interacting but also reorganizing who they are and the way in which they relate to others. Anwaruddin (2015) claims that in this social world, learners' sense of identity plays a fundamental role in their development and in the formation of relationships, not only with the self but also with others. Learners' sense of identity matters, especially in terms of the way in which others understand them, as this can have a bearing on their experiences within the EHL classroom.

It is important that teachers are cognizant of the fact that learners' identities often change; they often fail to comprehend that their learners could have multiple identities (Anwaruddin, 2015). It is therefore important that teachers recognize learners as persons with multiple and changing identities and not only as individuals with certain learning needs within the target language (for example English). Maftoon, Sarem and Hamidi (2012) maintain that learner identity should be considered a critical factor with the ability to impose substantially on teaching practices and learning outcomes. Chen & Fedonia (2010) suggest that identity both constructs, and is constructed by language. The identity of the learners in this study were being reconstructed constantly, as they were expected to assume multiple identities. The problems experienced by learners in EHL classrooms at the school where this research was undertaken were identified on the basis of their language challenges. These include vocabulary, spelling and comprehension.

1.9   RESEARCH DESIGN AND METHODOLOGY

This research study was conducted as a case study. Qualitative case study research was identified as the most appropriate research methodology for this study, as it allowed for an intensive analysis of an individual unit, in this instance

Taah High School (THS), within a specific context. A case study allows the researcher to focus on one specific case and to present a realistic picture of the complex and contextually rich situation within which THS is situated.

A case study can be described as a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context. Thomas (2011) provides the following definition of a case study:

> *"Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame — an object — within which the study is conducted and which the case illuminates and explicates."*

For the purpose of this research, a qualitative case study research method was used to investigate the way in which learners' experiences in an English home language classroom contributed to their own sense of identity. By means of photovoice, observations, narratives and semi-structured interviews it was possible to show the way in which learners' multiple identities are not recognized within the classroom context. The complex nature of this study lent itself to the use of a case study, as the research question and sub-questions required the use of multiple research methods. The fluid nature of the photovoice activities was grounded in a case study that was not limited by rigid protocols.

Despite the apparent 'freedom' that a case study as a research instrument provides to the researcher, it still requires a systematic way of looking at events, collecting data, analysing information and reporting results. Observing ethical protocols throughout the research was a primary consideration. A qualitative case study allowed for providing rich descriptions of the ways in which learners experience the learning of English in an EHL classroom context. Using a case study as a qualitative research instrument allowed the researcher to address the main research question and its sub-questions.

In light of the above discussion, the research problem was formulated and addressed by a case study to investigate the way in which learners' experiences in an English home language classroom contribute to their own sense of

identity. Gall, Gall and Borg (2010:339) define a case study as the in-depth study of a phenomenon bounded in time and place in its natural context; typically data is collected over a period of time by more than one method of data collection. Gall et al. (2010:346) suggest that a case study can be used to describe the phenomenon by providing a thick description (Gall et al, 2010:346). Thus, a clear statement is necessary of the way in which the site and persons studied in a case are defined (McMillan & Schumacher, 2006:26). In this inquiry, the research site was a Grade 8 English classroom at Taah High School and the case study was limited to the provision of English first additional language (EFAL) learners' experiences of learning English in an English home language classroom context. To define the context further, Taah High School offers only English as a language of learning and teaching to non-English mother tongue speakers. The typical learner in these classrooms comes from either and Afrikaans or IsiXhosa mother tongue home environment (SASAMS, 2014).

The research methodology section of a dissertation is required to systematically and purposefully explain the choice of participants and setting, the research instruments, the ways in which the data were generated, the way in which they were analysed, and why the reader should believe the results (i.e. their validity and reliability), as they pertain to a specific research problem (McMillan & Schumacher, 1997; Struwig & Stead, 2010). Williams (2011:73) defines methodology as "a specific idea of what the researcher is carrying out in his or her research". She states that it navigates a pathway for the researcher as to "the way in which to engage in or be active in his or her particular field of enquiry" (2011:73). Research methodology, therefore, is the way in which we conduct our research. The researcher chose a qualitative approach, as it placed the emphasis on understanding through an analysis of the learners' photovoice activities and the teachers' narratives.

1.9.1   Setting, sample and sample size of case study

The school where this research took place is situated in the northern suburbs of Port Elizabeth. When the school opened its doors in 1993 it was an Afrikaans medium school. This has changed and the school now has to accommodate

supposed English HL learners. However, the majority of the current learners are mother tongue speakers of either Afrikaans or IsiXhosa.

Gay and Airasian (2000:121) define sampling in qualitative studies as "a process whereby individuals are selected for a research study as representatives of the larger group or population from which they were selected". McMillan & Schumacher (2014:143) posit that purposeful sampling allows the researcher to "select particular elements from the population that will be representative of the topic of interest". This sampling technique is less costly and time consuming, is easy to administer, assures a high participation rate and assures the collection of important and relevant information.

For the purpose of this study the researcher invited all the Grade 8 EHL learners to participate in the hope that 40 would accept the invitation. These learners were approached because they are taught in an English home language context despite the fact that English is actually their additional language. This information was obtained from learner information sheets required by the Department of Basic Education in order to complete the implementation of the South African Schools Administration and Management Systems (SASAMS).

English teachers who were Grade 8 English home language teachers at the school also agreed to be participants in the study.

1.9.2   Data collection methods

Struwig and Stead (2010:40) state that data collection methods should adequately provide information that will assist in interpreting a problem. Photovoice, observations, narratives and semi-structured interviews were used to collect data for analysis in order to answer the research question. As this was a qualitative research study, there was a need to employ data collection methods consistent with a qualitative research approach. Gamble (2006) defines data collection as a process of gathering information through a number of selected activities and events.

Cresswell (2013:45) recommends that qualitative research should occur within a natural setting as researchers often collect data "at the site where the

participants actively experience and or are involved in the issue or problem under study". He also states that qualitative researchers gather data through observing behaviour and interviewing participants themselves. McMillan & Schumacher (2010:23) explain that most of the data collected are in the form of words rather than numbers and the onus rests on the researcher to utilize a variety of methods to gain a deep understanding.

1.9.2.1 Photovoice

Photovoice, according to Wang and Burris (1997), is a process that allows people to reflect and record their strengths and concerns. Participants share their stories with the assistance of the photograph they have taken.They are encouraged to select images that most accurately affect key matters. This involves an active process of unpacking the meaning of each photograph and the identification of theories, issues and themes as they emerge (Wang, 1999, 2005). The advantage of photovoice is that it is a relatively easy and inexpensive process, data can be gathered quickly and it provides descriptions and visual imagery that give meaning to the data that have been collected.

This study focused on the experiences of English first additional language (EFAL) learners within an English home language classroom context. The learners were given opportunities to express themselves using the photovoice activity. Learners worked in groups and took photographs based on the prompt that was given to them. The photographs taken by the learners assisted with data collection and enabled the learners to share opinions, perspectives and experiences within the EHL classroom. Collier and Collier (cited in Mitchell, 2008), hold that images invite people to take the lead in inquiries, thereby encouraging them to make full use of their expertise. They also mention that the use of photographs in group interviews allows a full flow of data when interviewing in ways that mere verbal interviews do not. Photographs taken by the learners thus provided the starting point for discussion groups. The photovoice workshop was facilitated by the researcher and an assistant who was familiar with the philosophy of photovoice.

1.9.2.2 Observations

According to McMillan and Schumacher (2010:350), "observation is a way for the researcher to see and hear what is occurring naturally in the research site by observing the naturally occurring behaviour." Observation can facilitate a deep appreciation of the context of the participants' behaviours and "this allows for the collection of a more complete set of data to reflect the importance of the effects" of the schooling context for teaching and learning on the teaching practices used for EHL instruction to EFAL learners (McMillan and Schumacher, 2010:350).

During the observations the primary focus was on understanding the teachers' interactions with learners and the teaching methods used. The researcher focused on events as they occurred in the classroom, for example verbal interactions between teachers and learner, the way in which the learners responded to the teaching methods used by the teacher, the teaching and learning material used, seating arrangements and the number of learners in the classroom. The researcher gathered live data from the natural setting and observed what occurred in the classes. The researcher observed three teachers from three Grade 8 classes. This study used observation schedules as a method for gathering data from the participants. Stringer, Christensen and Baldwin (2010) explain that observation can be guided by an observation schedule (see Appendix J). This schedule assisted them to focus on the place or location, the people involved, their activities and their time, duration and purpose. These are often presented as six questions, namely when, where, who, what, how and why? The data gathered from these observations assisted to answer sub-questions 2 and 4 of this study during the investigation of the experiences of English first additional language (EFAL) learners within an English home language classroom context.

1.9.2.3 Narratives

Narratives were written by teachers at a time that was convenient for them. They were encouraged to provide a biographical account of the following: (i) the way in which they were trained; (ii) an account of their everyday teaching practices and (iii) the challenges they faced within the classroom. Bold (2012)

states that providing teachers with an opportunity to have their voices heard is not only an essential part of the research process but a sound and inclusive participatory strategy.

Participants' narratives represent a kind of documentary analysis used to select themes that highlight the topic under investigation. The modes of analysis can range from the drawing out of themes to specific and detailed analyses. According to Duigan (2008), qualitative analysis of participants' narratives identifies major themes.

1.9.2.4   Interviews

According to Bogdan and Knopp-Biklen (2007:96), interviews generate data that cannot be obtained from observation. They can produce rich data that express the participants' assumptions, perspectives and views. This research investigation used semi-structured interviews to collect data from the teachers, as well as group discussions to obtain information from the learner participants. Brynard and Hanekom (2006:40) maintain that the usefulness of interviews in terms of stimulating thought cannot be stressed sufficiently. Conducting interviews afforded the researcher the flexibility to ask probing questions and to follow up on responses that were unclear. Participants were given ample time and freedom to speak their minds without restriction, yet the researcher guided them through follow-up questions to ensure adherence to the issues under discussion. Patton (2002:344) claims that a guide provides a framework within which an interviewer is able to develop questions, sequence those questions and make decisions about which questions to pursue in more detail. These data collection methods assisted to answer sub questions 1, 3 and 4 (see Appendix Q).

1.10   DATA ANALYSIS

Bogdan and Knopp-Biklen (2007:147) explain that "data analysis is the process of systematically searching and arranging the interview transcripts, field notes etc. accumulated in order to allow researchers to suggest findings", whilst the interpretation of data indicates the ideas being developed about the research

findings and connecting them to literature and broader challenges within the environment.

According to Patton (2002:432 - 453), qualitative data analysis transforms data into findings. Esterberg (2000:152; 157) describes qualitative analysis as a process of making meaning, whilst Leedy and Ormrod (2010:152; 153) argue that in quantitative research, "data analysis and data interpretation are, in large part, separate stages". They emphasize that in qualitative research, "data analysis and interpretation are closely interwoven, and both are often entangled with data collection" (Leedy and Ormrod, 2010: 153).

1.11   MEASURES OF TRUSTWORTHINESS

Creswell (2005:252) states that throughout the process of data collection and analysis, researchers need to ensure that their findings and interpretations are accurate in order to ensure the trustworthiness of the research. In this study, the four criteria to ensure trustworthiness, as described by Lincoln and Guba (cited by De Vos, Strydom, Fouché & Delport, 2005:351), namely credibility, transferability, dependability and conformability, were applied. A brief explanation of these terms is provided but a more detailed explanation follows in Chapter Four. Credibility refers to the measure of the researcher's confidence in the findings. Credibility, in this study, was established through triangulation. Transferability refers to the extent to which the findings can be applied to other settings or groups. Dependability refers to whether the findings of the research would be consistent if the study were to be repeated with similar subjects in a similar context. This study made use of triangulation of data sources to increase consistency in the research. The raw data, namely the field notes and audiotape recordings are available as an audit trail for scrutiny by interested individuals or organizations. Confirmability, i.e. the degree to which the research findings can be confirmed by another researcher (De Vos et al., 2005:351-352), was ensured through the application of triangulation and reflexivity via the safekeeping of field notes. The researcher also kept an appropriate distance in order not to influence the research.

1.12 ETHICAL CONSIDERATIONS

Mc Millan and Schumaker (2001:196) state that "ethics are generally considered to deal with beliefs about what is right and wrong, proper or improper, good or bad".

Firstly, the researcher applied for ethics approval from the Faculty of Education's Research, Technology and Innovation Committee of Education (ERTIC).

As the research dealt with and depended on the opinions of learners and the researcher's colleagues, the researcher ensured that all shared information would remain confidential and that respondents' anonymity would be safeguarded. Cresswell (2009:87) advocates that "researchers need to protect their research participants, develop a relationship of trust with them, promote the integrity of the research, and guard against misconduct and impropriety that may reflect on their organisations and institutions". The research dealt with children and as such needed to be conducted within stringent ethical parameters. Consideration had to be given to the way in which the learners in the study were to be treated, the levels of honesty and openness, the transparency afforded to the learners and the manner in which the results of the research were treated (Mertler, 2006:26). The researcher therefore negotiated permission to conduct this research from the following persons:

a) the principal of the school at which the researcher teaches;
b) the Department of Education;
c) the parents of the learners involved in the research;
d) the learners involved in the research and
e) the researcher's colleagues at the school.

Participants were allowed to withdraw from the research process if they so wished. For the purposes of anonymity, the researcher requested the participants not to use their real names during the procedures involving photovoice, narratives and interviews.

1.13   CONCLUSION

In this chapter the background and rationale provided for the research focused on the dominant role of English within the South African schooling system. The pressures on parents to place their children in EHL classes were highlighted. The statement explained the way in which the EFAL learners have to be taught in EHL classrooms. Learners have difficulty mastering the skills required of the CAPS curriculum due to the fact that they all come to the EHL classroom with different linguistic backgrounds. The formation of the research question and research aims for this study were outlined and justified in this chapter and the concepts employed in this study were defined and clarified.

In an attempt to answer the main research question, the researcher referred to the theories of Bronfenbrenner, Freire and Vygotsky. The methodology that was used was outlined, namely photovoice, observations, narratives and semi-structured interviews. These were used to collect the rich data required to answer the research question. The ethical considerations and measures for trustworthiness were also outlined in this chapter. In the next chapter the theoretical framework underpinning this study is discussed in detail.

1.14   OUTLINE OF CHAPTERS

This thesis consists of seven chapters. The first chapter sketches the background of the study, states the aims and objectives and explains the significance of the study in terms of EFAL learners' experiences in an English home language classroom context. The chapter also introduces the underpinning theories and outlines the research methodology that was used, the measures taken to ensure trustworthiness and the ethical considerations.

Chapter two describes the theoretical framework as the lens through which the research was designed, implemented and analysed. These theories comprise Bronfenbrenner's ecological systems and Vygotsky's Sociocultural Theory as they relate to second language acquisition theory. There is also a critique of Freire's banking concept of education as a model for teaching and learning.

Chapter three provides the literature survey with a focus on the language learning experiences of English first additional language learners within an English home language classroom context and the way in which this may impact on their sense of identity and their learning of English as a second language.

Chapter Four of the study deals with the issues surrounding the methodology related to the research question: How do English first additional language (EFAL) learners' experiences within an English home language classroom context affect their sense of identity?

Chapter Five describes the analysis of the data that were collected during the photovoice activities, focusing on the learners as participants.

Chapter Six describes the analysis of the data collected during the observations, narratives and semi-structured interviews, focusing on the teachers as participants.

Chapter seven outlines the conclusions and implications of this research investigation. It draws together key learnings from this research about the experiences of EFAL learners in an EHL classroom.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1   INTRODUCTION

Chapter 1 provided a broad overview of the study by providing the background, rationale and significance of the study. The purpose and aims of the study, as well as the theories used in this study, were also outlined.

This study made use of the analytical tools provided by Lev Vygotsky, Urie Bronfenbrenner and Paulo Freire in an attempt to investigate the main research question, namely: How do English first additional language (EFAL) learners' experiences within an English home language classroom context impact on their sense of identity?

Vygotsky argues that human beings learn through interaction with their social environment and being guided by a more knowledgeable person. He believes in a "zone of proximal development" (ZPD), whereby he identified differences between what learners could accomplish without and with support from others. He posits that "interactions with adults and peers in the ZPD are seen as promoting cognitive development" (Vygotsky, 1978:89). Bronfenbrenner's ecological systems theory is "based on the interdependence between different organisms and their environment, with every part important to ensure the survival of the whole system" and this is also seen as relevant to this study (Donald, Lazarus & Lolwana, 2009:39).

In his influential work, "Pedagogy of the Oppressed", Paulo Freire condemns the banking concept of education, as it implies that learners are empty vessels receiving knowledge passively from the teacher who is supposed to be the store-house of knowledge in the traditional teacher-centred classroom. The banking concept of education has negative connotations, as it is used to indicate dissatisfaction with the traditional teacher-centred classroom, where knowledge is transferred one-sidedly from the teacher to the learners.

This chapter discusses Vygotsky's socio-cultural theory, Bronfenbrenner's ecological systems theory and Freire's banking concept of education. The

relevance of each theory and the way in which it can be drawn upon to help make sense of the learners' linguistic identity within the EHL classroom is discussed.

2.2   VYGOTSKY'S SOCIO-CULTURAL THEORY

The conceptualisation of Vygotskian theory was used in this research to assist with understanding the way in which learning takes place and the way in which teachers and learners cope in the EHL classrooms referred to in this study. A socio-cultural perspective on learning addresses the critical importance of social and cultural contexts in human learning practices and highlights the way in which those contexts influence what is learned. The discussion of this theory focuses on language tools and interaction to mediate learning in a collaborative environment.

Vygotsky's socio-cultural theory describes learning as a social process and as the origin of human intelligence in society. The main argument supporting Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Lantolf (cited in Cummins and Davison, 2007) holds that the principles of Vygotskian socio-cultural theory can also apply to second language acquisition (SLA). According to Vygotsky (1978), learning and cognitive development are embedded within social events and occur when learners collaboratively interact with people, objects and events. Vygotsky believed that society, culture, peers and adults influence the child's cognitive development through mutual collaboration (Vygotsky, 1986; Wertsch, 1991; Tharp & Gallimore, 1998). In their interpretation of Vygotsky's theory, Kozulin, Gindis, Ageyev and Miller (2003) hypothesise that human cognition and learning are the end products of social and cultural phenomena rather than the result of individual phenomena. This view is shared by Lantolf and Thorne (2006), who argue that culture is the prime determinant of individual development, that is, what children learn is the product of their cultural milieu.

Throughout history human beings have created physical tools with which to interact, influence and change their material environment. Similarly, Vygotsky argues that humans have created symbolic "tools" or "signs" to construct their

psychological and socio-cultural environments. Language is the most important of these semiotic tools. For Vygotsky (1982), language and learning are social processes and the beginning of individual mental processes, facilitated through language.

2.2.1 Key concepts within socio-cultural theory

As the focus of this study is on learning at school, the concepts of mediation, interaction, the ZPD and scaffolding are the most pertinent for an understanding of what occurs in the classroom. These tenets are carefully interwoven concepts and as such they are described briefly in the following sections. The manner in which they relate to one another with the focus on learning and interaction will also be discussed. Thereafter, a broad description of the construct of scaffolding is presented.

2.2.1.1 Mediation

Mediation is regarded as a central concept of socio-cultural theory (Lantolf, 2000). It refers to 'the methods used by different role-players to assist students to acquire knowledge' (Donald, Lazarus & Lolwana, 2009:87). Vygotsky (1978) views it as the 'engine' that moves the learner's development. He also characterises it as the teaching process through which educators help their students learn ways in which to think and as the tool that teaches learners how to learn (Kao, 2010). This 'mediation' process is monitored by the teacher, also known as the 'mediator' because of his or her role in assisting the pupils by filtering information and guiding them through exercises, or showing them specific methods for problem-solving and interpreting information (Feuerstein, 1990).

In the course of learning and cognitive development, the social and cultural engagement of the learner is mediated by what Vygotsky (1978) refers to as 'cultural tools', which can either be physical, such as books, notebooks, pens, a library, video and audio sets, pencils, maps and posters, or symbolic/psychological tools, such as language (Kozulin, Gindis, Miller & Ageyev, 2003; Kao, 2010).Vygotsky sees these as playing a fundamental role in the creation of knowledge (Lantolf & Appel, 1994; Lantolf & Thorne, 2006;

Kao, 2010). In the present study, language plays an important part in terms of mediation, which needs to be analysed as a cultural tool in the social interaction between learners and other people possessing different levels of knowledge. In the course of the analysis it is assumed that language as a mediating tool contributes to enabling learners to move from one level to the next levels of understanding and knowledge. It should be borne in mind that the role of mediators or teachers at school should be to empower pupils with skills and knowledge that enable them to become self-directed learners. This mediated empowerment takes place through interaction and is discussed below.

2.2.1.2   Interaction

Interaction is another key concept in the socio-cultural theory of learning because of its importance in terms of knowledge acquisition and appropriation. According to Kao (2010:117),

> *interaction with people, usually parents, teachers or peers, with different levels of skills or knowledge often leads to effective learning, which then encourages learners to move on to the next stage of learning or understanding.*

According to Vygotsky (1978), children acquire knowledge when they engage with people, objects and events on a social level in a collaborative environment. That which has been acquired through collaboration later becomes assimilated and internalised at an individual level. Learners transform what has been learnt with scaffolded assistance through interaction and are thus enabled to use that knowledge on their own. At school teachers can provide support by mediating learning via interaction with learners, thereby helping them transform what is being taught. Interaction is relevant for this study because of its role in the processes of knowledge acquisition and appropriation.

In educational contexts, interaction contributes to learning. This means that a relationship exists between interaction and knowledge acquisition. Research conducted by Merill and Gilbert (2008), Hulan (2010) and Hlatshwayo (2011) into classroom interactions indicate that interactions occurring in peer groups can effectively foster the learners' active participation and result in effective learning if they are well managed. For instance, in their study on instructional

strategies in problem-centred instruction, Merill and Gilbert (2008) reveal that peer interaction, i.e. the learners' discussions in response to a structured problem, is more effective in problem-solving than peer-telling, which is concerned with gathering information from readings and presenting them to the class. As a part of learner-centred instruction, peer interaction was found to be more effective than other approaches to learning as it requires active engagement by the learners (Merill & Gilbert, 2008). In the classroom context, teacher-learner interaction is mediated by language, which in all its forms of use for example oral use, listening, reading, and writing), is an important tool for mediating and facilitating learning (Bruner, 1977; Vygotsky, 1978; Moate, 2011). It is the main means of communication through which people interact in order to convey information, transmit knowledge and nurture cognitive development (Vygotsky, 1978).

Language is a key component in any interaction. Research in African contexts has shown that primary and secondary school learners should be assisted to develop and refine their language in order to facilitate their learning processes (Brock-Utne & Alidou, 2011). This is often made possible through the formal teaching of language, whereby learners are encouraged to interact by means of listening, speaking, reading and writing. This implies that the choice of the language of instruction should take into account the learners' abilities to use that language. In addition, in the classroom where language is used as a tool for teaching and learning, teachers and learners should engage in debates, deliberations, reflections and interactional problem-solving. In other words, learners' interactions with the teacher and/or between themselves are vital for successful learning, and language controls this.

Vygotsky (1970) claims that children initially depend on others, usually the parents, who support them in their learning. This transition from social to individual development according to Vygotsky is a transformation of what has been learnt. Learners do not simply copy their teachers as mediators of learning they rather engage actively with it (Turuk, 2008). Closely linked to mediation and interaction is the ZPD, which is explored in the next section.

2.2.1.3 Zone of Proximal Development

The zone of proximal development is defined by Vygotsky (1978:86) as the distance between the actual developmental level and the level of potential development. McLeod (2010) mentions that these skills are too difficult for a child to master on her/his own, but can be developed if mediated by a knowledgeable other. Scholars such as Mitchell and Myles (2004:196) define the ZPD as:

> *"The domain of knowledge or skills where the learner is not yet capable of independent functioning, but can achieve the desired outcome given relevant scaffolded help"*

Likewise, Harvard (1997:40) defines the ZPD as 'the distance between the child's independent capacity and the capacity to perform with support'. All the above definitions of the ZPD represent it as an area or a space in which learners need assistance from more skilled people in order to perform tasks in order to reach the level of skills to form those tasks on their own. Verenikina (2010) alludes to the idea that the ZPD is the distance between what a person can do with and without assistance. In this way he regards teachers as levers for facilitating learners' thoughts.

This study relied on the use of observation as a data collection tool within the Grade 8 EHL classrooms. Lessons were observed to investigate the events as they occurred in the classroom with regard to the interaction between teachers and learners, thus ascertaining whether learners are being given an opportunity to solve problems for themselves or whether they rely solely on the instructions of the teacher.

Tharp and Gallimore (1988) present a four-stage model of the ZPD that illustrates the processes through which children develop speech and language. The first two stages (Figure 2.1) comprise the ZPD, which can clarify the processes involved in learning a new language and other school subjects as it is possible to create the ZPD for any domain of skill development (Tharp & Gallimore, 1998).

Figure 2.1: Four stage model of ZPD
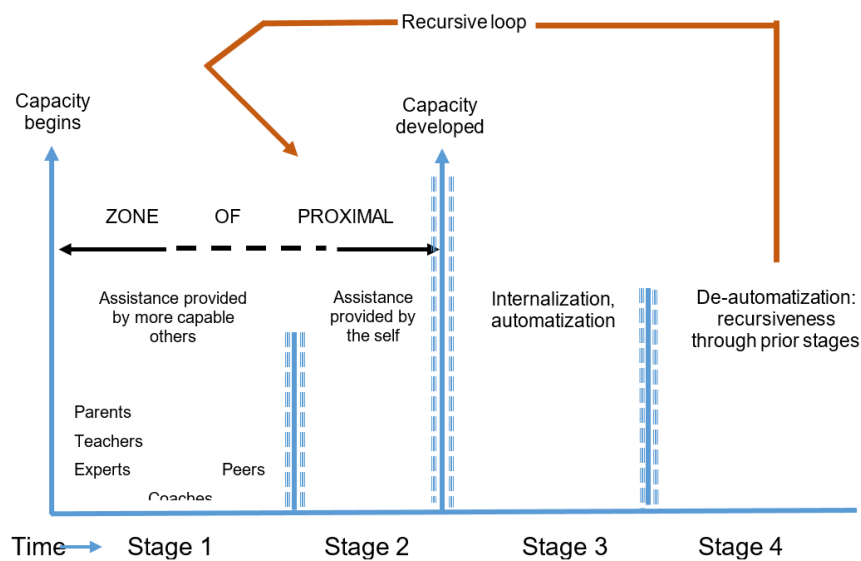
(Adapted from Tharp & Gallimore, 1998:123).

The diagram above identifies the first stage of the area where the learner needs support from parents, teachers, peers or other support systems in order to perform a task. This area has been compared to a transit route through which the learner is assisted 'to transit from other regulation to self-regulation' (Tharp & Gallimore, 1988:35). During this stage, learners are not passive participants, begin asking questions that lead to strategies that can be used to reach the goals assigned by the adult assistant, or they can ask for directions to reach the next step of the task. Stage one ends when the mentor has to modify the task in order to ensure that the learner's needs have been successfully carried out at a level that becomes the learner's responsibility (Bruner, 1983; Tharp & Gallimore, 1988; Wertsch, 2008).

The second stage signifies the learners' independence when performing the tasks. Wertsch (2008) relates that at this stage of the ZPD the learner has taken over the rules and responsibilities of both participants. This means that the activities that were previously shared by both the adult and the learner have become the sole responsibility of the learner. At this stage, according to Wertsch (2008) and Tharp & Gallimore (1988), the learner has completed the ZPD transition phase and has reached the phase that allows him or her to assume responsibility for the tasks that are now performed on his or her own. Thus, the role of the teacher, peer, or expert converts into an autonomous

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activity controlled by the learner. Although the ZPD ends with stage two, the learner has not fully developed or has not yet achieved full autonomy over his/her performance. This is completely internalised in stage three where the learner no longer needs the adult's or mentor's assistance (Tharp & Gallimore, 1988). As learning is a process, the learner evolving in self-control at stage three is likely to be in need of further help. Whenever the learner encounters problems with a new skill or problem in stage four, he or she has recourse to the previous stages, whereby a new ZPD is then created (Tharp & Gallimore, 1988; Wells, 1999).

The approach that was used in this study is in line with the ZPD process in the context of interaction between the learner and teachers, peers, and more competent others. This approach indicates that successful learning takes place if there has been suitable assistance based on skilled guidance by the mentor of the learner. The implementation of the ZPD requires the teacher to encourage learners to perform learning activities via their own experiences or talk to one another or to their teacher or any peer. According to Kenrose (2009:4).

> *"Implementing ZPD in the classroom requires a move from a lecture-style format to one which includes adult guidance and peer collaboration."*

The recommendation therefore is that with a teacher's guidance, learners have to work collaboratively in pairs or groups. This is a learning strategy that often leads learners to accept personal responsibility for their own education.

2.2.1.4 Scaffolding

Scaffolding is literally a frame that supports and reinforces existing structures whilst new work is under construction. Scaffolding is a term coined by Jerome Bruner and colleagues to refer to 'any type of adult-child assisted performance' (Lantolf & Thorne, 2006:209). This concept works in conjunction with the ZPD and is a way through which teachers or other more competent adults or mentors assist learners to reach their level of independent performance (Kenrose, 2009).

Hawkes (2012) explains Vygotsky's symbolic application as verbal or dialogic support. This metaphor contributes to an understanding of the way in which learning is facilitated by an adult or teacher, and supported by teaching strategies and tools in order to push the boundaries of the learner's ZPD, i.e. the learner's independent performance. According to Balaban (1995:52), scaffolding refers to the way in which the adult guides the child's learning via focused questions and positive interactions.

Wood, Bruner and Ross (1976) identified six functions of scaffolding as follows:

- enlisting curiosity in the task;
- streamlining the task;
- sustaining achievement of the goal;
- marking critical features and inconsistencies between what has been created and the
- possible solution;
- controlling annoyance during problem-solving and
- demonstrating a possible offering of the act to be delivered.

Functions 2, 3, 4 and 5 allow one to conclude that the learning process is highly challenging and that what is required cannot be achieved without significant help. Functions 1, 3 and 5 aim to solicit and maintain the learner's interest in the task, whilst functions 2, 4 and 6 address the cognitive challenges of a task. These six function all aim to support the successful completion of tasks.

According to McKenzie (1999), scaffolding is advantageous as it "provides clear directions for learners, clarifies the purpose of the task, keeps learners on task, offers assessment to clarify expectations, points learners to worthy sources, reduces uncertainty, surprise and disappointment, delivers efficiency and creates momentum". Scaffolding is directly related to the zone of proximal development in that it offers support mechanisms that assist a learner to perform a task successfully within his ZPD.

Vygotsky (1978) observes that teachers could implement learning activities that are supported through collaboration within a child's zones of proximal

development. Pishghadam and Ghardir (2011) postulate that there is a discrepancy between what a child can do independently and what he or she can do under adult guidance or in collaboration with peers. They hold that teachers are supposed to scaffold learners in a way that will actualise their potential. For this to occur successfully, caregivers should know their learners and assume that they are knowledgeable, support them when taking the lead and capitalise on uncertainty.

2.3 THEORETICAL FRAMEWORK - BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY

This study aimed to investigate the way in which learners' experiences in an English home language classroom affect their identity. The study is underpinned by Bronfenbrenner's ecological systems theory. This research analysed the reasons for learners choosing English as their language of instruction, as well as the way in which the various environmental systems they encounter affect their learning.

Bronfenbrenner's theory was applicable to the study as it accentuates the interaction between the development of an individual and the social systems. This theory relates to a model of human development that occurs in a multi-faceted manner. It is based on different tiers of interacting systems that lead to change, growth and development in areas encompassing the physical, biological, psychological, social and cultural domains.

According to Garabino (1982), the child's biological and psychological composition forms the centre of Bronfenbrenner's ecological model. This composition is determined by the child's personal genetic and developmental history. In addition, this composition is impacted upon by the child's personal and social environment (microsystem), as well as his/her relationship within this environment (mesosystem), including other social, political and economic conditions (exosystem). The general beliefs and attitudes (macrosystem) of members of society influence the social, political and economic conditions, as these systems are affected by periodic changes (chronosystem).

The synergy between the systems enables us to better understand the factors that impact on the experiences and challenges faced by learners. The model's main purpose is to highlight the fact that development cannot be investigated or clarified by a singular concept, such as biology, rather by a more complex and multi-dimensional system. This point was emphasised by Urie Bronfenbrenner (1977; 1979; 1986; 1989) in his ecological systems theory. This theory, suggests that the development of children is moulded by the various systems of the child's environment as well as the interrelationships within these systems. According to Steinberg, Vandell & Bornstein (2011:15), the ecological perspective of development can never be fully understood without taking into account the context in which it occurs. This implies that we have to study the child's immediate environment, the network of relationships and settings children encounter as they grow older, the institutions that influence children directly or indirectly and the cultural values, economic conditions and other forces that shape a society in order to understand the context fully.

Bronfenbrenner's ecological systems theory enables us to understand the complexity of the learners' interactions and relationships with the various systems that influence his or her development. These include the classroom, school, family, community and government. Systems are affected by what transpires in other systems (Nel, Nel and Hugo, 2013:11). The learner is not isolated from the nested systems, as these systems determine the success of the learners' education. If there is collaboration between all the systems, all learners, even those faced with learning challenges, should benefit from these partnerships.

Challenges experienced at each level have an influence over the language of instruction, thus affecting the learners (see Table 2.1). The five structures or environmental systems in which individuals develop, as identified by Bronfenbrenner, are described in detail in the next section.

2.3.1 Microsystem

According to Bronfenbrenner (1989:227), "*a microsystem is a pattern of activities, roles, and interpersonal relations experienced by a developing person*

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in a given face-to-face setting with particular physical and material features, and containing other persons with distinctive characteristics of temperament, personality, and systems of belief". Lindon (2009:26) and Krishnan (2010) refer to the microsystem as the inner-most circle, which entails the child's immediate environment, including family, peers and friends.

Paquette and Ryan (2001), in their interpretation of Bronfenbrenner's theory, argue that relationships between individuals take place in two directions, i.e. from and towards the child. Both the parents and the child are able to influence each other's lives and behaviour. Bronfenbrenner refers to this as a bi-directional influence and highlights that these relationships are part of all environments. The interaction of the structures within the various layers form the core of this theory. The bi-directional interactions are most prominent within the microsystem and exert a strong influence on the child. Owing to the fact that interactions within a microsystem are bi-directional, the manner in which learners' respond to individuals within the microsystem will determine the way in which these individuals in turn treat the learners. As this is the most important level of the ecological systems theory, sections of this study focus on the learners' interactions with their teachers and their peers.

Bukato (2008:29) holds that the microsystem "impacts directly and most immediately on an individual's biological and psychological makeup". This system is inclusive of the home environment, as well as social and educational contexts and neighbourhoods. Sincero (2012) agrees that the microsystem's setting is the direct environment in which learners live, as this is where they have direct contact with social agents.

At this level of the system the relationships within the learners' settings are crucial. In this study they include the home and school environments. At the micro level the majority of learners at the sample school are learning English as an additional language. Dalvit, Murray and Terzoli (2009) hold that research into the language attitudes of speakers of an African language from different educational backgrounds and at different levels in the education system indicate that, whenever prompted with a clear-cut choice between English and an African language, most parents and students opt for the language they feel

would empower them the most (De Klerk, 2000; Bekker, 2002; Dalvit, 2004). However, Dalvit, Murray and Terzoli (2009) also point out that it is only within the classroom space that learners speak or interact via English.

School governing bodies (SGBs) in South Africa, through autonomous processes as protected in the Constitution of South Africa, Act 108 of 1996 Sec 29 (1), the National Education Policy Act, Act 27 of 1996 and the South African Schools' Act, 84 of 1996, Sec (6) (2), decide what the language(s) of instruction at the school will be. However, this "choice factor" involves the imposition of English as a language of instruction upon the learners (Desai, 2010). This results in the selection of English as the LOLT without considering whether the learners would be able to learn effectively through English as a medium of teaching and learning (Din Yan, 2001:4).

2.3.2   Mesosystem

According to Swart and Pettipher (cited in Landsberg, Kruger & Nel, 2005:11), the mesosystem comprises relationships that develop between the various microsystems. The mesosystem also influences the relationship between the school, the Department of Education and the policy makers, as they interact with, and transform, the language policy of the school. According to Bukato (2008:29), the mesosystem includes numerous interrelationships within the microsystem. The mesosystem is in fact a system of microsystems. Paquette & Ryan (2001) view the mesosystem as the level that recognises the relationships between the child's microsystems and focuses on the connection between the child's parents and the teacher or the child and the community. Krishan (2010) supports this view and asserts that mesosystem functioning relies on the mutual involvement of parents and teachers in the child's education. The interaction between other structures, namely church or community, enables the family to provide the child with the required support. In essence, therefore, the mesosystem demands that microsystems should not function independently, but should be interconnected and influence one another. These interconnections can affect the child indirectly.

2.3.3 Exosystem

According to Bronfenbrenner (1989:227).

> *"The exosystem encompasses the linkages and processes taking place between two or more settings. One of which does not contain the developing person, but in which events occur that influence processes within the immediate settings that do contain that person. Relating to a child, it can be seen in the relation between the home and the parent's workplace or for a parent, the relations between the school and the community".*

According to Sincero (2012), the exosystem is defined as a setting in which the learner is not an active participant, but the learner may be influenced by what occurs in the setting. The child therefore does not form part of decision-making in, for example, the parents' place of work or the Department of Education.

Yorke (2008:52) highlighted the following problems and challenges in the exosystem: the education system: the media; parents' work place; community organisations and the unavailability of either human or financial resources. Krishan (2010) alludes to cases where parents are unable to attend parent-teacher meetings. This results in limited interaction with the teachers, which could affect the child's development negatively. Parents often experience problems at their place of work with, for example, strikes and working short time. Changes in policy documents from the Department of Education, especially with regard to curriculum changes, may also influence the way in which the learners perform academically. The issue of costs associated with developing and implementing learning resources is crucial in this context, as learners may be affected by the unavailability of teaching resources.

2.3.4   Macrosystem

Bronfenbrenner (1989:228) defines the macrosystem as

> *"the overarching pattern of micro-, meso-, and exosystems characteristic of a given culture, subculture, or other broader social context, with particular reference to the developmentally-instigative belief systems, resources, hazards, lifestyles, opportunity structures, life course options, and patterns of social interchange that are embedded in each of these systems."*

This macrosystem comprises the cultural blueprint that underlies the organization of institutions in a given society. The macrosystem, according to Santrock (2012), refers to the culture within which the learners live. Krishnan (2010) agrees that cultural characteristics, political upheaval, or economic disruption can individually or collectively mould the course of development. Sincero (2012) suggests that the macrosystem constitutes the actual culture of an individual.

Vygotsky (1978) postulated that the cultural context of a child contributes to that child's cognitive development. Vygotsky believed that formal and informal exchanges with peers and teachers nurture the specific skills and abilities that are valued by a particular cultural group. Morley (2004) is of the opinion that knowledge is mutually built and socially constructed within cultures. Swart & Pettipher (2005:12) emphasise that macrosystems are "the cultural, ideological and institutional contexts in which all the systems are embedded"

The macrosystem level within the South African context can refer to the level at which policy decisions are made with regard to education (see Table 2.1). This includes the guidelines provided by the National Department of Education (DoE) to implement a specific policy, for example the Language in Education Policies. Desai (2012) argues that whilst language in-education-policy decisions are being enforced in an autocratic manner, the legacies of the past will continue in the form of mainly English medium instruction, irrespective of progressive policies that advocate for the use of mother tongue teaching.

2.3.5   Chronosystem

"The chronosystem is a description of the evolution, development or stream of development of the external systems over time" (Bronfenbrenner, 1989: 201-202). Sincero (2012) views the chronosystem as including the transitions and changes that occur during an individual's lifetime. This is inclusive of any socio-historical environments that may impact on the individual. Change is constant and these time-bound changes and transitions may affect the child to a greater or lesser extent, depending on when they occur during the child's development. Bukato (2008:30) asserts that at the chronosystem level the focus is on the learner and whether he or she has developed or improved during the interaction of the systems.

The following diagram illustrates all the contexts that influence the child's development. A summary of each structure, as well as the structure's relationship with the developing child, is provided just after Figure 2.2

Figure 2.2: Diagrammatical presentation of the ecological systems theory
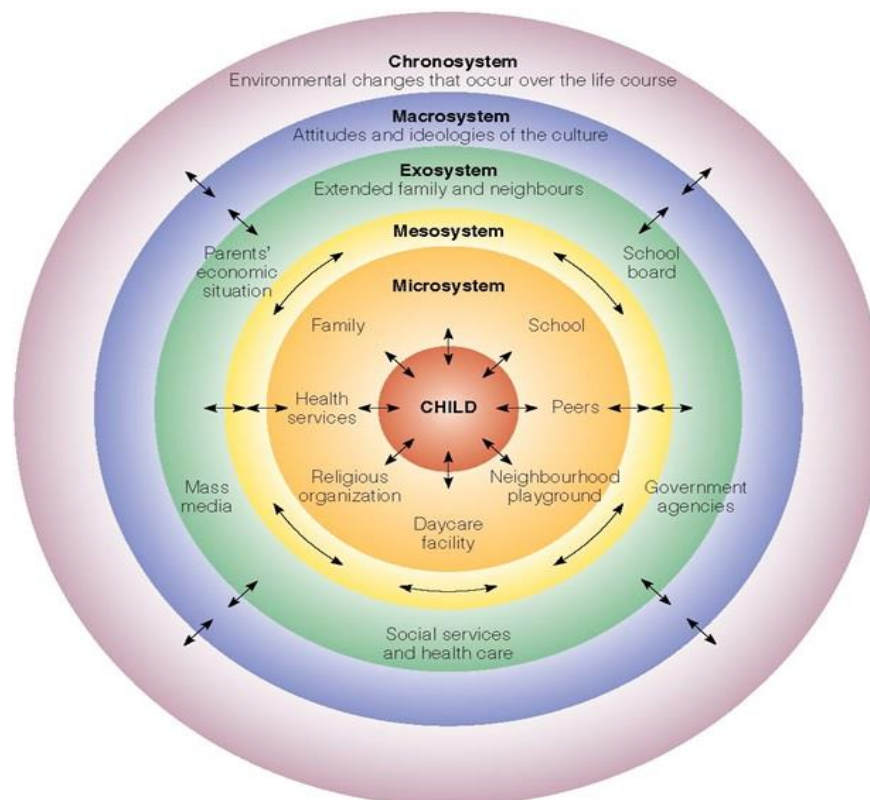
(Garabino, 1982)

Table 2.1 presents a summary of the various systems in relation to language that were used in this study.

Table 2.1: Summary of systems

System	By whom
Microsystem	The schools are expected to implement LiEP practically.
Mesosystem	District offices to monitor implementation of LiEP.
Exosystem	The onus is on provincial departments to ensure that implementation meets the needs of the provincial specifications with regard to language and CAPS.
Macrosystem	Policy formulation is the responsibility of the Department of Education at a national level.

To ensure a cohesive, coherent and effective implementation of systems, continuous monitoring, feedback and reporting across all levels are a prerequisite.

According to Gillian, Wright and Spank (2011:66), Bronfenbrenner's ecological systems theory provides a model that illustrates the complex interactions between learners and their environment, thereby contributing to understanding the patterns of interactions within the school. This theory suggests that human behaviour cannot be measured by just observing and evaluating an individual's behaviour in clinical settings that are detached from their social, physical and cultural settings. Therefore, the followings sections of this chapter outline Freire's banking model, which recognizes the dynamic nature of the relationship between teachers and learners.

2.4 THE BANKING MODEL OF EDUCATION

Freire's most famous work is *"Pedagogy of the Oppressed"* (1970). He motivates through his writings for an education system that stresses learning as an act of culture and of freedom. For example, Freire (1972) argued for the liberation of the education system so as to enable learners to create ideas and recognise themselves as active participants. He rejected top-down methods of education, whereby the teacher was the custodian and deliverer of knowledge through fixed and out-dated curricula. In the 1960's Paulo Freire (in Brazil) developed critical pedagogy to teach illiterate adults (the "oppressed") to read

Portuguese. In his opinion the curriculum of stipulated knowledge that gave teachers the power to teach and enforce ideas on their learners was problematic. Freire's philosophy of education advocates for dialogue between teacher and student to foster responsibility and autonomy for both.

Freire introduced the concept of "banking education" to unpack the curriculum framework that he was convinced existed in schools. According to this model learners must accept their passive role in the learning process, thus allowing them to be manipulated. Lankshear (1993) describes this banking system in education as a means of maintaining the social status quo to hamper and stifle critical thinking. Freire (2005:71) holds that the learner-teacher relationship reveals a fundamentally narrative character between the authoritative teacher and non-participatory, silent learners.

Freire argues that the learners are turned into "containers" or "receptacles" that are "filled" by the teacher. Within this environment the teacher's primary function is to fill the containers. Humble and silent containers who allow themselves to be filled are supposedly better learners. Education becomes an act of depositing, of passivity and non-involvement (Hudalla, 2005). This action only allows learners to receive and store deposits. The result is that the people themselves are betrayed "through the lack of creativity, transformation, and knowledge in this misguided system" (Freire, 2005:72). He argues that the banking concept is not the solution; on the contrary, problem-posing stimulates interactive pedagogy for a free society (Freire, 2005:73). According to Freire,

> *"Teachers are assumed to know everything whilst the learners supposedly know nothing. The assumptions are that teachers think, while learners are thought about; that teachers talk while learners must listen meekly; that teachers are disciplinarians while learners are disciplined; that teachers make choices, while learners comply; that the teacher acts and the learners have the illusion of acting; that the teacher chooses the content and the learners (who are not consulted) adapt to it. In other words, the teacher exploits the authority of knowledge and his or her own professional authority which is placed in opposition to the freedom of the learners and so become the subject of the learning process while the learners are mere objects" (Freire, 2005:73).*

Micheletti (2010) also alludes to the 'banking' concept of education, in which Freire satirizes the unconscious defects in the education system, and proposes an approach that addresses the teaching and teaching problems faced by both teachers and learners.

Freire claims that within the banking model persons are changed into entities. They enjoy limited autonomy and thus find it challenging to conceptualize knowledge at an individual level. Hence, the banking method itself is a system that oppresses and controls the participants. To alleviate this "dehumanization", Freire proposed a "problem-posing education" system whereby role-players have the freedom to plan and implement teaching that is dialogical and based on questions to assist the learners in their thinking. In this approach the roles of learners and teachers become less structured and both engage in acts of dialogic enrichment in order to effectively develop and gain knowledge from one another.

This research was conducted in the Grade 8 EHL classroom and the researcher observed the way in which learners are taught. The teaching practises used by the Grade 8 teachers were analysed, as well as the learners' reactions to the teaching methods used. In this study the principles embedded in Freire's theories assisted the investigation into the way in which learners respond to the teaching strategies used by a selection of English home language teachers with EAL learners within an English home language context.

2.5   CONCLUSION

Language teachers are not mere instructors of language their roles include facilitating the emotional, imaginative and intellectual development of their learners. The theories explored in this chapter guided and assist in answering the research question, which was: What are the experiences of English first additional language (EFAL) learners within an English home language classroom context?

This chapter discussed the theorists and their ideas that formed part of the theoretical framework of this study. This included Bronfenbrenner's ecological

systems theory that holistically addresses the notion of the community that surrounds the child, which includes the parents, school, peers, etc. Bronfenbrenner's theory provides an understanding of the way in which these support structures are needed by learners to cope in the schooling situation. A reciprocal relationship has to exist between the learner and his or her environment in order to provide a meaningful and productive learning environment. Vygotsky's social constructivist theory addressed the context of the HL classroom and emphasised the social contexts of learning. Vygotsky also demonstrated the way in which knowledge is built collaboratively, allowing learners to deconstruct, reconstruct and construct. Freire's (1970) banking concept of education highlighted the reductive and damaging ways in which numerous learners are taught. It was envisaged that this study would contribute to a reimagined image of education, where teachers and learners are seen as pillars of knowledge who engage collaboratively in dialogue about topics.

The next chapter focuses on the importance of learning language, the identity of a language learner and a theory regarding second language acquisition.

CHAPTER THREE

THEORIES OF LANGUAGE LEARNING

3.1   INTRODUCTION

In the previous chapter the theories of Bronfenbrenner, Vygotsky and Freire, which underpin this study, were discussed. This chapter focuses on the background of language learning in South Africa to understand the ways in which language teaching is structured, with particular reference to policy positions and mother tongue education.

The influences of the concepts contained in the Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) are also discussed. Cummins (1991; 1994) emphasises that mother tongue education offers the opportunity for learners to strengthen their concepts and intellectual skills development. This is extremely important and relevant to their ability to function in the second language. There is also a discussion of Krashen's (1981;1985) second language acquisition (SLA) theory, which advocates that second language acquisition be handled as a natural automatic process that can be likened to that of home language acquisition. This approach holds that SLA depends upon interpreting meanings, i.e. attempting to make sense of what other people are saying. The condition being that the child is exposed to meaningful speech and whilst trying to understand it, will acquire it in a natural way (Krashen, 1985).

This chapter also discusses the notion of identity as proposed by Bonny Norton followed by a discussion of the influence of a socio-cultural perspective on identity and the way in which this affects language learning and teaching. The relevance of these theoretical positions is also discussed with regard to the research question. This chapter therefore discusses the background to language learning in a South African context, followed by gaining an understanding of its importance.

3.2 BACKGROUND OF LANGUAGE LEARNING IN SOUTH AFRICA

South Africa enjoys significant language diversity with 11 officially recognised languages (Serfontein, 2013), which makes the issue of mother tongue instruction a complex and unrealistic expectation (Currie & De Waal, 2005). Serfontein (2013) asserts that English is increasingly being given exalted status by the State. Serfontein (2013) and Lourens and Buys (2010) warn that the government, as well as the majority of the nation, fail to realise the importance of language in developing individuals to their full potential.

Subsection 29(2) of the Constitution of the Republic of South Africa, 1996 guarantees everyone the right of choice as to their language of choice as their medium of instruction. The Language in Education Policy (1997), (LiEP), is aimed at rectifying the injustices of the past in South Africa where English and Afrikaans were regarded as being on a higher level than any other language. This is supported by the Bill of Human Rights (Section 31) (1996), which establishes the notion of language as a fundamental human right. It states that:

- every person shall have the right to use the language of his/her choice;
- no person shall be discriminated against on the grounds of language;
- every person has a right to insist that the state communicate with him/her at national level in the official language of his/her choice (Senate sub-committee on languages, 1995).

3.2.1 Policy Positions within a South African Context

Language in education forms an integral part of the effectiveness of teaching and learning across the world (Lemmer & Manyike, 2014). South Africa's intricate language in education policy serves as one of the main concerns within the education sphere. The South African Constitution (RSA, 1996) gives all eleven South African languages, namely Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu equal status. Furthermore, the South African Schools Act (1996b) gives school governing bodies the responsibility of implementing language policies in schools.

The aims of the Language in Education Policy (LiEP) are:

- to promote full participation in society and the economy through equitable and meaningful access to education;
- to support the learning and teaching of all languages required by learners or used by communities in South Africa;
- to counter disadvantages resulting from different kinds of mismatches between home languages and languages of learning and teaching and;
- to develop programmes for redress of the neglect of previously disadvantaged languages.

The LiEP also advocates that parents exercise their language choice prerogatives on behalf of the learner and choose their favoured language of teaching and learning (LoLT) upon their child's admission to school (LiEP, 1997). This is what is currently taking place at Taah High School, as the parents have chosen EHL as the LOLT for their children despite this not being their HL.

South Africa is a multilingual country and learners should therefore be proficient in at least two languages, as well as be able to converse in some other languages (Department of Education, 2002:4). Thus, all South African learners have the right to be educated in the official language(s) of their choice in public education institutions. However, this right is limited by the state's inability to provide for it, as it can only allow a home language LoLT where 'that education is reasonably practicable' (Section 29(2), RSA, 1996a). These policy changes represent the transformation of the former state language policy of bilingualism linked to race to a limited language policy environment that seeks to promote linguistic pluralism but can deliver only where practicable (Webb, 1999).

3.2.2   Mother tongue education

The South African Schools Act (84/1996) empowers school governing bodies of public schools to regulate the language policy of the school, subject to the Constitution of the country. Consequently, parents at the research sample school chose English as the language of instruction for their children. According to Lemmer (2010), parents' choice of English as the language of instruction for

their children is linked to the status accorded to English in post-apartheid South Africa.

According to Chetty (2012), despite English being chosen as the LoLT, the level of English offered is not always adequate and not all learners succeed in mastering the language at an acceptable level. In order for a learner to effectively acquire a first additional language, he or she needs to be proficient in his or her mother tongue (Harvey and Prinsloo, 2016). The learner must be able to match the resources in the mother tongue to those resources in the target language for comprehension to take place (Nel and Muller, 2010; Butzkamm, 2003). This study was undertaken to investigate the challenges faced by learners who are in home language classes with second language competencies and backgrounds.

In South African schools children who do not have English or Afrikaans as their mother-tongue usually learn in their mother tongue for the first three years (Grades 1-3). From Grade 4 to Grade 12 these children are taught in either English or Afrikaans, depending on the school they attend. Although this is what the government recommends, many parents choose to send their children to English classes from Grade 1. The choice is between English instruction from Grade 1 or beginning with mother tongue instruction and transitioning to English as the language of instruction from Grade 4. One of the reasons for this choice of LoLT the notion that English dominates as the language of communication in academia, commerce and technology globally (Cele, 2001:184; Vemeulen, 2001:134; Joubert, 2004:17).

The majority of South African children do not have English as their mother tongue yet they are required to write their final school-leaving examinations in English in line with government recommendations (Coetzee & Taylor, 2013). The subjects that form a part of the curriculum in the school-leaving examination are available only in English or Afrikaans. The parents at the school where this research was undertaken chose English as the language of instruction for their children despite the fact that Afrikaans or Xhosa is the home language for the majority of the learners. These students therefore have to write their matric examination in English. There is no provision for isiXhosa speakers to write their final examinations in isiXhosa. This is the reality of the South African context,

as well as the school where this study took place. As the majority of the learners are not instructed in their mother tongue, they encounter various challenges in learning EHL. According to Fleisch (2008), the transition from mother-tongue instruction in the first two to three years of schooling to a second language in Grade 4 is problematic and impacts negatively on the learners' mastery of the second language.

School governing bodies (SGB) are mandated to select the language of learning and teaching at schools. This is because the government has devolved its responsibility with regard to this decision and allowed each school to make its own decision. At Taah High School, the decision was made that the language of learning and teaching would be predominantly English. The SGB based its decision on the number of applications received by the school every year for learners to be taught at EHL level. According to Desai (2010), Chetty (2012) and Marnewick (2015), SGBs in most schools in South Africa still opt for English as the medium of instruction despite English being the mother tongue of only 7% of the population. Language experts have not succeeded in convincing communities that mother-tongue education would be more beneficial. In addition, resources to support mother-tongue instruction have not yet been developed beyond the basic levels of literacy (Foley, 2012).

3.3 UNDERSTANDING LANGUAGE PROFICIENCY IN TERMS OF BICS AND CALP

Cummins (1980b; 2000) argues that language proficiency is multi-dimensional and where English is the medium of instruction, second language speakers need more time in the acquisition of English proficiency. The period for a child to develop conversational ability or fluency in a second language is approximately two years. He further claims that for a child to acquire the skills necessary to cope with classroom language and curriculum content spans a period of five to eight years. Cummins (2000), Hakuta, Butler and Witt (2000) and Skutnabb-Kangas and Toukomaa (1976) concur that language proficiency is multi-dimensional. These authors maintain that despite having developed advanced conversational skills in English, a number of children still struggle to perform academically. This highlights the fact that there is a distinct difference

between academic competence and conversational skills (Skutnabb-Kangas and Toukomaa, 1976). Haynes (2002) agrees and emphasises that there is a gap between the acquisition of language on a social level and on an academic level. Basic interpersonal communication skills (BICS) encompass those language skills that are needed in social environments. This constitutes the daily language skills needed to interact socially. Such social interactions are usually context bound as communication occurs on a social level and does not require high cognitive skills.

> *"Conversational competence (BICS) relates therefore to the phonological, syntactic and lexical skills that are necessary for everyday interpersonal contexts. It is essential that this language competence takes place in "cognitively undemanding and contextually supported situations such as a conversation that occurs between individuals"* (Hill, 2010:22).

By contrast, CALP is a language competence that occurs in academic environments where the context is minimalized. According to Baker (2006), where "higher order of thinking skills (e.g. analysis, synthesis, evaluation) is required by the curriculum, language is assimilated from a meaningful, supportive context" (Baker, 2006:174). These thinking skills are relevant to the successful acquisition of literacy skills, as they pertain to the individual's ability to utilize language as a tool of thought for solving problems (Cummins, 2000). Children are expected to not only master the academic language register of the second language but to also learn new curricular information via that language. This can cause delays in their acquisition of the academic language (May, Hill & Tiakiwai, 2004). The distinction between CALP and BICS in bilingual education clarifies why learners who are proficient in conversational language often fail at an academic level. Language education should enable learners to acquire high levels of literacy in order to process information and develop their cognitive skills. This acquisition is best achieved through the language with which they are familiar and that can easily be transferred to a second or third language.

Academic language acquisition includes skills such as comparing, classifying, synthesizing, evaluating and inferring, in addition to understanding content area vocabulary. Academic language tasks are context reduced. Information is read

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from a textbook or presented by the teacher. As a learner progresses, the contexts of academic tasks become more and more reduced.

Coetzee & Taylor (2013) agree that the vast majority of learners choose to learn English rather that Afrikaans as their second language, given the status of English as a global language. However, the maintenance of the learner's mother-tongue should be seen as an important additional pillar for success at local and national level. Desai (2012) indicates that those learners whose home language is the same as their language of learning and teaching, have an advantage over learners who do not enjoy the same privilege. In other words those who are competent in English usually have better epistemological access to education than those with limited proficiency in this language. The effects of the use of English as a medium in South African classrooms are evident in a number of research studies that have found a strong correlation between language of instruction and academic performance (Nomlomo, 2007; Langenhoven, 2005; Desai 2003).

3.4   THE IMPORTANCE OF LANGUAGE LEARNING

Language plays an important role in people's lives, as it is not only a medium of communication but also a reservoir of culture to support a strong sense of self and identity (Sumaryono & Ortiz, 2004). Goduka (1998) argues that there is a definite link between language and culture. Language can be perceived as a means of expressing cultural values and the lens through which people see the world. Language is therefore part and parcel of an individual's identity. The relationship between language and culture is compounded by the difficulty in comprehending the cognitive and communicative processes of the individual (Jandt, 2003). According to Liddicoat, Papademetre, Scarnino & Kohler (2003), language learners need to interact (with the relationship) between context and that which is being communicated. The understanding of possible meanings are influenced by either the learner's culture or the culture in which meaning is created. The ability to communicate in an additional language requires an awareness of the interrelatedness between culture and the additional language (Cakir, 2006; Scarino and Liddicoat, 2009).

Rovira (2008) too contends that language is inherent in the expression of culture and forms an essential part of one's cultural identity. Language is the means of expressing our innermost thoughts from one generation to another. Words have the ability to clarify and mould the human experience. Language enables learners to verbalize their experiences. According to Chetty and Mwepu (2008), citing Ngugi wa Thiongo's *Decolonizing The Mind*, languages are not only a means of communication but also epitomise culture and values. Thiongo asserts that values form the core of the individual's identity (1986:5).

Thornton (2008:177) holds that language is a fundamental component of our human intelligence and as such it is a multi-purpose instrument used for communicating and for controlling one another. Humans also use it for passing on ideas and for reasoning and problem solving. Language affords learners the opportunity to reflect and remember, to coach and direct themselves and to create histories and personal narratives. According to Nel, Nel & Hugo (2013:79), language comprises the words we speak, comprehend and use to communicate, to explore, to relate to and to reflect on experiences and knowledge with other people. Lapp, Flood, Brock and Fisher (2007:67) as cited in Nel and Nel, Ibid) support the aforementioned view that "language is used to interact with people in order to construct meaning" and refer to language as a "subjective set of symbols, systematic in nature, agreed upon by community users, (and) which are designed to explain practices and thoughts."

According to the National Curriculum and Assessment Policy Statement (2011:8), language is a tool for thought and communication. Thus, learners must learn to use language as a vehicle to acquire knowledge, to articulate their identities, feelings and thoughts, to engage and to manage their world.

The acquisition of language is essential for both cognitive and social development. Based on this, CAPS (2011) advocates that when learning a language learners should be able to: acquire the language skills required for academic learning; listen, speak, read and write confidently. In order for learners to become critical thinkers, they are expected to express and justify their ideas orally or in writing. Finally, learners need to use language or critical and creative thinking (CAPS, 2011).

Teachers must adhere to the specifications in the CAPS (2011) document with regard to the aims of language learning in the classroom. These aims, however, do not accommodate the needs of English additional language learners. The following section addresses the way in which these learners can be assisted with regard to the acquisition of a second Language.

3.5   SECOND LANGUAGE ACQUISITION:

Language forms an intricate part of being human and the ability to converse effectively is the goal of all language users. Second language acquisition (SLA) refers to one's introduction to a second language in addition to one's native language (Fromkin, Rodman & Hyams, 2003). Numerous scholars have attempted to shed light on the process of learning a second language, resulting in diverse approaches, theories and models being developed to describe the way in which SLA occurs. This study focused on Krashen's second language acquisition theory as it advances a natural unconscious process similar to home language acquisition (Baker, 2011). It relies on the notion of a learner attempting to make meaning of what people are saying. Krashen suggests that when a learner hears meaningful speech and endeavours to understand it, acquisition will occur. Conversely, second language acquisition is hampered when learners are deprived of understandable knowledge through activities that accentuate forms of language instead of meaning (Krashen, 1981).

Krashen's theory of second language acquisition comprises five main hypotheses, namely the acquisition learning hypothesis, the monitor hypothesis; the natural order hypothesis; the input hypothesis and the affective filter hypothesis (Krashen, 1981). This process often involves error correction (Krashen, 1989:440- 464). Krashen suggests that SLA is determined by the amount of understandable information received that is both comprehendible and at the level beyond the learners' present linguistic competence. A variety of strategies can be used by teachers to make language input comprehensible within the classroom context. Swain (1995) in her "comprehensible output hypothesis" states that output forms an integral function in enhancing fluency; creating awareness of language knowledge gaps; providing opportunities to

experiment with language forms and structures and obtaining feedback from others about language use.

3.5.1 The Acquisition-Learning Hypothesis

According to Ellis (1985:261), the acquisition learning distinction is the most significant, for the acquirer, of all the hypotheses. Krashen's theory argues there are two independent systems of second language performance, namely 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is similar to the process children undergo when they acquire their first language, which involves meaningful interaction and communication in the target language. The 'learned system' or 'learning', on the other hand, results from formal instruction. According to Krashen, 'learning' is less important than 'acquisition'. Krashen (1996) holds that acquiring language is based on the concept of receiving comprehensible messages in a meaningful context.

It is important for teachers to understand the processes involved in SLA. Camarcho (2016) posits that there is a distinct difference between acquiring a language and learning it. He asserts the best way to acquire a second language is through authentic communication.

3.5.2 The Monitor Hypothesis

The monitor hypothesis assists us in making meaning of the relationship between acquisition and learning and defines the impact of the latter on the former. The monitoring function is the practical result of the learned rules of grammar. According to Krashen, the acquisition system is the utterance initiator and is responsible for fluency, while the learning system performs the role of the 'monitor' or the 'editor' (Schutz, 2014:15). Prior to a learner making an utterance, he/she uses an internal process to scan for errors. This scanning for the output is the 'monitor', which provides a framework for the planning, editing and correcting functions. This is dependent on three conditions, namely time, focus and knowledge (Schutz, 2014).

The role of conscious learning appears to be restricted in second language performance. Krashen holds that the role of the monitor is limited, as the rules

of language can be extremely complex and can compromise learning. He proposes that language learners use the "monitor" differently in accordance with their needs. He refers to learners who use the "monitor" all the time as (over-users). This is often the case when second language learners focus on the rules of grammar; they tend to correct themselves with limited speech output, as they use the monitor constantly. The under-users are those who have not yet learned or who prefer not to use their conscious knowledge. They depend mostly on their acquired system and do not self–correct. They pay little attention to their formal knowledge and prefer not to use it, whether they speak correctly or not. The optimal users utilise the "monitor" in the most effective ways. Their communication is correct and they express themselves spontaneously without taking much time. Extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the "monitor" (Schutz, 2014:98). Camarcho (2016) warns teachers against the need to constantly correct the learner whilst they acquire the second language, as this fosters the shallow understanding that comes with learning instead of acquisition.

3.5.3   The Natural Order Hypothesis

The natural order hypothesis is Krashen's belief that the acquisition of grammatical structures follows a predictable sequence. In other words, some grammatical structures will be grasped more quickly than others. For example, a number of learners tend to acquire certain grammatical structures earlier than others but this is dependent on the learners' age, first language background and conditions of exposure. Language acquisition is initiated by active listening, which leads to the production of verbal language. This process demands a welcoming and supportive classroom environment, and parents who encourage their children. Along with such encouragement, the language learners need to be exposed to contextually rich dialogue. Teachers should work towards influencing learners by introducing them to these grammatical structures and not attempting to divert from that order (Schutz, 2014; Camarcho, 2016)

3.5.4 The Input Hypothesis

With the use of this hypothesis Krashen explains the way in which second language acquisition takes place. The input hypothesis focuses on 'acquisition', not 'learning'. According to this hypothesis, learning is acquired progressively during the 'natural order' while receiving second language 'input'. Krashen suggests that the learner needs continuous communication to acquire the language with the assistance of contextually relevant structures.

The hypothesis makes use of two persuasions. Firstly, speech emerges spontaneously through understanding the input. Secondly, grammar is automatically acquired with enough comprehensible input. Numerous second language learners do not have an opportunity to practice the new language outside the classroom, so providing them with comprehensible yet stimulating input in a natural setting will assist them to acquire the language more effectively (Schutz, 2014; Camarcho, 2016).

3.5.5 The Affective Filter Hypothesis

Finally, the affective filter hypothesis is a psychological filter that filtrates the amount of language received by the second language learner. Krashen is of the view that learners acquire second languages only if they acquire understandable input and if their affective filters are low enough to allow the input into their brain. Affect includes emotions such as motivation, boredom, self-doubt, anxiety and lack of self-confidence. The affective filter can either support or impede learning. Krashen claims that high motivation, self-confidence, good self-image and a low level of anxiety can assist in the successful acquisition of a second language, while low motivation, nervousness, apprehension, frustration, low self-esteem and feelings of anxiety can combine to elevate the affective filter and thus form a mental block that prevents comprehensible input from being used for acquisition (Schutz, 2014; Camarcho, 2016).

It is important for teachers to understand that acquisition will be compromised if a student's "affective filter," is raised. The learner could fear using the target language and speaking in front of others. According to Krashen (1988), the

study of the structure of language can have educational advantages and that high schools could benefit from including this in their language programmes. Teachers need to motivate their learners through the introduction of more diversified teaching strategies that will accommodate the educational needs of all learners. This can be accomplished through increased language practices to inspire students' motivation. Learners can be invited to participate in speaking contests, improvised speech and informal discussions and so on.

Krashen further states that "examining irregularities, formulating rules and teaching complex facts about the language is not language teaching, but rather language appreciation or linguistics" (Schutz, 2014: 56). His theory also holds that children acquire certain grammatical structures at different times and at different paces. It is therefore imperative that teachers accommodate the needs of all learners in the classroom. Krashen's theory therefore serves to remind English second language teachers that emphasis needs to be placed on the acquisition of meaning rather than the form of the message.

For the purposes of this study it is important to emphasise the role of the affective filter hypothesis, which hypothesises that learners with a low affective filter are usually motivated, self-confident, have a good image and display a low level of anxiety. On the other hand, learners with a high affective filter have low levels of self-esteem, lack motivation and have high levels of anxiety. Krashen (1982) argues that the "affective filter is a mental barrier that both teachers and students must reduce in order for additional language acquisition to take place" (Schutz, 2014: 79).

3.6   IDENTITY - AN OVERVIEW

Norton (2000:5) uses the term 'identity' to refer to "how an individual perceive his/her relationship with the world, how that is formed across time and how the individual comprehend opportunities for the future" (cited in Bangeni and Kapp, 2007:255). According to Weedon (1987), "identity … is multiple, a site of struggle, and changes over time". De Klerk (2006:601) emphasises what was mentioned previously when she notes "how the socioeconomic and socio-political changes in a society can result in a new range of identities being

available to speakers". This view of identity offers possibilities of choice and change. Learners in this study drew from multiple linguistic repertoires, as they are Afrikaans and isiXhosa mother tongue speakers taught in English only classrooms. These classrooms become sites of struggle for these learners.

This study was an attempt to understand the relationship between language and identity by using Vygotsky's socio-cultural theory (See Chapter 2). This theory allows the understanding of identity construction in social practices, namely the classroom.

3.6.1   Socio-cultural Perspectives on Identity

In terms of language learning and identity, Vygotsky (1978) advances fundamental ideas about identity for example socio-cultural theory concepts such as higher-order mental functions, mediation, the ZPD, internalization, and inner speech, are often discussed in relation to identity development. Penuel and Wertsch (1995) identify three themes of socio-cultural theory that help comprehend the way in which socio-cultural processes shape individual identities. Among them are the use of inherited or developmental analyses to study; the claim that "individual mental functioning has origins in social interaction and also the idea that tools and signs mediate human action" (Penuel & Wertsch, 1995:85).

Vygotsky's genetic method embraces the idea that a person's functioning must be studied from the perspective of its place in the developmental process. Vygotsky (1978) alludes to the fact that we need not focus on the product of development but on the process by which higher forms are established. He pays particular attention to the process of becoming and proposes an account of the way in which a person functions and develops from processes (Penuel & Wertsch, 1995).

The discussion above therefore alludes to the idea that the socio-cultural perspective views identity as a constantly changing and developing process. Vygotsky's claim about the importance of studying the process rather than the product has particular value for understanding the identity development of learners who are in EHL classrooms with EFAL competencies. The identities of

these learners are continuously being shaped and reshaped as a result of new socio-cultural experiences that they encounter and the meanings that they ascribe to them. The nature of the identity development of learners who constantly deal with two or more cultures and languages is particularly dynamic.

The second theme, that individual cognitive development has socio-cultural origins, is formulated in Vygotsky's general genetic law of cultural development. According to Vygotsky, higher mental functions first appear as a result of external factors (for example social, cultural and institutional contexts), which influence the inter-psychological plane. Later, the individual internalizes the patterns of the socio-cultural activity and is then ready to perform on his or her own. The transition from the inter-psychological to the intra-psychological plane takes place as a result of conscious/unconscious mediated activity in which language plays a central role. Vygotsky's general genetic law is applicable to the concept of identity, as identity can be equated to higher mental functions. According to Holland and Lachicotte (2007).

"In Vygotskian terminology, an identity is a higher-order psychological function that organizes sentiments, understandings, and embodied knowledge relevant to a culturally imagined, personally valued social position. As a higher-order psychological function, identities constitute a relatively organized complex of thoughts and feelings, memories, and experience that a person can, more of less, durably evoke as a platform for action and response" (Holland and Lachicotte, 2007:113).As with Vygotsky's concept of higher mental functions, identity results from mediated activity and is directly assisted by language use. Both higher mental functions and an individual's identity are mediated by tools and signs, among which language plays a key role, which is the third theme identified by Penuel and Wertsh (1995). The important idea here is that, "the mediational properties of signs, in particular, are not ancillary, but integrally related to thinking and other higher mental processes" (Penuel & Wertsch, 1995:86).

Identity development takes place when an individual transfers cultural resources available on the social plane to the intrapersonal plane and applies them to himself/herself. Thus, tools and signs, including language, which is

originally used in social practices, transform and mediate human mental functioning and identity. Penuel and Wertsch (1995) develop this idea further by proposing that the role of language in identity is greater than just as an auxiliary function.

The idea of identity as mediated by language is powerful for understanding the way in which second language use affects the identities of learners in EHL classrooms. Second language proficiency is a prerequisite for academic success in these classes. Both Penuel and Wertsch (1995) and Holland and Lachicotte (2007) suggest that cultural resources act as important elements that contribute to understanding identity. They argue that identity must be studied in relation to culture, as cultural resources in many aspects, shape identity:

> *"Identities are social and cultural products through which a person identifies the self-in-activity and learns, through the mediation of cultural resources, to manage and organize himself or herself to act in the name of an identity"* (Holland & Lachicotte, 2007:114).

Lantolf and Pavlenko (2001) extend the idea of mediation by social formations such as immediate, distant, or even "imagined" communities of practice. Lave and Wenger (1991), whose works focus on the social aspect of learning, also note that through participating in communities of practices, in particular through speaking, observing, acting, improvising, reflecting and making meaning, individuals internalize patterns of behaviour and relations common to this community and as a result develop as individuals. Commenting on the centrality of the individual as a holistic entity in the process, Wenger (2000) argues that

> *"This meaning-making person is not just a cognitive entity. It is a whole person, with a body, a heart, a brain, relationships, aspirations, all the aspects of human experience, all involved in the negotiation of meaning."*

Norton's (2006) theorizing of identity, although within the broader socio-cultural domain, contains similar themes. However, it extends the understanding of linguistic identity by introducing new concepts that bridge language and identity, i.e. the themes that help shed light on the way in which non-native speaking individuals construct their identities in second language contexts.

Norton (2006) defines the socio-cultural theory of identity by identifying five characteristics of a socio-cultural conception of identity, which were helpful for analysing the data that were gathered for this research study:

a) Identity is perceived as being dynamic and constantly changing over time. A great number of research findings (Jenks, 2014:152; Warwick-Booth, 2013:104) demonstrate the changing and fluid nature of identity. Transition is a frequently identified feature of identity. In the case of second language learners, such individuals' identities are marked by fluidity as they find themselves involved in a constant process of rediscovering who they are and repositioning themselves due to changes in their lives, such as adapting to a new school and a higher grade, as was the case with the Grade 8 EHL / EAL language respondents in this study.

b) Identity is a "complex, contradictory, and multifaceted" notion, as opposed to a simplistic understanding of Identity (Norton, 2006:3). The linguistic identity of a second language learner is affected by a multitude of factors, all of which affect the process of identification, thus making it complex. In this study the factors could include adaptation to the demands of the curriculum and to the idea that their language of learning and teaching is different from their home language. However, the majority of their friends are in the same situation, which provides them with some sense of comfort.

c) Identity affects and is affected by language. To explain this idea, Norton (2006) cites Pavlenko (2004), according to whom:

"Language is seen in this paradigm as the locus of social organization and power, as well as a site of struggle where subjectivity and individual consciousness are produced" (as cited in Norton, 2006:3).

d) It is important to examine identity in a broad social context that presents diverse relationships of power and can be either that of collaboration or coercion (Norton, 2006). Power is an important aspect that greatly affects the construction of identity (Pennycook, 2001). Block (2007) notes that power that exists on all levels of human activity can be either

positive when individuals are accepted in a community of practice and able to function as legitimate members of the community, or negative when individuals are not given full access to the community of practice and are constrained in their actions.

e) Educational practices can have an impact on linguistic identity. According to Norton (2006), it is crucial that learners should become reflexive, not only about what they learn and the way in which they learn but also about who they are, various aspects of their lives for example their own cultural and historical background), can affect the way in which they use language and acquire knowledge (Canagarajah, 1999).

These five themes identified by Norton (2006) indicate that a socio-cultural conception of identity is that it is a complex, multifaceted and dynamic process. Identity develops as a result of various socio-cultural and power relationships in which individuals engage in both social settings, for example, at home and at school, within their communities (Norton, 2006:4).

Learner identity affects teaching practices, as well as learning outcomes. According to Chavous (2006), academic engagement necessitates connecting individual's personal identity to their roles, which includes showing continuous interest in class and in learning tasks. Norton (1997) indicates that a language learner's sense of identity may help him or her to become less or more motivated to learn language. This can be affected by learners' experiences of learning.

3.6.2   Identity and Language Learning

Second language acquisition (SLA) theories, such as Krashen's (1982) comprehensible input and affective filter ideas, emphasise the characteristics attributed to good language learners. These theories focus mainly on learners' motivation, confidence and anxiety levels. However, Norton (1995) claims that identity theory is all-inclusive and can speak to relations of contrast between learner and context in the various SLA theories (Anwaruddin, 2013).

This study investigated the way in which learners' experiences in an English home language classroom affect their identity. According to Vosniadou

(2001:9), Vygotsky believed that "the way children learn is by adopting the activities, habits, vocabulary and ideas of their childhood community". Vygotsky argues that the understanding of a child's development cannot be limited to a study of the individual alone. We also need to examine the outside, as well as the social world within which the child develops. In this world, individual personality can play a pivotal role in the growth and formation of relationships with the self and others. According to Mc Carthey & Moje (2002:228), "identity matters because it, whatever it is, shapes or is an aspect of how humans make sense of the world and their experiences in it." They emphasize that it has a bearing on the understanding of the roles that identity plays in learning, which is fundamentally a social act. Identity is not fixed, singular or intrinsic to a person. Rather, it is perceived as being socially constructed, flexible and dynamic and it changes constantly. In addition, it is important to remember that identity is not static or unitary and learners may have more than one identity.

Norton (1997:73) uses the term identity to refer to:

> *"How people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future".*

The relationship between language learning and identity is of paramount importance to researchers in the fields of second language acquisition, language education, applied linguistics and socio-linguistics (Krashen, 1982).

As indicated by Norton (2006), the extent to which power relationships within classrooms and communities promote or constrain the process of language learning is one of the important issues that has captivated numerous researchers investigating second language identity. Norton argues that the way in which a learner speaks or is spoken to, is silent, or writes, or reads, or resists learning, has much to do with the way in which the learner is valued by others. Within institutions and communities learners experience difficulties when they are marginalized. "As such, learners don't like to be marginalized and try to avoid this via concealed or open acts of resistance" (Smith, 2013:57). What is of importance to researchers of second language learning is that the enunciation of power, identity and resistance is articulated in and though a

learner's classroom investments. Thus the urgency to explore the way in which the learner embodies his or her own identity, the learners' personal experiences either inside or outside the language classroom and the way in which he or she responds to the societal and institutional power structures that curtail participation inside the classroom.

Norton (2000) claims that there is a correlation between identity and language that is complex, contradictory and multifaceted, as well as dynamic across space and time; it is co-constructed and contextualized in larger processes that can be coercive or collaborative and linked to classroom practices (Atay and Ece, 2009:98).

Gee (2000) holds that identity refers to the way:

> *"people enact, or act as, multiple identities and discourses, ways of speaking, listening, reading, and/or writing coupled with the ways of acting, interacting, valuing, feeling, dressing, thinking, and believing, that depend on the context they are in at a given time and place."*

At Taah High School, a number of learners apply themselves to the HL context and attempt to identify with the demands of the environment. At school they need to conform to the environment despite the challenges they face. Pollard and Filer (1999) indicate the way in which a variety of contextual factors, within and beyond the school, impact on learners' classroom identities. These influences affect the construction of identity and the negotiations with the self and others. Within these dialogues, which form part of the individual's life, learners have a choice to construct, adopt and reject identity positions for themselves. Reeves (2009:35), as cited in Maftoon, Sarem & Hamidi (2012), holds that educators must find ways to interact with the social identities of learners in order to capacitate them with the tools to learn language outside the classroom. Teachers need to be cognisant of the multitude of influences on learner identity in the classroom.

Norton and Toohey (2011:421) refer to the non-participation of learners in the language classroom as potentially being caused by a lack of interest in the language practices of a particular classroom or community as a result of it being racist, sexist or elitist. This illustrates the potential disconnect between the

components and their lack of relevance to one another. Alternatively, the language learner's idea of good language teaching may differ from that of the teacher, thereby compromising the learner's investment in the language practices of the classroom. This could lead to forms of exclusion or non-participation in classroom practices. The learner could be perceived as a 'poor' or demotivated language learner by members of staff or other individuals.

Norton (2013) describes a good language learner as one who utilises opportunities to learn the language, is highly motivated, pays attention to detail, can deal with ambiguity and is not unduly compromised in the classroom. Krashen (1981 as cited in Norton, 2013), argues that negative attitudes can minimize learners' motivation and be detrimental to language learning, whilst positive attitudes can have the opposite effect. Oxford (2001) supports this view that negative attitudes can reduce learners' motivation and harm language learning, while positive attitudes can do the reverse.

Maftoon, Sarem & Hamidi (2012) cite Norton (1995) who defines identity as the continuing sense the self has of itself, as cemented through the ongoing relationships with other individuals. It is the way in which the self perceives and defines itself. Chen and Ferdonia (2010) point out that identity not only constructs language but in turn is constructed by language.

According to Morgan (1996), in contemporary theory on language learning and teaching, the identity of the language learner addresses the ways in which language learners make sense of their relationship with the social world, the way in which that relationship spans time and space and the way in which the learner understands future possibilities. Norton and Toohey (2001) believe that the identity of the language learner is diverse, a location of struggle and subject to change. Norton and Toohey (2001) hold that every time language learners engage in the second language, either in oral or written form, they are involved in constructing and negotiating identity.

3.6.3   Identity and language teaching

According to Pavlenko and Blackledge (2004:3) and Toivanen (2013), the correlation between language and identity has, until recently, been under-

theorized. The status and power associated with certain languages influence attitudes towards these particular languages and speakers of such languages. In the event of one's own language being marginalised, the mother tongue or first language could be exceptionally strong as a marker of identity. As for example is the case of speakers of Afrikaans or isiXhosa at a predominantly (and supposedly) English home language school (Mc Kinney, 2017).

The importance of conducting research into identity with regard to classroom teaching has been explored by a number of language scholars, for example Mc Kinney & Norton (2008), who argue that reacting to diversity in the language classroom necessitates an imaginative assessment of the possible, as well as a critical assessment of what is needed. The theories of language and identity as discussed by Norton, suggest essential ways of relating the possible to the desirable. If we concur that diverse identity positions present learners with a range of positions from which to speak, listen, read, or write, the task for language educators is to investigate which identity positions are most suitable for social engagement and interaction (Mc Kinney & Norton, 2008; Norton & Toohey, 2011). On the other hand, if there are identity positions that silence students, teachers need to explore and challenge such marginalizing practices (Norton, 2011).

A number of current research studies undertaken by Norton (2011) in diverse regions of the world, highlight the ways in which specific pedagogical practices in language classrooms allow students to utilize their multiple identities, enhance their interest in learning and offer opportunities for re-imagining both the present and the future. The studies were conducted by Norton (2011) in Mexico, South Africa, Uganda, Canada and the United Kingdom.

Stein (2008) investigated the way in which English language classrooms in under-resourced township schools in South Africa became locations of transformation in which textual, cultural and linguistic forms were re-allocated and "re-sourced" in order to affirm those practices that had been marginalized and undervalued by the apartheid system. This transformation occurred as teachers created opportunities for English language learners to utilize

multimodal resources, including linguistic, bodily and sensory modes to engage in meaning-making.

Establishing what is both desirable and possible demands continuous negotiations between teachers, administrators and policy-makers in the contexts of external conditions that can serve to either limit or enhance the available identity positions for leaners (Mohan, Leung & Davisonn, 2002; Tsui & Tollefson, 2007; Mc Kinney & Norton, 2008; Lo Bianco, Orton & Gao 2009; Blackledge & Creese, 2010). If language teachers realize that diverse classroom practices afford learners a variety of positions from which to speak, listen, read or write, they would consider mobilising a variety of classroom practises. It is imperative for teachers to discern which practices allow for identity positions that offer the greatest opportunities for social engagement and interaction.

A possible practise that allow learners to draw on linguistic resources could be translanguaging, which offers a possible solution to educational challenges faced by linguistically diverse learners (Busch, 2014; Canagarajah, 2013; García, 2009). Translanguaging is a term first coined by Cen Williams in 1994. According to Canagarajah, (2011:401), it is the "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system". According to Wei (2011), translanguaging refers to the use of one's complete language repertoire in order to make oneself understood, to convey a certain nuance of meaning creatively, criticality, to ensure that the listener has understood, contrasted and compared different language phenomena and mixed all ones languages freely according to the situation and one's current needs. Translanguaging differs from the notion of code-switching in that it refers not simply to a shift or a shuttle between two languages but to the speaker's construction and use of original and complex interrelated discursive practices that cannot easily be assigned to one or another traditional definition of language but that make up the speaker's complete language repertoire (Garcia & Wei, 2014).

According to Childs (2016), translanguaging is a means of providing planned and systematic use of the home language of learners with the language of the

classroom in order to foster both learning and teaching. The author argues that translanguaging can be used as a pedagogical tool in multilingual classrooms to bridge communication gaps in nuanced ways and bring about a more humanising experience for both learners and teachers applying teaching strategies that facilitate effective and meaningful learning for both teachers and learners. This approach advocates for opening spaces for learners by acknowledging their various languages as a resource, to bring into dialogue their individual repertoires to engage in metalinguistic discussion and negotiation, with a goal of transforming the monolingual habitus into a multilingual habitus (Busch, 2014).

Garcia, Johnson & Seltzer (2017:24) state that translanguaging classes are not chaotic, as learners and teachers do not just do as they please. Translanguaging classrooms are constructed based on activities planned by the teacher in consultation with the learners, their families and communities, to ensure that the learners' entire linguistic repertoires are utilised (see Chapter 2, the interrelatedness of the microsystem). This ensures a continuation of the child's language usage from the home into the classroom and back again. Regardless of whether the classroom is officially an English medium classroom or a bilingual classroom, teachers applying translanguaging as a teaching strategy in their classrooms design their instructional units and their assessment systems purposefully and strategically. This enables teachers to mobilize all features of their bilingual students' linguistic repertoires, accelerate their content learning and language development, encourage their bilingualism and ways of knowing and strengthen their socio-emotional development and bilingual identities.

3.7   CONCLUSION

The language diversity in South Africa presents an ideal classroom environment for offering learners educational opportunities that encourage high levels of language proficiency in both mother tongue and additional languages (Jordaan, 2011). Unfortunately, this is not the present experience of numerous teachers and learners, as they are faced with many challenges on a daily basis, including a complex unequal relationship between learners' mother tongues

and English as the LoLT (Asfaha & Kroon, 2011). Learning to use language efficiently also requires that learners gain knowledge that will enable them to express their identity, feelings and thoughts in order to engage with others and to control their world.

This chapter presented a discussion of the background to language learning within a South African context, together with the need for an understanding of the policies that govern the South African school curriculum. Of special interest in this chapter were the challenges with regard to mother tongue education. Also, the notion of identity in general, as well as identity in a socio-cultural context, was discussed, with the main focus on our understanding of learning and linguistic identity in education. By concentrating on the socially constructed and culturally figured nature of language, tools and engagements in learning environments, this approach promotes the appreciation of the way in which learners navigate the challenges and develop an appreciation of self in diverse linguistic settings.

The next chapter addresses the research design and methodology that guided the data collection for this study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1   INTRODUCTION

The previous chapter presented a discussion of Steven Krashen's theories and the role of the identities of language learners in addressing the main research question, "What are the experiences of English first additional language (EFAL) learners within an English home language classroom context?" The discussion focused on the multiple identities of language learners and the understanding of the relationship between language learning and identity socio-cultural context. The importance of language learning, together with the policy and challenges of language learning, was also explored.

This chapter details the research process that was followed in the case study and locates the current study within an interpretive paradigm. The chapter also presents a brief discussion of the role of a positivist paradigm in order to demonstrate the reason for a qualitative design being deemed more appropriate and therefore preferable for this study. Thereafter, details of the data collection and analysis procedures are provided. The chapter also discusses the way in which issues relating to ethics were handled. Trustworthiness is an important aspect of any research and steps were taken during the research process to ensure the credibility, applicability, dependability and conformability of the findings.

4.2   RESEARCH PARADIGM

Research is the methodical and logical practice of enquiry that increases knowledge and endeavours to solve a specific problem (Thornhill, 2003; Williams, 1998). A research paradigm presents an integrative framework for understanding knowledge, truth, values and realism (Somekh and Lewin, 2005). An understanding of the basic framework of the paradigms assisted the researcher to maintain a consistent approach while collecting data. Lincoln (2010) maintains that the notion of a paradigm is important in research as it signifies the researcher's viewpoint and relationship with other research

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findings. It provides insight on the researcher's perception of what constitutes knowledge.

A research paradigm is the "basic belief system that guides action or the world view" of the researcher (Denzin and Lincoln, 2003:5; Guba & Lincoln, 2005; Creswell, 2009). Morgan (2007) claims that a paradigm defines the nature of an individual's world and the way in which he/she fits into it. It is a "coherent collection of propositions about the world, their importance, and particular ways of finding out and knowing about them" (Freebody, 2003:38). In other words

> *"It is a "perspective about research held by a community of researchers that is based on a set of shared assumptions, concepts, values, and practices"* (Johnson & Christensen, 2012:33).

Theories and concepts form an integral part of any paradigm. A paradigm establishes the way in which a researcher views his/her research topic and sets about designing the methods for data collection and analysis.

An interpretive paradigm emphasises the importance of understanding the subjective world of human experience, whilst also focusing on the action of the individual. Cohen, Manion and Morrison (2000; 2007:9) suggest that the "social world can be understood only from the standpoint of the individuals who are part of the on-going action being investigated". The positivist belief in objectivity and predictability is in stark contrast to the interpretive paradigm that aims to get inside the person and understand from within. Creswell (2009:8) proposes that the aim of this research approach is to "rely as much as possible on the participants' view of the situation being studied".

Williams (1998) and Burrell and Morgan (1979) hold that to be located within a particular paradigm is to make sense of the social world in a specific way. Maxwell (2005:36) suggests that researchers have preconceived ideas regarding assumptions about the world, their topic and the way in which these are being understood, although it has not been properly investigated. Selecting a paradigm entails determining which paradigm is best suited to the researcher's own assumptions and methodological preferences. This allows researchers to identify their role within the research process as well as assist them in determining the course of their study.The paradigm the researcher

chose had to suit the teaching context and simultaneously assist in answering the research question. As this was a classroom-based enquiry, the researcher had to ensure that the paradigm was suitable for a classroom.

A careful study of various paradigms was undertaken in order to understand what each could offer to the study. There are three major research paradigms, according to Bassey, (1990), each of which has particular features, hypothetical perspectives and assumptions, as well as theoretical underpinnings. This influences the methodology that is most appropriate for a particular paradigm.

4.2.1   POSITIVISM

Positivism has its origins with Auguste Comte in the nineteenth century. It asserts a deterministic and empiricistic philosophy where causes are assumed to determine effects (Grix, 2010; Vine, 2009). This approach is reliant on experimental and manipulative methods. There is a distinct difference between the subjective biases of researchers and the objective reality of their studies. This research approach applies quantitative research methods. Dash (2005) holds that true knowledge emanates from the experience of the senses and is gained through observation and experiment. This implies that positivists adopt a systematic method of knowledge generation.

The positivist approach is based on assumptions such as modelling in a classical physical science investigation. This approach holds that observation is achieved through clear and unambiguous rules that are not informed by the setting and are totally independent of it (Connele, 1998). This approach relies on prediction and control, which are inherent in an inquiry, resulting in technically exploitable knowledge. Lastly, Connele (1998) holds that positivism is a science and that scientific knowledge is inherently value-neutral. Struwig and Stead (2010) suggest that the positivist paradigm is a deductive approach with precise measurement of quantitative data to enable researchers to investigate and confirm causal laws that allow predictions about human behaviour.

The research question was not suited to the positivist paradigm. Thisparadigm seems to have little or no bearing on an English language classroom.

4.2.2   INTERPRETIVISM

An interpretive paradigm, according to Karnevio (2007), forms part of the sociology of regulation and its aim is to comprehend the world from the individual's viewpoint. It is anti-positivistic, and ideographic, using subjective first-hand knowledge. This is the premise from which interpretivists depart. The interpretive paradigm asserts that human social actions and relationships essentially differ from physical phenomena (Clark, Hewitt, Hammersley & Robb, 2014). According to Clarke et al. (2014), humans share a capacity to learn cultures and thereby to interpret and make sense of people's actions. This suggests that the researcher must have the cultural knowledge and capacities needed to make sense of occurrences in the classroom. As an experienced language teacher, the researcher contended that an Interpretivist paradigm was ideal for interpreting the experiences of EFAL learners in an EHL classroom.

Interpretivism as a paradigmatic approach implies a belief that facts and values are inextricably linked and that understanding is biased as it is centred on the person and the event (Vine, 2009). In view of this, the researcher needs to have an open mind regarding the attitudes and values of the research participants, or better still, suspend any previous cultural assumptions. Lichtman (2010: 244) describes interpretivism as a theory or philosophical stance that stresses the idea of analysing the meanings people attach to their own actions, whilst Cresswell (2009:8) links interpretivism to social constructivism, which is founded on the assumption that people strive to make sense of their personal world. Individuals formulate subjective understandings in order to make sense of them. These meanings are diverse and numerous, resulting in the researcher having to look for the intricacies of views rather than categorise meanings. The researcher had to rely on the participants' viewpoints regarding the phenomena under investigation. In other words, the researcher's purpose was to construe the meanings that others have about the world (Cresswell, 2009).

Interpretivism does not make allowances for generalisations, as it focuses on the investigation of a single case that is not necessarily applicable to the entire population. However, several authors have claimed that the detail and effort that is so pertinent to interpretive inquiry enables researchers to gain insight into particular events from a wide spectrum of perspectives that may not have been revealed without this type of scrutiny. Porta and Keating (2008:27) argue that interpretive research emphasises the understanding of human nature and that it aims to understand the rationale behind human actions, which cannot be reduced to any predefined element, but must be seen within a cultural context. This type of research seeks explanations for social outcomes but does not anticipate deducing these from universal rules. Instead, explanation flows from the interpretation of the motives underlying people's behaviour.

Interpretive research recognises the close relationship between the researcher and that which is being explored (Rowlands, 2005). According to Rowlands (2005), interpretive research does not predefine either dependent or independent variables. It is also not geared towards testing hypotheses. Instead, this research is aimed at producing a comprehension of the social context of the phenomenon and the process of influence and its relationship with the social context. The experience of the world is best understood against the background of the individual's subjective meanings rather than the objective definitions of the researcher.

The aim of interpretive research is thus to produce descriptions of individual and unique realities that afford readers a profound understanding of the participant or event of interest. Researchers are accountable for interpreting the ways in which others make sense of their experiences and then have to convey these interpretations to readers. Interpretive researchers utilise their personal experiences to develop a compassionate understanding of the feelings, perceptions, values and more that affect the manner in which individuals experience their life worlds.

This study opted to utilise the interpretive paradigm for this investigation. Denzin and Lincoln (2000:107) contend that interpretivists claim that it is possible to comprehend the subjectivity of an action objectively. The researcher

needs to understand the intersubjective meanings of human actions and participate in the life-world of his/her participants. It is thus obvious that the Interpretivist paradigm may allow the researcher to develop an understanding of the phenomenon under investigation via observation of the experiences of EFAL learners within an EHL classroom.

With regard to the body of literature with which the researcher interacted during this investigation, the conclusion was reached that the interpretive paradigm would be best suited to the study, chiefly because this approach would allow the researcher the opportunity to gain insight into, and to interpret, the way in which the participants made sense of their experiences as EFAL learners in an English HL classroom. The opportunity to interpret the various realities of the participants allowed an improved understanding of the phenomenon under investigation and provided insights into the way in which these individuals make sense of their context.

Henn, Weinstein and Foard (2006) hold that the interpretive research paradigm links mainly with qualitative methods such as in-depth interviews and observation studies. These authors also state that as the meanings and interpretations of the social world are difficult to measure in a precise and scientifically rigorous way, the researcher needs to apply more qualitative methods and greater personal involvement in order to gain an understanding of people's interpretation of the world around them and the way in which this determines their accomplishments. Similarly, Creswell (2007) proposes another term, the interpretive qualitative research approach, which makes a distinction between the self-reflective nature of qualitative research and accentuates the researcher's role in interpreting the data.

Glesne and Peshkin (1992) clearly distinguish between the positivist paradigm and the interpretivist paradigm. Table 4.1 presents a summary of the differences between positivist and interpretivist approaches.

Table 4.1: Differences between positivist and interpretivist research approaches

Positivist	Interpretivist
Quantitative data is produced.	Concentrates on qualitative data collection.
Larger samples are used.	Uses small samples.
Hypotheses are tested.	The generalizing of theories is of importance.
Data is specific and precise.	Data is rich and subjective.
Locations are artificial.	Natural locations are used.
High degree of reliability.	Reliability is low.
Generalizes from sample to population.	Simplifies from one setting to another.

(Glesne & Peshkin, 1992)

Table 4.1 confirms that the positivist paradigm does not connect with, and support, the aims and objectives of this study and that is the reason for the interpretive paradigm being chosen.

With regard to the common research methods used in interpretive research, the majority listed in Bhattacharya (2008:467) belong to qualitative research methods, including for example, classic traditional interviews, case studies and focus group discussions. These are discussed in the following section.

4.2.3 QUALITATIVE RESEARCH APPROACH

Qualitative research is an "interdisciplinary, trans-disciplinary, and sometimes counter disciplinary field" (de Vos et al. 2011:310). It intersects the humanities, the social sciences and the physical sciences. Qualitative researchers are cognisant of the value of the multi-method approach. Lichtman (2010) contends that the main aim of qualitative research is to provide an in-depth description and understanding of an individual's social experience. Similarly, Bogdan and Knopp-Biklem (2007) hold that qualitative researchers are focused on assumptions, that descriptive data is important and that the inductive method of analysis should be given preference. In addition, all researchers situate their studies in a particular context. This often entails training in a specific field, knowledge of substantive topics and a particular viewpoint, as well as the use

of theoretical approaches. This affects the decision as to which approaches and issues will serve as focal points.

The information gained from qualitative research is not described in numerical terms, but rather in the non-mathematical terms and concepts of social science. Qualitative studies can be described as more or less phenomenological, a philosophical term denoting a focus on subjective experience or a specific phenomenon (Springer, 2010:20). The aim of the researcher tends to be holistic, in the sense of attempting to present elaborate descriptions of individual experiences and the meanings they attach to their interactions with other people and things in their contexts. In order to create these comprehensive descriptions, qualitative studies are often based on multiple data generation methods, which for this study include photovoice, observations, narratives and semi-structured interviews.

Qualitative researchers normally develop their own methods for generating data and make use of various types of data (Lodico, Spaulding and Voegtle, 2010). Qualitative data can be in the form of words, pictures, or both. The tools for qualitative research should allow for the recording of data on sensitive issues, including the social environment, personal interactions and learning processes, as well as diverse opinions. Qualitative measures normally include tools to probe the subjective experiences of the participants for analysis. Although using a variety of research tools and processes, qualitative researchers give preference to observation, interviews and documentary analyses. In addition, qualitative researchers sometimes produce or have participants produce documents such as journals or diaries, or images such as photographs or videotapes, which are similar to the photovoice activity that was used to generate data from the learner participants.

In addition to the characteristics mentioned by Lodico et al. (2010) as stated above, Cresswell (2009) added characteristics such as the use of a theoretical lens and interpretive and holistic accounts. Theoretical lens refers to qualitative researchers using a theory through which they view their studies, such as the concept of culture, or of differences based on gender, race or class. The study may centre on ways of identifying the social, political or historical context of the

problem under investigation. A holistic account involves reporting multiple perspectives, identifying the various factors involved in a situation and generally presenting the larger picture that emerges.

A qualitative research approach was deemed the most appropriate method for a deeper understanding of the participants' lived experiences. This qualitative approach enabled the researcher to interact with the participants in their natural environment, namely the classroom. The researcher adhered to some of the key features of qualitative research by being the most important instrument in the data generation process and by implementing data collection methods that were aligned with qualitative research, namely photovoice, observation, narratives and interviews. The researcher's focus was to interpret what was heard, witnessed and comprehended regarding my participants' perspectives of their experiences as English FAL learners in an English HL classroom. The qualitative approach allows multidimensional theory (Sherr, 2008) to meet critical reality (Maxwell, 2012). Key to this was to ensure that the voices that emerged through all the processes remained authentic in terms of the various engagements this being a key component of the qualitative approach. It was therefore important to choose a research design that would incorporate all perspectives and recognise the context in which this study occurred. The design had to allow for empirical strength so that the findings could be validated and justified.

The data analysis procedures were within the confines of that which is applicable to the qualitative research approach. In essence, because qualitative research employs description rather than numbers and statistics, it became clear that this approach was best suited to the nature of the investigation, as it allowed other voices to be heard providing an alternative view to that of the learners.

4.2.4   STRATEGY OF ENQUIRY: CASE STUDY

Case study research is a form of qualitative research that endeavours to uncover meaning, to study processes and to gain an in-depth understanding of an individual, group or situation (Marguerite, Lodico, Spaulding & Voegtle,

2010; Crowe, Cresswell, Robertson, Huby, Avery & Sheik, 2011). Yin (1984:23 cited in Zainal, 2007) defines the case study research method:

> *"As an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used".*

The research aimed to contextualize a case in a historical, social and cultural perspective, reflecting information regarding the physical setting as well as the main participants in the case. It drew on multiple data gathering strategies such as photovoice, observations, semi-structured interviews and narratives.

According to Mc Millan and Schumacher (2010), a case study is an in-depth analysis of a single entity. A case study can be quantitative and or qualitative. Mc Millan and Schumacher (Ibid. 2010) maintain that there are several types of cases. These authors cite Stake (2008) as distinguishing between intrinsic and instrumental cases. An intrinsic case is one in which the focus is on the case itself; whilst an instrumental case clarifies a specific theory or issue. In this case the focus is on an in-depth understanding of the entity, issue or theme namely to investigate the identity of EFAL learners in an EHL classroom. Mc Millan and Schumacher (2010) hold that with regard to case studies, data collection is all-encompassing, diverse and, determined by the question and situation.

Cohen, Manion and Morrison (2011) describe a case study as providing a unique model example of real people in real situations, allowing readers a better understanding instead of merely offering them abstract theories or principles. Cohen et al. (2011) cite Yin (2009) as mentioning that case studies can explain, describe, illustrate and enlighten and that case studies can investigate and report on the real-life, complex, dynamic and unfolding interactions of events, as well as the intricacies of human relationships. Similarly, Johnson and Christensen (2012) refer to a case study as a form of qualitative research that provides a detailed account of one or more cases. These authors add that multiple methods may be used to collect the qualitative data.

According to Atkins and Wallace (2012), in educational research the case study provides an opportunity for conducting an investigation on a small scale with

the aim of exploring a research question or theory. Its flexibility means it can be utilised to investigate a variety of contexts and situations, ranging from personal experiences to the workings of large institutions such as universities, from single cases of individuals and organisations to multiple cases. This study investigated the way in which learners respond to the teaching strategies used by EHL teachers in the classroom. Here the case study "provides a way of investigating connections, patterns and context, and reflecting on the bigger picture, as well as on the detail" (Wallace, 2012:45).

Case study research allows for various methods of data collection, such as interviews, observation and documentary analyses (Arthur, Waring, Coe & Hedges, 2012). Multiple methods and sources are used to achieve a rich understanding of cases by means of the triangulation of methods and sources in order to endorse the emerging findings and to highlight contradictions and tensions (McMillan & Schumacher, 2001; Ritchie & Lewis, 2003; Thomas, 2010).

The case study afforded the researcher an opportunity to gain insight into the teaching practices used by teachers to teach Grade 8 EHL learners, as well as to investigate the experiences of learners during English lessons. The researcher was able to generate rich data during the investigation of the classroom practices of Grade 8 EHL learners and their teachers. The findings from the case study allowed a better understanding of the challenges experienced by both the teachers and learners in the English classroom. Learners described their challenges during the photovoice activities, which were followed by group discussions. Teachers were able to voice their frustrations and concerns in the semi-structured interviews and by the writing of narratives in an attempt to answer sub-question no 4: "What are the experiences of teachers with regards to the teaching of English home language to EFAL learners within the EHL classroom?"

The utilisation of a case study presented a unique opportunity to explore a particular context. It allowed for the generation of deep and rich data by engaging with the participants over an extended period of time. Attempts to

recognise language fluidity and shifts in language positions are not recognised in policy documents. This case study revealed all.

4.3   RESEARCH METHODOLOGY

The research methodology was in line with the case study approach. Schwardt (2007) describes methodology as theory supporting the procedure of an investigation. This includes the analysis of assumptions, principles and procedures. Methodologies clarify and define problems worth investigating, they identify what a researchable problem is comprised of, they can generate hypotheses, they can present a problem in such a way that it can be explored through the utilization of specific designs and procedures and they can indicate the way in which to choose and develop acceptable means of collecting data (Schwardt, 2007; Creswell and Tashakkori, 2007; Teddlie and Tashakkori (2007).

4.3.1   Research Site

The term 'setting' can be used synonymously with site selection. According to McMillan and Schumacher (1997:397), "a site is selected to locate people involved in a particular event". The criteria for site selection are essential and related to answering the research question. As this study aimed at investigating the way in which learners' experiences in an English home language classroom contribute to their identity, one Eastern Cape Department of Education school, which follows the national curriculum and employs teachers of English as a home language, was selected purposely as a convenient sample. The issues of convenience were that this school is situated in the Port Elizabeth Metropole, it has a relationship with the Nelson Mandela University in terms of student/ teacher practice, it registers learners from a particular social class and the school represents lower class urban South African institutions. The reason for this school being chosen as the site for this study is that the school has a predominance of English home language classes. It was convenient to conduct the observations, photovoice, narratives and semi-structured interviews at this site. Also, it was selected as it was accessible and was deemed to be a school in which there was a reasonable chance of achieving the aims of the study.

This school was also chosen as the researcher teaches there and has a relationship with the school. Other considerations were that the logistical challenges of travelling were eliminated and this also served as a time-saving measure. This secondary school is designated as the Taah High School in this study in order to preserve its anonymity.

4.3.2   Sample

Sampling is guided by the primary aim of gathering in-depth descriptions of people's beliefs, behaviours and experiences (Springer, 2010). Sample sizes in qualitative research, for instance, tend to be smaller than they are in quantitative studies. The information gathered from each participant in a qualitative study tends to be more extensive and requires more contact with the participants. In short, more information is usually collected from fewer participants. Leedy and Ormrod (2015) maintain that the identification of the sample is reliant on the research questions that need to be answered. In order to draw inferential conclusions about the participants, it is important to select a sample that is presumably representative of all participants. Lodico, Spaulding and Voegtle (2010) argue that the sampling procedure most often used in qualitative research is purposeful sampling. They cite Patton (1990:124) as stating that,

> *"The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research".*

Sampling in a qualitative case study is often described as "purposeful" as the goal is to deliberately identify individuals, organisations and/or materials that are appropriately informative. The approach to sampling is thus determined by the research questions that either guide the design or emerge during the gathering of information.

Qualitative research in a case study is characterised by non-probability and purposive sampling, as opposed to probability or random sampling approaches (Maree, 2012). Purposive sampling approaches imply that the selection of participants is based on specific characteristics that qualify them as suitable

data holders. Sampling in qualitative research is flexible and allows for continuous data collection until the emergence of new themes ceases.

Purposive sampling was chosen for this study as the researcher was guided by the literature regarding this type of sampling being appropriate for a case study. With purposive sampling researchers purposely choose participants because of the unique qualities they can bring to the study. The sample for this study consisted of Grade 8 EHL learners and four English home language teachers at the target school, as they represented the unique qualities needed for this case study. These participants were chosen because they had just begun their high school careers and were being taught in an EHL class although English was not their mother tongue. The teachers all teach Grade 8 EHL. Using them as a sample would thus suit the purpose of gaining information and insight into the experiences of EFAL learners in an EHL classroom. As these participants were all located centrally at the school where the researcher teaches, using them meant saving money and not losing time for travelling. The researcher was also familiar with all of the participants, as they were all at the same school. In light of all this, the researcher was convinced that purposive or judgemental sampling would be the most suitable choice for this study.

4.3.3 Data Collection Methods

As this study was using a qualitative case study, the researcher elected to use qualitative data collection methods. Burke and Christensen (2012) maintain that qualitative researchers usually study a phenomenon in a flexible manner without expectations. These authors also state that qualitative researchers have a preference for studying the world as it unfolds naturally, without influencing it.

Data collection steps include "identification of the site for the study, generating data through unstructured or semi-structured observations and interviews, as also via documents and visual materials" (Cresswell, 2009:208). Springer (2010) argues that the ultimate goal of data collection in qualitative studies is not qualitative measurement, but instead rich, narrative descriptions. Therefore, the data collection methods employed in this research included photovoice,

observations, narratives and semi-structured interviews. This is in line with Creswell's (2009) argument for establishing the protocol for generating data.

Mc Millan and Schumacher (2014) hold that in qualitative studies the researcher usually acts as an observer, the interviewer or the person who studies artefacts and documents. It is important for qualitative researchers to engage directly with the source to collect information. Qualitative case study research is intended to build, rather than test, understanding and theory. To implement such research, the researcher acts as the evidence–collection instrument. Qualitative research requires the researcher to use subjective interpretation of the phenomena that is being studied (Mc Millan and Schumacher, 2014).

In the following sub-sectors the focus is on the various data collection methods employed in this study, as outlined in Table 4.1.

Table 4.2: Overview of research design

RESEARCH DESIGN	
Epistemology	Interpretivism
Research Methodology	Qualitative research design
Strategy of enquiry	Case Study

PARTICIPANTS
Teachers and learners

DATA COLLECTION METHODS:
Photovoice, observation, narratives, structured interviews

RESEARCH SUB QUESTIONS	DATA COLLECTION TOOL	BY WHOM
1. How do English first additional language (EFAL) learners experience the learning of English in an English home language context?	Photovoice and group interviews	Learners and researcher
2. What identity positions do English first additional language learners take up within the English HL classroom?	Observations	Researcher
3. What teaching practices do English home language teachers draw on to enable or constrain language learning for additional language learners within an English home language context?	Narratives and semi-structured interviews	Teachers
4. What challenges are encountered by teachers with regard to teaching English at a "home language" level?	Narratives and semi-structured interviews	Teachers

4.3.4   Photovoice

Photovoice was developed by Dr Caroline Wang at the University of Michigan's School of Public Health in the early 1990's. According to Wang and Burris (1997), photovoice is a process that uses photographic techniques to identify, represent and enhance communities. In this study, the community was represented by Grade 8 EHL learners.

According to Wang and Burris (1997), photovoice is a method designed to empower marginalised groups through active participation by giving them an opportunity to have their voices heard. Gamble (2006) states that photovoice is a research method that employs photography and group conversations and that a photovoice participant is an individual that has agreed to take part in photovoice procedures and is a representative of a marginalised group. According to Gamble (2006), marginalised groups are made up of individuals who are often excluded from public discussions and who have limited access to centres of influence and power. According to Strack, Magill and McDonagh (2004:1), photovoice aims to "use photographic images taken by persons with little money, power or status in order to enhance needs' assessments, empower participants, and induce change". Participants are afforded an opportunity to strengthen and deepen their abilities through commenting on their experiences and insights.

Photovoice is described as the intermingling of words and images (Charles. 2005). Hergenrather, Rhodes, Bardhosi and Pula (2009) describe photovoice as a qualitative research method founded on the principles of constructivism. Photovoice as a research process allows participants to address a salient issue using an interactive process of developing and constructing meaning through experiences (Yonas, Burke & Miller, 2013; Sutton-Brown, 2015; Gauriso, Paloma, Arias, Garrodo & Garcia- Ramirez, 2016). Hunter (2005) asserts that photovoice is founded on a philosophy of collaboration, empowerment and creative self-expression; he sees it as a method that unlocks possibilities and opportunities and affords learners the opportunity as everyday citizens to participate in collaborative research (Freedom, 2007). According to Wang and Burris (1997:370), photovoice can be characterised as enabling the

achievement of the following three main goals: participants identify and record their strengths and concerns; it promotes a critical dialogue of these issues and it assists people to think about and envisage unconventional ways of attaining necessary change.

The Grade 8 EHL participants all volunteered to take part in this research investigation. The participants were boys and girls between the ages of 13 and 15 years, which meant that thorough planning was required to ensure that they understood what was required of them. Blackman and Fairy (2007) contend that photovoice allows learners to think critically and to perform critical analyses. It affords them the right to be heard and relate to the responsibilities that come with sharing one's voice and ideas. They were able to create photographic and symbolic evidence to assist others in viewing the world through their eyes. Photographs or visual images allow people to reflect on their contexts and experiences.

4.3.4.1   The Process Followed

The first stage began with a meeting between the researcher and the learner participants, where the latter were informed of the study and the research topic, as well as the reasons for undertaking this research. Photovoice was also described briefly. The researcher informed them of the ethics involved in a study and assured them that no pictures could or would be taken of people without their permission Wang (1999). "Photovoice is grounded in the fundamental principles that underlie the code of ethics for the health education profession, i.e. respect for autonomy, promotion of social justice, active promotion of good and the avoidance of harm" (Wang & Redwood-Jones, 2001:201).

It was important that the researcher and the participants understood the ethics involved in using photovoice. The learners were informed that all discussions would be conducted on a confidential basis and that their well-being was important at all times (See Appendix C). According to Jones (2006), guidelines need to be established early in meetings with regard to respect, listening, sharing and confidentiality. Learners were given assent forms to be completed by their parents and themselves. The accompanying formal letters ensured that

the permission of the learners and their parents was granted. For the first activity each learner had to choose one photograph that made them feel positive about English as a home language and one photograph that affected their learning in the EHL class negatively (See Appendix F). The learners were allowed to form groups for the next stage. Allowing them to choose with whom they wished to be in a group allowed them to feel more comfortable about participating and sharing their views.

During stage two the researcher was assisted by a colleague with experience in the philosophy of photovoice. There were 5 groups with 6 or 7 learners per group. These learners had all volunteered to participate in this study. The majority were learners who had indicated that Afrikaans or isiXhosa was their actual home language. Photographs were used interactively to cement the photovoice concept. During the discussions participants were allowed to participate and ask questions in the language in which they were more comfortable to guide their thinking about the photographs they would take. Whilst this exercise encouraged participants' discussions, it also assisted with the contextualization of the photographs they took. Wang, Wu, Zhan & Carovano (1998) state that five "SHOWed" questions could be used as way of guiding a discussion:

- What do you *s*ee happening here?
- What is really *h*appening here?
- How does this relate to *o*ur lives?
- Why does this situation, concern, or strength exist?
- How could this image *e*ducate the teachers, school, community, policy makers, etc.?

The SHOWed questions aim to identify the problem or asset being investigated through photovoice and to critically engage with the origins of the situation.

During stage three of the workshop, the basic functions of the cameras were demonstrated to the learners. They were excited at the prospect of using the cameras and were allowed to practice before taking the actual photographs. Learners were reminded of the prompt and they were encouraged to ask

questions. The prompt for this study was to take one photograph of something in and around the school that affected their learning in the English home language classroom positively and one photograph of something that affected their learning in the English home language classroom negatively. A total of 68 photographs were taken by the learners and 24 of these photographs were developed during the workshop. Learners followed the process by mounting their pictures on a sheet of paper and adding captions to all the photographs. They then had to choose 2 photographs as a group that made them feel positive about EHL and 2 photographs that reflected something negative about their learning in the EHL classroom. The procedures for analysing all this data is described in Chapter 5, together with the emerging categories. Photographs, together with their captions, are included in the following chapter, as well as in Appendix N. The participants spoke about their EHL classroom in reference to the photographs they had taken. Notes were taken and recordings were made, which was important for validating the data collection. Jones (2006) advocates that a photovoice facilitator must develop ways of keeping the data organised and manageable.

The process of contextualizing or locating the photographs occurred spontaneously during the photovoice sessions and allowed for the discussion of issues and concerns related to their experiences in learning English in an English home language classroom context. As participants were expected not to take photographs that could enable the identification of the people in them, several of their photographs were abstract and therefore required explanations from the learners' perspectives.

Stage four was spent listening to the participants while they shared their photovoice experiences and opinions. The purpose was to facilitate interactive discussions and the sharing and understanding of views. The interaction between the participants provided insights and the understanding of their thinking and their experiences. The interaction enabled a grasp of the rationale behind their views and opinions. Learners' responses were recorded and the data transcribed and then analysed by using the techniques that are specific to qualitative data analysis. Observing the interaction between the participants is

also beneficial. The participants are uniquely positioned in EHL classrooms and yet they display EFAL competencies because their mother tongue is not English. This allows for an opportunity to talk about their experiences.

The purpose of the group discussions was to promote safe dialogue among participants, when multiple perspectives are needed on a specific topic. Group discussions, which occurred during stage 4 of the photovoice workshop, generated complex information at a low cost in a minimum amount of time. Fundamentally, it is a way of listening to people and learning from them and of opening lines of communication.

4.3.4.2   Observations

Participant observation has its origin in cultural anthropology and qualitative sociology, asindicated by Marshall and Rossmann (2010), who claim that it is an approach to inquiry and a data collection method. Participant observation stresses first-hand involvement in the study. Through engaging in the setting, the researcher is able to hear, see and experience reality in the same way as the participants. This method of gathering data is the basis of numerous qualitative studies and invites consideration of the role or stances of the researcher as a participant observer.

Observation methods are valuable to researchers in a variety of ways. Researchers have the means to check for non-verbal communication and to ascertain the amount of time that is spent on various activities (Kawulich, 2005). It allows researchers to check definitions of terms that participants use; to observe events that participants are unable or unwilling to share and to observe situations described by informants in interviews. These strategies allow awareness of misrepresentations or inaccuracies in participants' accounts.

According to Kawulich (2005), participant observation holds a number of advantages: access is afforded to the backstage culture; it allows for elaborate, comprehensive descriptions and opportunities are provided for observing or contributing in unscheduled events. In addition, Kawulich (2005) and Schensul, Schensul and Le Compte (1999) emphasise that the researcher's skills in observing, documenting and interpreting contribute to the quality of

participatory observation. During observation, the main aim is to collect data that are correct and organic, as well as a true reflection of the participants' experience in their natural setting (Lodico et al, 2010). This necessitates the researcher becoming familiar with the setting and ensuring that the participants are comfortable with the researcher's presence. Before beginning the observation, the researcher has to decide to what degree he/she will allow himself/herself to become involved in the setting.

As a participant observer, the researcher is an active member in the group's activities but each member of the group knows that the researcher has a dual role as both observer and participant. In essence, this degree of involvement allows for a collaborative relationship to develop between the observer and the participants. As an observer, the primary role is to record observations in as detached and removed a manner as possible. An observer within a classroom context could observe from the back but is then not a member of the group and cannot participate in the group's activities. Lodico et al. (2010) maintain that when selecting a role as an observer, the researcher must decide to be either overt or covert and also the extent to which he/she will either participate or observe.

Observations have been associated with demands in terms of time, tact and energy, yet they best suit empirical studies by providing information based on what exists in real life or what the observer can record as it occurs naturally (Milroy & Gordon, 2003; McMillan & Schumacher, 2006). In this study, observations were conducted in the Grade 8 HL classes and the researcher relied on an observation schedule (See Appendix 7) to record the events as they occurred during the lessons and was able to observe the lessons in three Grade 8 classes. Observations were planned and negotiated with the teacher participants. The researcher then met with the teacher participants to discuss the final arrangements for the class visits. The researcher used every available free period to ensure that a considerable number of lessons could be observed. All-in-all the researcher was able to observe three oral lessons, three written work lessons and four language lessons. The initial plan was to observe four oral lessons, four written work, four language lessons and four literature

lessons. However, owing to clashes in the timetable and disruptions in the normal school programme that resulted in the shortening of periods, this was not possible. Another problem was a crisis experienced in the English Department when one of the teachers accepted a permanent position at another school. The school struggled to find a suitable replacement, which meant that her classes were either without a teacher or were taught by one of the two replacements available to fill the position. Nevertheless, the researcher was still able to gather rich data from the classes that were visited.

4.3.4.3   *Narratives*

According to Hicksohn (2016), narrative inquiry emerged from the ideas of Mischler (1986) and Riessmann (1993), who proposed that qualitative researchers should listen to the stories of their participants and endeavour to understand the contexts and the ways in which these stories were created and located. The aforesaid author also holds that narrative researchers are mostly interested in deconstructing language to appreciate the structure and flow of the stories that describe the narrators' experiences.

Narrative inquiry can be viewed as the study of the ways through which individuals narrate their lived experiences by examining their personal and social stories (Lodico, Spaulding & Voegtle, 2010). Narrative inquiry focuses on the experiences of individuals. Lodico et al. (2010) claim that the focus is on understanding individuals and their stories. Social, cultural and political contexts are included in order to provide a deeper understanding of the stories. Narratives are organized so they tell a story, usually in some chronological form. They normally have a beginning, middle and end. Narratives are organized and analysed so that the meaning that the events has for the narrator is made clear. Data were coded to uncover similarities and differences and then organised into categories once the various codes had been grouped together. Patton (2015) relates that narratives enable researchers to collect data about formal education and critical events as they unfold in particular situations, contexts, or circumstances.

The teacher participants were asked to write narratives about themselves where they explained where they had completed their tertiary education and the way in which they had been trained. They also gave an account of their teaching practices and the challenges they faced in the classroom. They also described their approaches to the teaching of EFAL learners placed in EHL classrooms and highlighted the challenges they faced daily. Their years of teaching experience were documented in the narratives.

4.3.4.4   Interviews

According to Atkinson and Silverman (1997:143), "interviewing is among the most widespread methods of collecting data in the social sciences". The interview is a useful way to obtain participants' opinions about a certain topic, event or action in a highly personal way and in detail (Kvale and Brinkmann, 2009; Punch, 2009). The informal nature of an interview enables researchers to amend or omit questions, or to change their minds. Interviews also allow one to immediately probe more deeply after certain questions in line with the flow of the interview and the participants' responses, (Roulston, 2010). The participants can also elucidate their comments and express themselves more comprehensively than when completing a questionnaire. Interviewing not only builds a holistic snapshot, analyses words and reports the detailed views of informants but also "enables interviewees to speak in their own voice and express their own thoughts and feelings" (Berg, 2007:96). Interviewing differs from quantitative data collection methods, as it allows for the analysis of the resulting data while making allowances for the participants' context. An interview provides the researcher with valuable opportunities to read between the lines and beyond a participant's words. One can take into account not just what they say, but the way in which they say it, including facial expressions and/or gestures (Walliman, 2011). The advantages and disadvantages are presented in Table 4.3.

Table 4.3: The advantages and disadvantages of interviewing

Advantages	Disadvantages
Has a high return rate	It is time consuming
Fewer incomplete answers	Small scale study
Can involve reality	Never 100% anonymous
Has a controlled answering order	Potential for sub-conscious bias
Is relatively inflexible	Potential inconsistencies

(Alshenqeeti, 2014:109)

Gibson and Brown (2009), as well as Vanderstoep and Johnston (2009) are in agreement with regard to the three types of interviews, namely structured, semi-structured and unstructured interviews. The structured interview makes use of predetermined questions with fixed wording, usually in a pre-set order. The semi-structured interview is designed with probes, transitions and follow-up questions. Researchers employ their research interests and knowledge of the topic to determine the precise areas into which they should enquire. Once the interviews have been completed, an analysis is undertaken of the themes that are represented in the question topics. This is in contrast to conducting semi-structured interviews, which entails specifying the key themes of the interviews, which are in turn formulated as key questions. According to Bailey (2007:89), the type of interview to be used is dependent on: "the choice of paradigm, type of enquiry, research questions, purpose of research and analytic strategy". As this study is qualitative and interpretive, it required semi-structured interviews.

As a data collection strategy, the semi-structured interview was a useful tool for gathering first-hand information from the learners and teachers. Denzin and Lincoln (2000) posit that semi-structured interviews afford the researcher the opportunity to ask individually constructed questions without limiting the field of enquiry.

Myburgh and Strauss (2000) stipulate that interviewers aim to gather information from the respondents about their lived experiences. In-depth, face-to-face interviews with the teacher participants enabled the researcher to investigate the way in which English first additional language (EFAL) teachers understand the learning of English in an English home language classroom context.

According to Creswell (2009) and Bogdan Knopp-Bilken (2007), in qualitative interviewing the researcher leads face-to-face interviews or engages in focus group discussions. These authors also hold that the purpose of the interview is to gather descriptive data in the participants' own words so as to enable the researcher to develop insight into the way in which participants experience a certain phenomenon. That is the reason for semi-structured interviews being conducted with the teachers in this study.

The following are limitations of interviews.

- An interview involves personal interaction and cooperation between the researcher and the participants cannot be guaranteed.
- Participants may be unwilling to share information and the researcher could ask questions that do not evoke the desired response from the participants.
- Participants may provide untruthful responses to questions (De Vos et al., 2011:360).

The researcher opted for semi-structured interviews, as this type of interview allows one to pose questions and understand the way in which participants experience learning.

The semi-structured interviews were conducted at the school. Grade 8 EHL teachers were given a copy of the predetermined questions before the interviews were conducted but were also informed that probing questions would also be asked to gain greater clarity. Teachers were asked to sign a consent form. (See Appendix D) and prior to the interviews the researcher ensured that a suitable venue was organised so that the interviews could be conducted in a quiet and comfortable space. Whilst procuring the venue, the researcher also ensured that the voice recorder was functional and checked with the participants to confirm their availability on the day. Before each interview the researcher asked the participants whether they were comfortable with the interview being recorded. None of the participants objected to this. The researcher was able to interview all the participants. A heartening aspect of the interviews was the positive attitude of the participants. All four of them were

willing and eager to share their experiences and challenges. After the interviews the researcher expressed appreciation and gratitude to each participant for the time and effort they had put into these interviews.

The interviews were audio recorded for later transcription and analysis. The data were then organised into categories, which would later assist with the formulation of discerning patterns.

4.4   DATA ANALYSIS

De Vos et al., (2011:430) define data-analysis as a process of sifting through raw data, where the researcher aims to identify significant patterns and to construct a framework illustrating what the data reveals". It also entails bringing order, structure and meaning to the data that were gathered. According to Hancock (1998), summarising the mass of collected data is known as analysis. The qualitative data methods that were used generated a substantial volume of data. The vast majority of the data that were collected through the photovoice activity, observations, narratives and interviews are explained and summarised in later sections of this thesis.

Wang (1999) alludes to the fact that photographs and narratives must be analysed and coded thematically. Therefore, the data analysis procedure used for this study entailed the following steps: first, the researcher familiarised herself with the data through reading and listening attentively. According to Burns (2010:209), "the data analysis is a process of continuously reducing information to find explanations and patterns: there is thus no "quick-fix" for this kind of analysis". The researcher transcribed all the data collected during the photovoice activities. Segments of the data were then coded to uncover the differences and similarities. According to Mertler (2006), there are three steps in systematically organising and presenting the findings from the data, i.e. organisation, descriptionand interpretation. Mertler holds that this can be accomplished by a system of categorising that is referred to as a coding scheme, whereby data is divided into groups of data that provide similar types of information. The researcher created such categories by grouping the data according to similar codes. Mertler (2006) states that it is important to organise

the data into themes so as to construct a framework for presenting the key findings. Finally, by grouping categories together, various themes emerged. These are explained in Chapter 5.

4.5   TRUSTWORTHINESS OF THE STUDY

Trustworthiness is referred to as validity in empirical studies and this includes the extent to which the researcher can depend on the concepts, methods and implications of the study (Struwig & Stead, 2010). It is of vital importance to ensure that the knowledge that is presented is valid and reliable and that it is offered in an ethical and objective manner (McMillan and Schumacher, 2001). One of the ways in which to achieve this is by leaving an audit trail. Guba and Lincoln (cited in Denzin & Lincoln, 2000), support this view by suggesting that the audit trail of recorded material (audiotapes) as well as documents and transcripts be kept in a safe place. The researcher kept verbatim transcripts of the interviews, the participants' narratives and examples of the data analysis practices. By doing this the researcher attempted to strengthen the validity of the data that was collected, as well as bolster the reliability of the study.

The researcher strove to adhere to the principles of trustworthiness throughout the research; this meant "addressing issues of credibility, transferability, dependability, and conformability, which in quantitative case research design are the equivalent to internal validity, external validity, reliability and objectivity respectively" (Guba & Lincoln 1994:133). Trustworthiness is a method of ensuring rigour in qualitative research, without sacrificing relevance.

The criteria for ensuring trustworthiness are:

- Credibility (checking the true value of the findings).
- Transferability (the strategy employed to attain applicability).
- Dependability (this refers to the consistency of the findings over time).
- Confirmability (neutrality ensures freedom from bias)

(Krefting, 1991:236).

In the following sections these four criteria for ensuring trustworthiness and their relevance to the study are discussed.

4.5.1 Credibility

Credibility in qualitative case studies concerns the truthfulness of the findings and this term is similar to internal validity in quantitative research (Ary, Jacobs, Razavieh and Sorensen, 2006). According to Krefting (1991), credibility is gained from the findings of the research as lived, authentic experiences. Credibility in this study was established through triangulation, which is an accepted method of securing credibility in qualitative research and is described by De Vos (2002:366) as:

- applying multiple theoretical perspectives in the initial stages of the research or when interpreting the data (social constructivism);
- using more than one analyst, coder and outsider witness (investigator triangulation) and
- administering two or more instruments of data collection, (methodological triangulation), in this case photovoice, semi-structured interviews, observations and narratives.

According to Krefting (1991), the aim of triangulation is based on the idea of the amalgamation of multiple viewpoints for shared understanding of data in order to ensure that true phenomenological research has been performed.

4.5.2 Applicability

Applicability refers to whether the findings can be applied to similar situations or groups (Ary et al., 2006). Therefore, in order to address weaknesses in applicability, the researcher needs to present sufficient data to allow comparison (Lincoln & Guba cited in Krefting, 1991).

Applicability was reached in this study by providing a rich description of findings using various research methods (via triangulation), thus allowing other researchers the opportunity to determine if the data can be transferred. The research methodology was elucidated in detail following specified sampling criteria, namely:

- the learners had to be Grade 8 EHL learners and

- the teachers had to be Grade 8 EHL teachers.

4.5.3 Dependability

Dependability is an alternative to reliability and refers to whether the findings of the research would be unswerving if the study were to be repeated with similar participants in similar contexts (De Vos, 2002). This criterion is concerned with the stability of the findings and their duplication in a similar context (Ary et al., 2006). This is also known as consistency. This case study made use of the triangulation of data sources to increase the consistency of the research. The raw data, namely the photographs, transcribed notes, written narratives and recordings, are available as an audit trail for scrutiny by interested individuals.

4.5.4 Confirmability

Confirmability refers to the degree to which the research findings could be confirmed or corroborated by the data that were collected (Baxter & Eyles, 1997). Confirmability of qualitative inquiry can be realised through audit trails, reflexive journals and triangulation (Lincoln & Guba, 1985; Koch, 2006; Bowen, 2009). The confirmability of this study was ensured through the application of triangulation and via reflexivity through the safe-keeping of photographs and transcribed notes. The researcher also kept an appropriate distance from the respondents in order not to influence the research. To enhance confirmability, an audit trail can be traced throughout the study to demonstrate the way in which each decision was made.

4.6 LIMITATIONS OF THE STUDY

Freedom (2007) cautions that every research methodology has limitations. The limitations for the participants in terms of the first photovoice process were that the commitment of time was taxing and it was difficult to commit to a project that continued for two weeks. Careful consideration with regard to time management is therefore required when planning a photovoice workshop.

The cost related to the photography (cost of equipment and developing the photographs) was a cause for concern. Damage to cameras is also a potential

risk. As the participants were all under 18 years of age, ethical considerations and the process of seeking consent had to be planned carefully, especially regarding the fact that participants were not allowed to photograph any human subjects.

4.7   ETHICAL CONSIDERATIONS

The Chambers Concise Dictionary, as cited in Struwig and Stead (2010:66), refers to ethics as a "system of morals, rules or behaviour." Struwig and Stead (2010:67) explain that research ethics provides researchers with a "code of ethical guidelines on how to conduct research in an acceptable way", thus preventing researchers from engaging in scientific misconduct, such as misrepresenting and creating data; plagiarism; failing to maintain the confidentiality and privacy of research participants; forcing people to be involved in research against their will; not executing a study properly and false reporting. The researcher therefore needed to continually exercise excellent ethical practices.

According to McNiff (2010), ethics refers to good attitudes and behaviour towards others and yourself in relation to others. The researcher adhered strictly to the following principles of research throughout the study:

- the researcher acquired ethical clearance from the Ethics Committee at the university prior to undertaking the research;
- permission was requested from the Department of Basic Education, Port Elizabeth District Office to conduct a study within the identified high school (see Appendix M). Subsequent to obtaining this permission (see Appendix G), the researcher discussed with the principal and participating teachers the nature and rationale of the study and the way in which they would be involved and written permission was requested from the principal;
- permission was requested from the parents and learners;
- the researcher undertook to preserve the safety and security of the participants throughout the study;

- participation in the research remained optional and participants were informed of their right to withdraw at any stage. They were asked to give written consent to be observed, interviewed and consulted regarding the correctness of the interviews (see Appendix B);

- participants were assured that the principles of anonymity, confidentiality and privacy would prevail and pseudonyms were therefore used (see Appendix E) and

- assurance was given with regard to the issues of human dignity, protection against harm, freedom of choice and expression and access to information.

The researcher needed to maintain honourable conduct throughout the research process. Data were kept in a locked safe by the promoter.

Ethical considerations are essential to ensure that research is conducted in a moral and responsible manner (Burns, 2010:34). This includes the purpose, the procedures, possible harmful effects of the research on participants and the way in which the research will be used. The consent to conduct this study was received from the principal, the Grade 8 English teachers, the parents of the participants and the learners themselves.

4.8 CONCLUSION.

The methodology used for this case study was discussed in detail in this chapter. This includes data collected during the photovoice activity, observations, narratives and structured interviews. The methods of data collection included photovoice, group interviews, narratives, observations and structured interviews. Photovoice was a concept the learners had not encountered before. This form of research methodology allowed the researcher the opportunity to empower the learners and expose them to something they had never experienced. This chapter also outlined the ethical considerations and trustworthiness of this study. The following chapter focuses on the presentation of the data that were collected, followed by a discussion of the findings.

CHAPTER FIVE

PRESENTATION OF DATA, ANALYSIS AND FINDINGS FROM LEARNER PARTICIPANTS

5.1   INTRODUCTION

In the previous chapter the data collection methods that were used to generate data in this study were discussed. These methods were chosen to assist with answering the research questions.

A rich description and discussion of the motivation for making use of photovoice and of its qualities, advantages and disadvantages, formed the basis of chapter four. The design of this study, the selection of participants, data collection methods, data analysis process, as well as aspects of reliability and validity were explained and discussed in the previous chapter. Chapter four also highlighted the ethical considerations that were adhered to in an attempt to ensure the confidentiality and the anonymity of the participants.

The main objective of the current research study was therefore to generate knowledge that can consequently be applied to inform learners, teachers and schools about learners' experiences in EHL classrooms. The first section of this chapter presents the data that was collected from the photovoice activity in which the learners participated.

The next section commences with a discussion of the data collection in relation to the relevant literature. The data collected from the learners were grouped into themes and linked to categories that correlated with the research questions of this investigation. In presenting the data and the analysis thereof, certain comments and statements made by the participants are presented verbatim in order to illuminate and emphasise these themes and categories.

5.2   DATA GENERATED IN THIS STUDY

The responses of the participant groups are presented independently based on the fact that these participants were sub-divided into two categories, namely learners and teachers. As indicated in the previous chapter, prior to the

photovoice workshops, permission was obtained from the participants for their participation in the photovoice sessions. The data were organized into themes and categories using photographs and descriptions.

5.3   PHOTOVOICE

One of the primary aims of this study was to explore the way in which English first additional language (EFAL) learners experience the learning of English in an English home language classroom context. Thirty-three Grade 8 EHL learners with home languages other than English participated in this study. These learners volunteered to participate in the research.

Learners were given the following prompts to guide their thinking during the photovoice activities.

a. What makes you feel positive or strong about your experiences in the English classroom? Why does it make you feel positive?
b. What makes you feel less strong or negative about your learning in the EHL classroom? Why does it make you feel negative?
c. Is there anything else you would like to share with the group regarding your experiences in the EHL classroom?

Learners were asked to form groups of six. There were 5 groups in total with three groups having one extra participant. A total of 33 learners participated in this activity. Learners were encouraged to communicate in the language with which they felt most comfortable. Photovoice was a practical, hands-on strategy for learners to express themselves and their opinions. This was because the process had given them a focus via a visual strategy and also a period of time sufficient to explore, communicate and refine their thoughts. Learners were encouraged to speak freely about the challenges they experienced in the EHL classroom. After the participants took the photographs there were group discussions within their respective sub-groups where they shared their images before reporting back to the whole group.

5.4   PHOTOVOICE DATA AND DESCRIPTIONS

The following photographs, captions and descriptions originated from the photovoice workshop and group discussions, as well as reflective discussion after the workshop. Five groups of learners participated in this activity by responding to the prompt. Learners worked in groups whilst taking their pictures. This resulted in learners taking similar pictures and providing different captions, resulting in certain pictures having more than one descriptor. The sections that follow will deal with the presentation of these data collections. A total of 68 photographs were taken, of which only 24 were printed for discussion in the workshop. Learners provided captions for the rest of the photographs so all voices were included in the discussions and thinking. The following analysis is based on all the photographs taken by the learners.

5.4.1   Pictures that indicate the positive

As indicated above, learners were asked to respond to this prompt and the following section presents their responses. Photographs were grouped according to the learners' positive experiences. The labels attached to the photographs are in the learners' own words. Photographs were grouped according to the learners' common experiences. Therefore, a photograph may have more than one response.

What makes you feel positive or strong about your experiences in the English classroom? Why does it make you feel positive?

Photo 5.1: "Our friends help us with communication"

The group reported:

"Our communication improves when we do orals: therefore we love orals the most" Most importantly for this group, the communication they enjoy with their friends allows them to access the language in the classroom through their mother tongue. This is also an indication of the practical aspects of the learners' language acquisition. When communicating with their friends, learners in this group highlighted the fact that they felt relaxed and did not experience any anxiety.

Novie*: "If we don't understand the work, we go to our friends to help us. We are supported by our friends who take their time to explain difficult words and ideas to us. This makes me feel very relaxed and not afraid to speak."*

Kayla: *The reason why I chose my friends as a positive image of my learning in English is because in the English class my friends will always make me understand things better than the teacher does. And if I need them they will always be there to help me.*

Clara: "*If we don't understand the work, we go to our friends to help us. Even though my teacher is very helpful, our friends are our go-to persons in the English classroom*".

The learners feel comfortable with their friends, to the point that they trust them enough to ask for assistance. They rely on their friends to assist them to better understand the work with which they have difficulty. This is because they can ask the friend for assistance in the language in which they are most comfortable. Fellow learners are therefore positioned as resources for success in an English home language classroom.

Photo 5.2: "English open doors:"
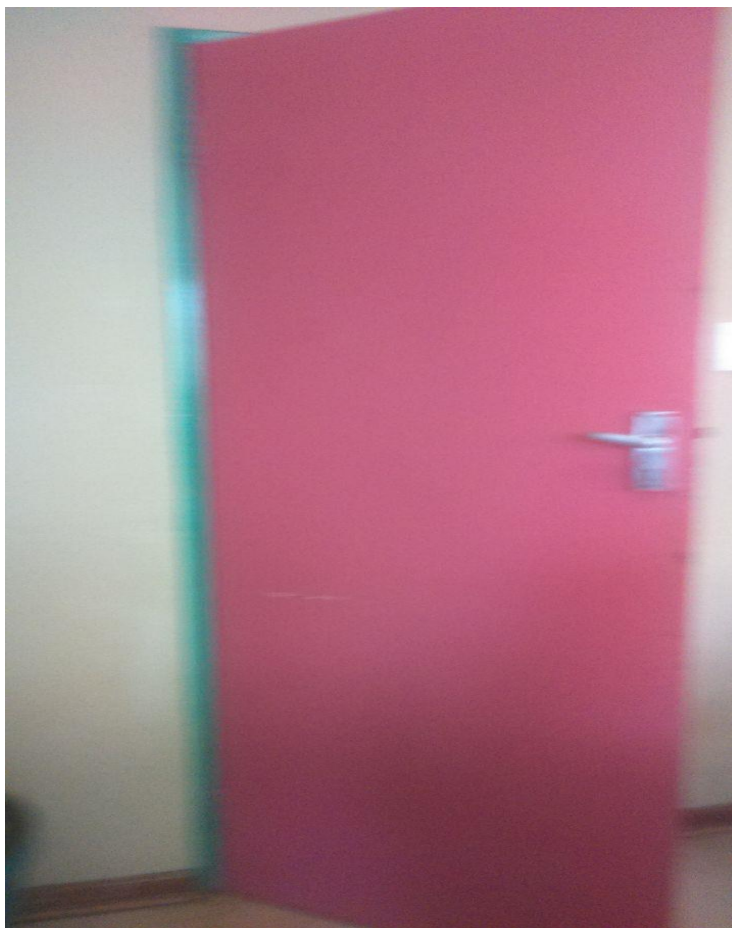
Janine: "*That is why I took a picture of a door because the door represents the opportunities.*

Cara: "*English is the door to a lifelong opportunity. Not only to improve and get a qualification - but also to get a good job.*"

Cadi: "*This means that people have different goals: the door shows my goals in my life and in my languages.*"

Yolanda wrote: "*This door is the place where I can learn English. Without school I would not know English. The best thing about English is that everywhere people can speak English. It is one of the most important subjects in high school. You need English to be successful*".

Lizette: "*English increases our knowledge and helps us to understand the outside world.*"

Jackie*: "With English you can travel, find a job and be successful."*

A common theme in the learners' responses from all the groups indicates that they see English as a language that can open doors for them. Learners believe that learning in an English home language class allows access to this dominant language and this is seen as an opportunity to practice all aspects of this language.

Photo 5.3: "Beautiful Hope"
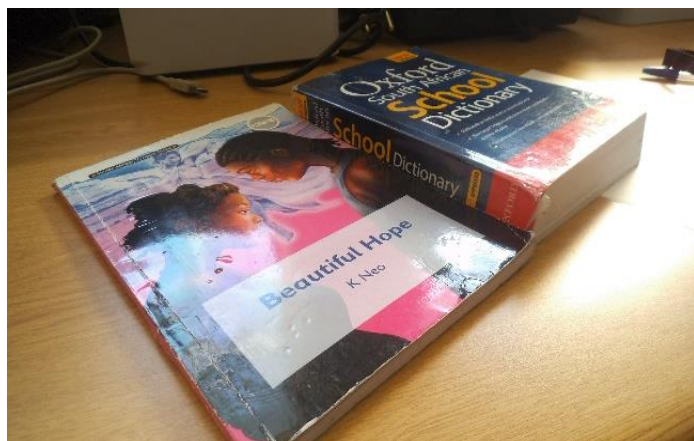
Taahirah: "*Beautiful means giving pleasure to the sense of reading and Hope means a feeling of expectation and desire of wanting to learn. The reason I chose this picture is because if you read then your vocabulary will increase: you will know how to make and learn sentences.*"

"Beautiful Hope" is the literature study novel studied in the Grade 8 EHL classroom. This learner was inspired and motivated by the title of the book.

Together with this, she realizes the added value of reading, which is to improve her vocabulary and her ability to form sentences.

Miah: *"Knowledge is power, in Afrikaans it says: Kennis is mag" The reason I chose this quote is because of education you can go anywhere in life. And be whatever you want to be".*

Rashaan: "*I love the reading and learning new words this helps me improve my vocabulary.*"

Shirley*: "Books give us the power to learn and read and understand."*

Akeshia: "*I find the literature I read in class enjoyable because it broadens your understanding of the world. It also helps you to develop critical skills when you are expected to analyse characters for your literature. And it opens many doors.*"

The learners realise the importance of reading and many of them read with appreciation. They also see that reading helps them to build their vocabulary and improve their understanding and critical thinking. Learners realise that some of the doors that are opened to them are those of critical thinking, as well as problem-solving skills.

Photo 5.4: "The sky is the limit"

Thandokasi: *"The sky is the limit – you can express yourself in many ways with English. It allows you to better yourself – you learn to speak properly. You can study further.*

Sipho: *"English is a universal language – it helps with job applications. And gives us jobs and we can join the universities. We will be able to further our studies and reach for our dreams. The sky is the limit."*

It would seem that for these learners, learning in English makes anything possible. It creates opportunities for further study and employment. English is seen as the language that broadens their worlds and that will assist them to improve their quality of life and allow them to fulfil their dreams and to find jobs. Knowledge of the language knocks down many barriers for these learners.

Photo 5.5: "Drawings: an escape from classroom stress"

Ava: *"Some learners like to express themselves creatively through writing, scribbling and drawing. I find myself doing this without thinking about it when I'm stressed in class."*

James: *"I just need to make a few lines and I feel totally distressed. And I continue again with my school work."*

Mihlali: *"I sometimes use a little piece of paper or a little book to draw in. I want to listen to my teacher but when I don't follow what she says I start to draw. I do not draw anything specifically but it helps me and I don't feel stupid."*

Garneth: *"When my teacher asks me a question, without realizing it I scribble on my book or notes and do not make eye contact with her. I'm afraid to speak in the class in front of the others. They will make fun of me."*

Learners use these activities as coping mechanisms. Learners create their own alternatives or ways of re-channeling their energies. When they need to avoid a difficult situation, they resort to graffiti or to writing and drawing of some kind. These drawings instill a sense of belonging in these learners. When they do not want to listen to the teacher, they resort to drawing, as this takes them to a safe space. This form of 'writing' alleviates the learners' stress. When Garneth is in a predicament when he has been asked a question, he avoids eye contact with teachers and resorts to doodling, as he afraid of being ostracized by his peers.

5.4.2 Pictures that indicate the negative

The following pictures and captions depict the negative responses of the learners to the prompt below. As stated previously, certain photographs have more than one description.

What makes you feel less strong or negative about your learning in the EHL classroom? Why does it make you feel negative?

Photo 5.6: "In the English class we sit alone, talk alone"

Nomsa: "*In the English class we sit alone in a desk. We are not allowed to talk to each other. We must just do our work.*"

John: "*Our teachers do not allow us to speak Afrikaans in the class. We are not even allowed to speak Afrikaans to our friends*".

Jade: *"When the teacher gives us our tasks, I sometimes don't understand and just do it alone. I don't ask my friends to help me because sometimes they also say they don't know".*

Clara: *"There is no teamwork in the English class.*

There is not enough opportunity for collaboration in the English classroom. Children sometimes need to collaborate to learn new things from one another and to understand different perspectives. During the reflective session, a number of learners mentioned that because of learners who misbehaved for various reasons, teachers prefer to have learners work on their own. When learners are uncertain about things and they do not ask for help from the teacher, the uncertainties escalate.

Photo 5.7: "Noise"
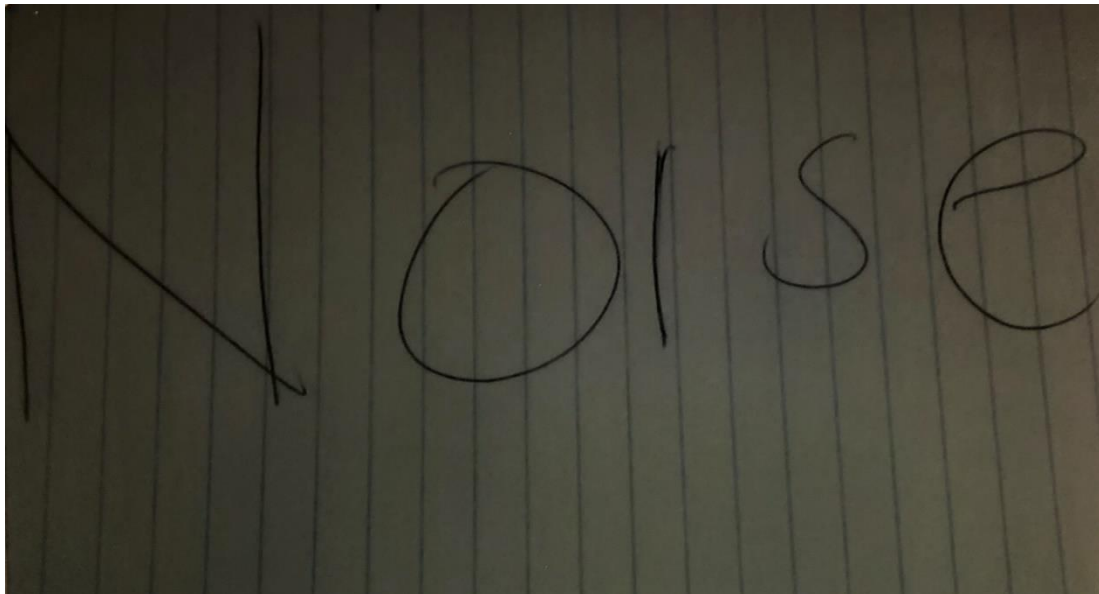
Tamia: *"Discipline plays a big role in the English classroom. Noise is a big negative: it distracts you and you will find it difficult to concentrate and focus".*

Zukiswa: *"Teachers scold you when you tell them that you don't understand and ask you to be quiet."*

Sinazo*: "She is rude to me: that is why I do my own thing in her class and disrupt it."*

Buyiswa: *"There are a lot of distractions in the English class: learners talk and make a noise all the time – it's like a phone – you have to listen carefully. In English we must concentrate."*

Connor: "*I find the work very boring and the teacher expected us to listen to her for the whole period. I cannot concentrate so long. When I put up my hand to speak the teacher makes me quiet. I think she is too afraid that the other learners will make a noise".*

Noise is a contentious issue in classrooms, as this may be a distraction or be seen as a sign of chaos. Learners know they are reprimanded when they talk loudly and cause disturbances. Some learners struggle to focus when there is too much noise around them. Learners often ask one another legitimate questions, maybe to clarify an instruction or a concept. This is then perceived as noise. It is as if teachers are shutting down their voices and that for teachers, working quietly is more important than understanding.

Photo 5.8: "I can't connect my parts with the work in the English classroom"

Graeme: "*In my brain it feels that I constantly have to make switches between the languages that I use. If I speak English in the classroom I only have to use from the English box in my head. It feels as if the English speaking learners' English is more important than the English I speak. As if theirs is acceptable and mine is not. Yet I also speak Afrikaans because my grandmother and many cousins are Afrikaans speaking and isiXhosa is my home language*".

Graeme went further and mentioned:

"*Sometimes I know how to express myself in Afrikaans and find myself at constant roadblocks in my head. I'm constantly being reminded that my pronunciation is incorrect as if it's the most important thing. Say it again! This is how you must say …. I hear my teacher say this all the time. I feel scared to speak English. Am I different to the others?*"

Yolanda: *Most of us speak isiXhosa. Our friends always judge us - they think we keep us better – they think we keep us wow*" "*I get mixed up at school 'cause I speak IsiXhosa at home. I don't know this language and my mother can't help*

me cause she grew up in KWT (Kings Williams Town) in rural areas so they don't speak English there."

Shirley says*: "At home I speak Afrikaans to my friends and family. When I get to school I speak English instead of Afrikaans which makes it hard for me to cope. I wish I could influence my friends to speak English at home. In the English classroom we are not expected to speak Afrikaans at all. Only ENGLISH".*

Marelize: *"The language we speak at home is different. We grew up in Afrikaans homes, in an Afrikaans world; we think in Afrikaans and have to translate to English all the time".*

Jacobus: *"In our English classes we are not allowed to speak Afrikaans at all. The teacher gets angry when we speak Afrikaans".*

In the classroom learners switch between languages in their minds to the point that they get confused. They move between the different boxes in their minds. They are not allowed to speak their mother tongue in the class because either Afrikaans or isiXhosa is not acceptable. Not even their parents are English mother- tongue speakers. At home nobody speaks English to the learners. They are mocked in their communities. One of the learners mentioned that their friends said they "keep them wow." Learners struggle with pronunciation and expression and are frequently corrected by the teacher. This study investigated the identity of an English home language learner. The comments from Graeme, and maybe a few others whose voices are unknown, reflect a lack of self-esteem and confidence. The classroom identities of these learners is affected, as they seem afraid to talk or answer questions in the classroom.

Yolanda alluded to her friends who judge her because she speaks English. She also mentions the home and other social environments where she does not like to speak English at all. In the classroom her identity should be one of an authentic English home language learner but she feels the pressure because the classroom space is the only space where the language is used. This affects her linguistic identity. She was not the only learner in this space, as there were

others who were Afrikaans speakers who faced the same challenges. Translating in their minds is one of their coping mechanisms, because they need to satisfy the demands of the teacher and learn the language.

The responses from the learners draw our attention to the fact that there is no consideration in the classroom for the multiple identities they hold to cope in the EHL classroom. It is just expected of learners to carry on with daily tasks in the class as if they were English mother tongue speakers.

Photo 5.9: "There is not enough time to complete our work. It's too much"

Adilaah: *"There is not enough time to complete our work. The work is a lot".*

Justine*: "In English the load is unbearable, given the short space of time in which you have to complete everything. Each year you have to learn several poems. I find it difficult to cope with the studying of so many genres. In addition you also have to learn language which includes comprehension, summary, visual literature and grammar.*

Heloise*: "The work is just too much for me to remember. Even though I write down everything the teacher says, I cannot recall it all when I write the test. I find myself repeating the facts in my head all the time. But the time I take to prepare for a test is just too little because my head cannot hold all the facts.*

Language learning should not be about remembering facts that are not meaningful. Learners are aware of the various components and recognise the variety of usages in the language. Learners see the learning of English as knowing all the content and regurgitating this when they are required to do so. This is why they feel they need to remember as much as they can to know the work for the examination. There seems to be little awareness of communicative competence and appreciation of language subtleties.

Photo 5.10: "We feel like running away from all the work because it is too difficult."

Jacky said: "*I'm tired after every lesson: there is just too much I need to remember. As soon as I leave the class I forget most of the stuff.*"

Yolanda said: "*The notes teacher gave us, the lesson she presented, her voice, what she said and the exercises we had to complete are all just so much.*"

Marelize said: "*It feels as if my brain is too small for all this stuff.*"

Learners are overwhelmed by their workloads and often want to run away from situations with which they cannot cope. Their energies are concentrated on all the negatives, such as the heavy workload, so they forget what they were taught and hope to remember what the teacher said. The teacher's voice counts for everything and they feel their voices are not heard in the classroom.

Photo 5.11: "English is a cage"
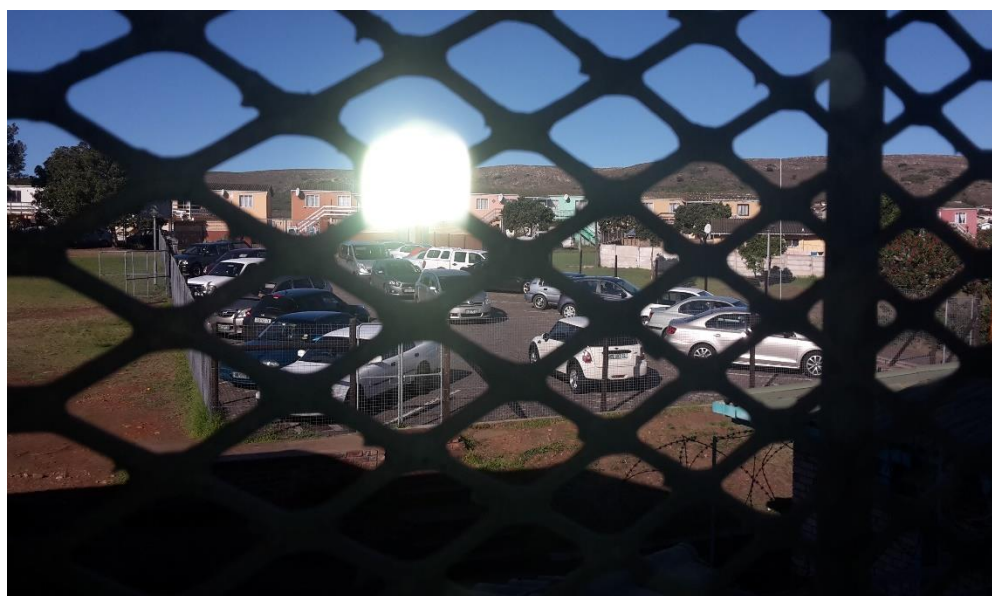
Zukiswa: "*Children are locked in. They aren't free to express what effect English has on them. They can't communicate to people because not everyone can speak English. People and children that don't understand it is locked out. They cannot really interact with the rest.*"

Jade: "*English can be enjoyable, but at times English can feel like a cage. At times it is too much to handle*".

Appolis: *"I am very aware of my pronunciation of words in the English classroom. My teacher asks me to repeat a word three or four times when she's not happy with how I say it. I prefer not to speak in class as I might say it wrong. Even though my friends have the same problems, we mock each other and I don't like it much. When I enter the English classroom I feel my anxiety level increasing, and I discover that my self-esteem is not protected in this space."*

Tamia: *"I do not enjoy English at all – I hate literature – I do not understand the work. English is a cage and I am trapped. My teacher does not expect much of me – only to give back what she teaches us about the poems or the books that we read."*

Garneth: *"Sometimes English can be a cage to other languages. It seems as being caged, when you busy with English. You will be trapped when you do not understand English. It makes me feel anxious, I feel trapped, blocked. The cage prevents you from being free. I am fearful."*

Buyiswa: *"I do not feel good about myself in the English classroom. I'm scared and anxious and my self-esteem is low."*

Connor: *"In this cage called an English classroom I feel like a failure. It breaks me down when I cannot communicate when expected to. This results in a low self-esteem and dropouts in school."*

In these responses the learners metaphorically state that they are trapped in cages. It would seem that on one level, they are stuck in English home language classrooms and on another level, they cannot go back to an EFAL classroom. Learners admit that they do not understand certain parts of the language and struggle with pronunciation and communication because they are isiXhosa mother tongue speakers. This feeling of entrapment makes learners feel anxious and afraid.

Photo 5.12: "We come from different communities - home is very different to school"

Sinazo**: "***Sometimes my teacher forgets that we are all different and come from different backgrounds. The teacher expects us to know the answers when they question us. Most of the time I do not understand the work"*.

Nomsa: "*Our parents are not involved in our English learning. They don't understand the syllabus we are facing. As a result learners are forced to face their difficulties on their own"*.

The context of teaching and learning for these learners is different from their home context. The learners are responsible for their own learning and realise that they cannot rely on support from their parents. It would seem that school education does not reach or connect with their home contexts and their prior knowledge is not valued and does not provide a basis for future learning.

5.5   DISCUSSION OF PHOTOVOICE DATA

The verbatim learner responses highlight the way in which identity is constructed through the interaction between self and others. Identity is not something that exists outside dialogue but it is revealed through interaction with others, especially their friends whom they have identified as their go-to people. So it is through these interactions that learners construct and are constructed by a multiplicity of others. Norton (2006) holds that we should look at the complex and dynamic nature if identity, co-constructed in a wide range of socio-cultural relationships and framed within a particular relationship of power. A significant amount of research on such assisted learning has been affected by Vygotsky's (1978) idea of zones of proximal development and the growing popularity of the aspect of communities of learners. The feelings of being trapped in the EHL classroom for five years is reinforced as learners are forced to complete their five years of schooling and rely on the assistance of others in the classroom.

The positive responses from the learners highlight the value English holds for them in the future, such as access to job opportunities, further studies and travelling abroad. It offers an escape from constrained circumstances and creates ambitious expectations for their future. Learners know and understand why knowledge of English is important, as it seems to provide a gateway to a better life. Despite this, the negative responses to the prompt outweigh the positives. The powerful image of the cage emphasizes the learners' sense of being trapped in the English classroom and they have a need to escape.

Learners admitted to the problems they experience in terms of barriers to understanding, reading, vocabulary and expression. In the classroom their voices are not heard and this makes them feel anxious. When they do speak, they are corrected. Some learners also mentioned they enjoyed orals. Their self-esteem is low because of all the barriers and challenges with which they are faced.

Time is a cause for concern in the English classroom. Learners feel that they do not have enough time to learn all they need to know. This causes them to

feel overwhelmed. English is the only language allowed in the classroom, which forces learners to mentally translate concepts in the language in which they feel most comfortable. Learners mentioned the 'boxes' they created in their minds. They highlighted the sense that their English box did not offer them enough resources to cope with reading, writing and listening in the classroom. They also stated that the box with their mother tongue offered them many more opportunities from which to draw but they were not allowed to use this resource in the English classroom.

Learners mentioned that there is a significant difference in their home and schooling environments. They receive little or no support from the community in which they live and no support from their parents. They mentioned that their parents are not involved in their school life and specifically in their learning of English (see Chapter 6.)

The learners were brought together to reflect on the selection of photographs that were taken. This discussion was structured by means of guided questions (Julian, Given, Opryshko & Smith, 2012). These authors posit that photovoice has the distinct benefit of being able to contextualize the photographic data through the participants' personal perspectives. It was important for this study to include a discussion of the images that were captured by the learners but not discussed during the photovoice workshops due to practical considerations, such as time constraints. This allowed for the contribution of the participants regarding possible gaps in the visual information and an opportunity to offer any additional information they wished to share with the researcher.

Thanks to the guidance received via coding research, the researcher was able to manage the analysis of the data that were collected. First, the researcher read through all the learners' responses captured from the workshop, including the photographs, corresponding narratives and reflective discussions. The analytical process focused on individual responses, as well as on group narratives. The focus of the analysis was not to create group consensus, but rather to present and explore the multiple experiences of the learners in English home language classrooms. These data were reread and organized on a chart. This allowed the formation of a global perspective of the data from the

photovoice inputs. After these processes had been followed, the commonalities and differences were summarized. For the observations, a process of reading and rereading the summaries was required. Data were then coded, categories identified and themes confirmed.

Table 5.1 presents the themes and categories that emerged from the data analyses of the photovoice and observations data.

Table 5.1: Themes and Categories

Themes	Categories
Caged	• Under-utilization or non-utilization of learners' language resources • Trapped • Limited time and feeling overburdened
The sky is the limit	• English as a pathway to higher learning and employability.
Language-based academic problems	• Linguistic background of the learners

5.6   THEMES AND CATEGORIES

The responses in this section were obtained in the photovoice workshop, the reflection session and during the observations. The responses are therefore grouped into themes according to the categories.

5.6.1   Theme 1: Caged

A photograph taken by a group of learners expressed that they enjoyed oral work as this assisted them to improve their communication skills. On the contrary, other photovoice responses reflected high levels of language anxiety in certain learners. During discussions, orals and other fluency-based activities learners displayed a sense of anxiety. On numerous occasions they mentioned that they felt caged. Their anxiety stems from concerns about pronunciation and the fear of appearing or sounding foolish when being assessed negatively by their teachers and peers. They dread having to express themselves in English due to the challenges experienced with limited vocabulary. The formal classroom situation also restricts the learners' freedom of expression. This is

why some of the learners find the orals anxiety-provoking; learners do not wish to speak in front of the class for fear of being mocked. Hashemi (2011) holds that learners regard verbal presentations as the activity that most often triggers anxiety in the class and that making mistakes attracts the mockery of their classmates (Jones, 2004:33). Observation of the identity position of learners confirmed that learners, especially the isiXhosa speakers, were apprehensive about the way in which they pronounced words. As a result, the learners either kept quiet or were disruptive. The learners often give the impression that they know the rules of English grammar and required formats for written work but are too afraid to participate in the lessons because of the fear of being ostracised.

The literature regarding Krashen's SLA theories (see Chapter 3) explores the facilitative role played by the affective filter in SLA. These variables refer to the aspects of "motivation, self-confidence and anxiety" (Krashen 2009:31). It is proposed that learners with a high level of motivation, a strong sense of self-confidence, a positive self-image and low degree of anxiety are more likely to succeed in SLA (Krashen 2009:31; Schütz, 2007:4). This indicates that these learners are predisposed to a higher level of reading and writing skills. Collectively, low motivation, low self-esteem and high levels of anxiety can form a "mental block" that hampers the learner's ability to read fluently and to write feely and therefore prevents understandable contributions from being utilized for language acquisition (see Chapter 3).

5.6.1.1 Category: Underutilization or non-utilization of learners' language resources

A few of the photovoice captions alluded to the common convention that in the EHL classrooms in this study learners are not allowed to use their mother tongue if it is not English, nor are they allowed to communicate difficult concepts and ideas with their peers who could help them to better understand what is being taught. Multilingual practices such as "code-switching" and "code-mixing" have become increasingly acceptable in schools where learners are predominantly from African language backgrounds in English home language classrooms (Heugh, 2009). During the photovoice activity, the learners said that

their home environments do not allow them to speak English because the people with whom they are in contact there are Afrikaans or isiXhosa speakers. As a result, these learners only speak English when they are in the classroom. They admitted to the difficulties experienced, for example, they constantly needed to translate from their mother tongue in the EHL classroom.

It is clear that the learners in this study were not comfortable or confident in the EHL classroom. Teachers insist on wanting to hear the learners communicate in English, presumably to get as much practice as possible in the language. Yet, during the lessons that were observed, the teachers used direct instructions, which meant that most of the speaking came from the teachers. When the learners speak it is almost as if their English skills are being monitored or assessed. For example, Ms A mentioned in her narrative that she did not allow them to speak any language other than English because practicing the language would build their confidence. However, according to Owen-Smith (2010), a learner's self-confidence and sense of self in society are impaired in instances where the home language cannot be used for learning. A vicious cycle is set in motion with confidence and self-image being further undermined through repeated failure and a lack of achievement.

As indicated, one learner, Graeme, admitted that he had to move the different languages around in his mind. He thus has to separate the different languages in his head and refers to these as being in separate 'boxes'. It is as if he has to decode the different languages in his mind. This is the case with the majority of these learners who think in their home language and have to attempt to translate to English in the English classroom. Anwaruddin (2012) agrees with Norton (1997) (see Chapter 3) that it is important for teachers to note that learner identities often change and they should be assisted to cope with multiple and changing identities. Yet, in these classrooms, learners are not supported by their teachers as they navigate their multiple identities, as they are expected to engage with their English-only linguistic identity, as mentioned by Graeme with the metaphor of the different language boxes that work in isolation.

The same learner commented that he, together with other learners, struggles to express himself in the English language. Childs (2016) states that there is

often a disconnection between the dominant language of the classroom and the home language of South African learners, which can consequently lead to monolingual language practices in classrooms. Learners feel inferior when asked to repeat themselves and this creates a barrier with regard to communication. The researcher noticed that in the classrooms learners lapsed into a state of silent passivity. The photovoice activities and observations allowed an opportunity to better understand learner classroom identities and the researcher witnessed the way in which learners were being deprived of normal opportunities to be heard and to learn using familiar linguistic and communicative resources (Blommaert, 2006).

During the observations it was evident that some of the learners were not totally comfortable with the topics being taught, for example punctuation and figures of speech. This meant they did not always constructively contribute to the discussions. Learners were unable to pronounce certain words when asked to read in the class.

When certain learners spoke the researcher witnessed continuous correction by the teacher on the way in which they pronounced words, which is indicative that their "English" is not recognized in these classrooms. Enunciation was clearly a problem and the learners confused each other with the way in which they would utter the words. This often led to misunderstandings amongst learners. When the learners answered questions it was clear that they were translating directly from Afrikaans to English. Some learners refrained from answering during lessons, perhaps because they did not understand the questions asked by the teachers.

From the photovoice data the researcher learned that learners' self-esteem is not particularly positive in the English classroom. Learners do not enjoy being put on the spot and will often shy away from being made to feel embarrassed. Whilst teachers carry on with their lessons normally, learners feel the pressure with regard to pronunciation. According to Hashemi (2011), the issue of pronunciation is as a major cause of anxiety for language learners and this can be blamed on a rigid classroom environment. Learners feel more anxious in classroom environments where more traditional learning systems and

assumptions rule. For example, in these classrooms learners are continuously drilled and expected to perform tiresome tasks repeatedly.

One of the learners mentioned that she sometimes felt confused in the EHL class and that there was no collaboration amongst learners. She explained that she felt there were no connections for her in the class. She felt disconnected and isolated from her work. Where learners are expected to sit and passively listen to the teacher, answer questions and perform assessments, there is no teamwork or camaraderie and learners consequently feel a sense of isolation and have a hard time coping in the classroom.

The classroom practice was rigid. Learners were expected to be silent and disciplined. Teaching occurred by means of the teacher talking after which learners would be expected to complete prescribed exercises in their workbooks.

5.6.1.2   Category: Trapped

During the photovoice process it became clear that learners did not feel free to express themselves in the language with which they are most comfortable. They felt trapped by the demands and expectations of the teacher, the workload and assessment requirements. The learners felt trapped when they did not understand in the classroom and this feeling of entrapment lead to anxiety and a problematic self-esteem. Connor mentioned that he felt like a failure whilst Appolis said he felt anxious and feared being made fun of by his peers when he did not pronounce words correctly. The learners feel trapped because they are not able to meet the demands of their teachers who want them to participate in classroom activities by answering questions and by completing tasks.

On another level, besides the physical classroom space, learners seemed trapped in a linguistic space, where their home language is relegated to the community and is not a resource for learning. They are trapped in an ideology that values English over other languages and it would seem that these learners have to complete their education in English to escape. The metaphor of a cage

is particularly powerful, as it suggests that they can see other possibilities out there but cannot get to them.

The research findings, with the support of previous findings, indicate that teachers need to understand and recognise the need for learners to collaborate in a heterogeneous classroom that allows learners to "own" their learning processes through a language they have mastered. This is supported by the ecological perspective, which campaigns for a holistic approach whereby all aspects of a language should be given attention in order to help learners gain a meaningful context. This also encourages the identity protection of learners in multilingual environments.

The collaboration between teachers and learners, as well as learners and learners, is not only a means of uncovering or bringing to the surface the identity of a person, but it is also a process through which a person reveals and develop himself/herself in relation to the social context and personal needs. It is through this collaborative space that EFAL learners within the English classroom create their identity. They both construct and are constructed by a multiplicity of others – teachers, learners, parents and the wider society (Brown, online).

5.6.1.3   Category: Limited time and feeling overburdened

Learners felt that the workload was too heavy. Every day they are expected to learn new things before they have understood what they had to study the previous day. They also felt they had to do homework, assessments and orals – all in the limited time provided. They also complained that they never a break. Learners are oblivious to the fact that classroom activities are governed by a specific curriculum and that teachers do not have the authority to tailor a syllabus to suit every learner in the class. The learners feel that they are being punished by their teachers. Learners are ill-equipped with inadequate time management skills.

The learners are unhappy with restrictions within the classroom and are always looking for alternative ways of performing tasks. The workload required to prepare for examination purposes is overwhelming at times and learners prefer

to 'run'. Heloise said that they have to regurgitate the content. However, there are a number of learners who do enjoy reading and the study of literature. On the other hand, some felt the literature was boring, too much to remember and quite frankly admitted that they disliked reading. The learners in this study believe that reading is confined to the literature they study in the EHL classroom. The teachers mentioned in their narratives that learners do not enjoy reading as they experience difficulties. Learners also refrain from reading aloud for fear of being teased by their peers.

However, it seems that there are just too many concepts for the learners to digest. During the language lessons, learners were taught concepts and were expected to remember these and to complete a worksheet immediately afterwards. It is as if learners are overwhelmed and bombarded with the lesson content. This despite learners mentioning in the photovoice that they felt like running away because there was too much work to remember. The work they needed to remember were the concepts they would have to understand and apply in classroom assessments and examinations. According to Freire (in Morrell 2008), the experiences learners present to the learning context should be seen as valuable by the teacher. It is the teacher's responsibility to gauge the learner's environment and to construct acceptable learning scenarios by adding to the learner's current body of knowledge, which is lacking because learners are not allowed to draw on their linguistic repertoires.

5.6.2   Theme 2: "The sky is the limit"

English has become a major language of dialogue in education, commerce, politics, state administration, the legal system, economics, law, science and the academic world, as well as being the preferred language of advertising worldwide (Olaoye, 2013: Sawir, 2005:). All forms of English printed media are available in countries globally. English is therefore regarded as an indispensable, universal language (Honna & Takeshita, 2005:750. English is related to sought-after goals, for example employment opportunities, class, honor, fashion and even social mobility.

Learners mentioned the opportunities available to them as EHL speakers. They will gain entry into universities, find jobs and travel the world. Yet, their challenges within the English home language classroom blurred their future objectives.

5.6.2.1 Category: English as a pathway to higher learning and employability

During the photovoice workshop, learners reported on some of the reasons cited by their parents for choosing to place them in EHL classes. For example, their parents see English as a global language and therefore important for international communication. English is seen as a necessary requirement for employment purposes. The learners in this study shared this idea. It would appear that English is popular due to its role, status and prestige. Learners believe that English is necessary for tertiary studies and that it will assist them to improve their communication skills. English is thus a prerequisite, as it is a means by which learners acquire knowledge in schools.

Learners referred to the idea that English will open doors for them, for example, get them into university and assist them to find jobs. They also mentioned that job applications are to be completed in English. They are of the opinion that speaking and learning in English will allow entry into formal, middle class employment and lifestyles. Learners also said that success in their other learning areas is also dependent on their understanding of English.

Alexander (2000) points out that unless a person has a command of English, he or she is simply eliminated from competition for well-remunerated employment or from consideration for positions of status and power. Learners felt that:

> "English is learned all over the world and it is a passport for better job opportunities, better salaries, and for communication with other people in other countries – and it is an escape from their poor home environments, they suffer daily".

Thus, English is dominant in domains of international business, technology and science.

The language opens doors in the academic world. English has therefore become an intimidating 'gatekeeper' with the welfare of people and nations at stake (Pennycook, 2008). English is seen as the gatekeeper that allows learners access to better positions and Pennycook is also of the opinion that English has become a trap. This is also the dilemma of the learners in this study whose linguistic identity is "trapped" within the English classroom, as they perceive that their linguistic abilities in English will open doors for them in their future.

5.6.2.2   Category: Language-based academic problems

During the researcher's interactions with the participants, it became evident that they all felt strongly that they have problems in understanding most of the linguistic features of English. For example, some felt they were a bit confusing while others felt they were difficult and too numerous to remember. They struggle with spelling, creative writing, sentence structure, vocabulary and grammar. Consequently, any learner who is unable to use the language that he/she understands best, (usually the home language), is at a disadvantage and has difficulty performing optimally.

5.6.2.3   Category: Linguistic background of the learners.

Parents are not fully aware of the level of reading and literacy skills required by a Grade 8 EHL learner. This is an area of concern. When required to perform reading tasks, learners experience problems with fluency, pronunciation and understanding. A significant number of learners do not read frequently. During the debate, most of them struggled to make valuable verbal contributions. Learners generally struggled to express themselves due to a lack of content knowledge and a general lack of confidence in expressing themselves. They were unable to explain concepts. The learners translated directly from Afrikaans to English and found it difficult to express themselves. Ms A emphasizes that:

> *"I have observed that many of my learners communicate with one another in Afrikaans and often address me in Afrikaans... when they realise what they did, they quickly repeat what they have said in English. Overall, the learners' low proficiency in writing and speaking English at home language level (or with native-like competence)*

suggests that there are flaws/gaps in their knowledge of the language".

Learners indicated that their home background is predominantly either Afrikaans or isiXhosa and this has a negative influence over their capacity to converse spontaneously in English. This is compounded by the daily use of slang and incorrect grammar that is heard in their communities. Learners also mentioned that sometimes the teachers forget that they are all different and come from different backgrounds. They feel that teachers expected them to know the answers when they question them.

Audrey made the following statement:

> *I never tell my parents about a meeting at school, because I know that it is a waste of time. When my parents are called to school, it is just to complain about the school's finances and the need for more finances. My mother is very good at drama and acting, as well as telling stories and I told my teacher. My mother was never asked to take part in anything at the school, except during crisis times when we sit for days without a teacher.*

The reciprocal relationships that ought to exist between schools and families are emphasised by Christenson and Sheridon (2001:39), as well as in Bronfenbrenner's (1990) microsystem. Vygotskyalso alludes to the responsibility of those capable of supporting the learning of children (Berns 2016:243). This was the case with the learners in this research, who rely heavily on assistance from their teachers. They have problems when given tasks to complete on their own or at home. They need to be scaffolded continuously in order to master EHL challenges. As the learners mentioned, their parents are not available to act as a scaffold in the classrooms. The more knowledgeable teachers are with regard to the learners' home context, the more capable they will be in addressing the needs of both parent and child. The more teachers learn about where their learners come from, the easier their teaching and learning will become. This includes learning more about the learners' language, culture, values, family and home environment. This knowledge will help teaches to support their learners in the classroom and to receive more support from home.

5.7   CONCLUSIONS

In this chapter the data collected from the learner participants for this study were presented, together with the analysis and findings of the data presented by the photovoice activity where the learners related their experiences in the EHL classroom using the photographs they had taken. The categories and themes that emerged from the data analysis were also discussed in this chapter. The data collected from the teacher participants are presented in the next chapter.

CHAPTER SIX

PRESENTATION OF DATA, ANALYSIS AND FINDINGS FROM TEACHER PARTICIPANTS

6.1   INTRODUCTION

The previous chapter presented a discussion of the data concerning learners as participants during the photovoice activity. This chapter focuses on the teachers as participants in terms of investigating the research question, namely: What are the experiences of teachers with regard to the teaching of English home language (EHL) to EFAL learners within an English home language classroom? In this chapter the data collected from the observations, narratives and semi-structured interviews are presented and analysed in order to identify and understand the challenges faced by teachers with regard to the teaching of English as a home language.

Qualitative research focuses on the understanding of human behaviour and social life within a natural context (Punch, 2009). Its richness and intricacy indicates that there are numerous ways of analysing social life and therefore multiple perspectives and practices available to analyse qualitative data. However, according to Punch,

> *"What links all the approaches is a central concern with transforming and interpreting qualitative data – in a rigorous and scholarly way – in order to capture the complexities of the social worlds we seek to explain" (Punch, 2009:171).*

Qualitative study has as its aim the presentation of research findings (De Vos, Strydom, Fouche & Delport, 2011). Janesick (2011) argues that qualitative research is based on the presentation of rich data that leads the reader towards an understanding of the meaning of the phenomenon being researched. Janesick holds that the emergence of categories and patterns in the data should compel the researcher to critically challenge the obvious patterns. The researcher must find other acceptable explanations for these data and the correlation between them. There will always be alternative explanations and the

researcher has to search for, identify and describe these alternatives and then indicate how and why the explanation being offered is the most viable option.

The first step in descriptive analysis entails analysing the content and nature of a specific phenomenon (Ritchie and Lewis, 2003). The primary task is to display data in a way that elicits meaningful features and provides content that is illuminating. The researcher elected to use pseudonyms for the teacher participants, namely Ms T, Ms A, Ms F and Ms W. (A full transcription of the narratives and semi-structured interviews is attached (Appendices P and Q).

Table 6.1 presents a summary of the teachers' biographical details. The teachers were asked to explain their qualifications, years of teaching experience, where and how they were trained to teach in their narratives. All the teachers were qualified to teach EHL at high school level.

Table 6.1: Biographic information on teacher participants

Name	Age	Highest Degree	Years of Teaching Experience	Teaching Strategies
Ms T	27	BA Degree Post Graduate Certificate in Education (PGCE) BA Honours in Applied Language Studies.	5	Learner-centred. Question & answer.
Ms A	42	BA Degree BEd Honours Degree	20	Mixed teaching methods Question & answer.
Ms F	44	BA Degree in English literature and a Teaching Diploma.	22	Direct instruction. Question & answer method.
Ms W	23	BA Degree PGCE	1	Direct instruction. Question & answer.

6.2   PRESENTATION AND DISCUSSION OF OBSERVATIONS

Observations provide the researcher with opportunities to observe and hear what occurs spontaneously in the research location (McMillian and Schumacher, 2014:376). By observing the behaviour occurring naturally, the researcher hoped to gain an in-depth understanding of the phenomenon being investigated. The procedure involved the observation of lessons taught in three Grade 8 EHL classrooms. During the observations, attention was focused on the activities of the educator (for example individual support, interventions and learning support offered); on the learners' activities (for example the participation of the learners, as well as teaching methods used) and the classroom assessments were also observed. Eight lessons were observed. Each of the lessons is described in this section.

6.2.1   OBSERVATION OF CLASS 8 X

NAME OF TEACHER: MISS T

NUMBER OF LESSONS: 3

In this class of learners the researcher observed three lessons. The learners in the class, according to SASAMS, consisted of new learners to the school as well as a number of those who had failed from the previous year. Their academic results in the mid-year examination indicated that seventy percent of the learners obtained less than 40 percent, whilst the rest just managed to obtain 50 percent in English home language.

The language lesson began with the teacher linking the lesson to corrections of work performed on the previous day based on cartoons. The cartoons were used to explain the meaning of concepts used literally and figuratively. These concepts were explained to the learners. A few examples were used to clarify the concepts. She then handed out a worksheet and repeated the explanations by referring to the worksheets and the examples on the blackboard. The worksheet explained the definitions of literal and figurative language and had an accompanying exercise. In the exercise learners were given idiomatic expressions and they had to explain the literal and figurative language. These

examples were appropriate for the Grade 8 level. Learners were then given the exercise to begin in the class and complete for homework. Throughout the lesson the learners listened quietly and participated as the teacher allowed them to contribute by answering questions she posed. It was evident that learners had been trained not to shout out the answer as she did not allow the 'choir' to call out the answers. They were corrected when they did this. The learners were required to follow all the teacher's instructions. The following transcript reflects the interaction that opened the lesson.

Ms T:	*Who of you can remember the language in the cartoon yesterday?*
Ms T:	*What do you remember?*
Dylan:	*The humour*
Lindi:	*The characters*
Kayla:	*The language*
Kade:	*The jokes*
Ms T:	*Who were the characters?*
Sharne:	*Madam and Eve*
Ms T:	*Do any of you remember the language used in the cartoon?*
Ava:	*Yes mam, it was filled with slang words*
Ms T:	*What else do you remember about the language Grade 8s?*
Simone:	*It was fun*
Demi:	*The old ladies made us laugh*
Lance:	*I could learn a new word*
(Ms T asks learners to take out the cartoons used the previous day.)	
Ms T:	*Do you recognise the literal and figurative language in the cartoon?*
Learners:	*No mam*
Ms T:	*What is literal language?*

Peter:	*It is the meaning of the word.*
Ms T:	*Can any of you give me an example of literal language?*
Peter:	*Go break a leg.*
Ms T:	*And what does that mean, Peter?*
Peter:	*It means to really break a leg into pieces (literally).*
Ms T:	*Thank you for your answer Peter. – Class Peter is almost correct.*
Ms T:	*What is figurative language?*
Patrick:	*It is the opposite of literal language.*
Ms T:	*What does that mean Patrick?*
Patrick:	*It means he must not break his leg.*
Ms T:	*Well tried Patrick.*

The transcript above covers some of the questions and answers between the teacher and the learners in the first lesson that was observed.

The second time this class was observed was for an oral lesson. This occurred over two days. On the first day the teacher taught the learners all the protocols of a debate. This included the various positions and roles of the various players in the teams. She taught the learners what an opposition and a proposition were, the roles and responsibilities of the judge, the chairperson, the timekeeper, 1st speaker, 2nd speaker and 3rd speaker. All of these aspects were also explained in the worksheet handed out to the learners. As this teacher was also in charge of debating and toastmasters at the school, she gave them a short speech on public speaking. Tips were shared with the learners on the way in which to use the public speaking space, make eye contact and make use of gestures and the tone of one's voice. Learners were then divided into teams of seven players each. This process was achieved by drawing a number representing a team and the position the learner would assume in the team. Learners were then instructed to move into their groups. Two different topics

chosen by the learners were explained and discussed with the learners and possible ideas shared with them. Learners had to undertake research for information for and against the motions. Learners listened attentively while the teacher explained all they needed to know about the debate and they were allowed to ask questions when they did not understand something. Learners could follow the explanations provided by the teacher by perusing the worksheet they were given. (See Appendix O (D)). The worksheet explained the format of the debate with the topics. The debates took place a week later. During the second lesson the researcher was able to observe two teams. The topics that were debated were corporal punishment and the death penalty.

The next lesson was about writing a descriptive essay. The researcher was informed by the teacher that this lesson was to be followed by an assessment. Ms T questioned the class on the definition of an adjective and what they are used for. Learners answered that *"an adjective is a describing word and adjective describes objects and people and places".* Learners were praised for correct answers. The teacher then asked for four volunteers. One learner volunteered and three were chosen by the teacher. The four learners were given items to describe. These were a neck scarf, a box, a bottle of perfume and a mirror. Whilst learners were describing the items the teacher continued to provide prompts. The teacher then explained what a descriptive essay was and referred to a lesson on the use of stronger adjectives that had been taught in the first term. During the lesson the teacher frequently referred to the previous day's lesson, where she had given them feedback on another piece of written work and had undertaken remedial work. Their errors were discussed and in this lesson she reminded them not to make those same mistakes again. Learners went back to the list of adjectives provided before and had to refer to the list to describe the same items used by their peers earlier. The teacher then asked for a new group of volunteers to describe the items, using some of the words from the list. Throughout the lesson the teacher assisted the learners and used leading questions to lead learners to the correct answers. The teacher also allowed the rest of the class to participate and assist their peers with descriptions.

Ms T: *What is an adjective?*

Lynn: *It is a describing word.*

Ms T: *When do we use adjectives?*

Connor: *When we describe things for people to understand us.*

Ms T: *Can the four of you please describe these objects to the class?*

(The neck scarf)

Patrick: *The scarf is pink. It is fluffy and keeps you warm. It is a beautiful scarf. You wear it in winter.*

(The box)

Kelly: *This is a brown box made of wood. The box can be used to store things in. The box can be used to hide money in or put your make up in or your jewelry.*

(The perfume)

Athina: *The perfume smells very nice. The perfume is used by women who go out. The perfume is expensive.*

(The mirror)

Nadia: *It is an object where you can see yourself in. It is used when you have to check if your face is clean. It is silver and round. It is also an object that help you see images. It can be used for experiments in NS.*

The transcript indicates the way in which the learners described the structure of the items. The learners were unable to use suitable adjectives to describe the items. After learners were able to peruse the list that was provided, they were better able to describe the items. Sometimes the words were used out of context. One or two learners were able to provide some descriptions after they had used the list. The lesson was interactive because the learners who had volunteered were excited to share their descriptions with the class. A detailed worksheet (see Appendix O (E)) was handed to the learners. This provided an explanation, a checklist and an example of a descriptive essay. The resources used in this lesson were the blackboard, a worksheet with explanations and a printed exercise. The teacher wrote on the blackboard, which helped to lead

learners to correct answers. In this way learners were given an opportunity to speak.

6.2.2   Observation of Class 8 Y

Name of teacher: Ms A

Number of lessons: 3

This class was observed for three lessons. These were language, oral and written work lessons during which the teacher kept moving around and would often stop at a desk to check on learners' note books. The function of punctuation marks (See Appendix O (B)) was taught in one of the lessons. Ms A introduced the lesson with a paragraph that was projected onto a screen by means of a laptop and projector. She asked learners to quietly read the paragraph and identify the punctuation marks in the passage. The learners easily identified question marks, commas, full stops and quotation marks. They struggled with colons, semi-colons and dashes. As learners answered, the punctuation marks were written on the black board. The teacher then asked learners what they thought the functions of these punctuation marks would be, for example *"When do we use a comma?"* The learners were only able to provide answers to the functions of the full stop, comma and question mark with guidance from the teacher. The teacher then went on to explain the functions of all the punctuation marks mentioned above.

Ms A: *Can you please read the paragraph, quietly, on your own?*

Ms A: *Class can you name some of the punctuation marks used in this paragraph?*

Courtney: Commas, quotation marks, exclamation marks, full stops.

Ms A: *What is the function of a full stop?*

Taah: *It is used at the end of sentence.*

Shirley: It is used for abbreviations.

Ms A: *Class, so when do we use a comma?*

Audrey: When we read books.

Kim:　　　*When we pause in a sentence.*

Tracy:　　*When the sentence is very long and we have to breathe.*

Ms A:　　*When do we use exclamation marks?*

Courtney: *When we scream and when we get excited.*

Mara:　　*When we are happy or sad.*

Novie:　　*When we write our essays.*

Ms A:　　*Who can tell the class what the function of a colon is?*

Chante:　　*When we need to pause.*

(Teacher explains the difference between a colon and a semi-colon)

Ms A:　　*When do we use quotation marks?*

Audrey:　　*When we write direct speech.*

Tracy:　　*When we have to give someone's direct words.*

Ms A:　　*When are semi-colons needed in a sentence?*

When questions were posed, some of the learners put their hands up to answer. During the explanations some learners listened quietly whilst others were restless and were observed whispering to each other and had to be disciplined from time to time. It was as if they had switched themselves off when they realised that they were being taught a concept. Learners gave basic definitions of the functions of the punctuation marks. The lesson was short and to the point to keep learners engaged. Learners did not ask any questions. The blackboard, a note with all the punctuation marks and their definitions and a worksheet were used as resources during this lesson. When learners were selected by the teacher to answer questions, the responses were half-hearted but correct, for example, *"Patrick, how have you used quotation marks before?"* His reply was, *"to use direct speech."* This showed the researcher that maybe the learners knew the answers but were reluctant to answer, possibly due to fear of providing the wrong answer.

The second lesson that was observed was the debate. Ms A asked the learners, *"What is a debate? Who of you have participated in a debate before?"* The teacher then explained the concepts and rules of a debate. Learners were

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provided with the same worksheet used in the other Grade 8 class. This explained the procedures and the learners were then divided into two groups. Learners had to draw numbers out of a hat, assemble into their groups and choose a group leader. The group leader then had to draw a topic out of a bag. This was to ensure that all the topics were covered and evenly spread. Learners listened attentively to the explanations and, to the researcher, the silence seemed to indicate either that this was the first time they had not participated in a debate, or that they did not want the rest of the class to know that they had taken part in a debate before. They seemed hesitant to participate. The buzz amongst the learners in their groups indicated that nobody wanted to be the leader. This was most probably because they thought they would do all the work or because they were not confident enough to take the lead, as English could possibly be their second language, or that a debate was an unfamiliar concept to them. Learners were given a week to research the topics (See appendix O (D)) and prepare for the debate. The researcher returned to the class a week later when the debate began. While the first group was busy, the teacher had to interrupt them to maintain order and discipline. The group was often distracted by the murmur in the class.

The third lesson was a written work lesson, based on the descriptive essay that was introduced with 6 sentences. These sentences were extracted from the example on the worksheet that was later handed out to the learners. (See appendix O (E)). The sentences were written on the blackboard and learners were asked to identify the parts of speech. The teacher wanted learners to focus on the adjectives that would assist them to understand the way in which they needed to write their own descriptive sentences that would form a part of their essays. She explained to learners the way in which we describe things and asked them to think of something and to describe it to the class. The teacher then handed out a worksheet describing the descriptive essay with examples and explained the content whilst learners followed. Learners participated by attempting to answer the questions that were asked. Where they were unable to answer, Ms A still encouraged them to try by leading the learners to the correct answer.

6.2.3 Observation of Class 8 Z

Name of teacher: Miss F

Number of lessons: 2

This class had had three English teachers during the year. The researcher was unable to observe more lessons in this class as the teacher who had been teaching this class left the school. Despite this, two lessons were observed with this class, namely language and written work. The teacher stood in front of the class for the entire period to present a power point presentation. The topic of the lesson was figurative language. The teacher explained the various figures of speech using the projector and screen. She asked, *"What is a simile?"*, then read the definition to the class and gave an explanation that was momentarily flashed on the screen. This was followed by an example. During questioning, a few learners participated whilst others were distracted and restless and kept on shouting out the answers. Whilst the teacher was teaching, some learners disturbed others by making them laugh.

The second lesson observed was a written work lesson based on the agenda and minutes of a meeting. The lesson was based on a power point presentation. The teacher began the lesson by asking the class whom of them had played sport and if they had attended meetings of any kind. Ms F asked them to describe the procedures of the meetings they had attended. A few learners put up their hands and explained what meetings they attended and the way in which these were conducted. Many of the learners sat quietly and listened attentively. While those who offered answers were speaking, some learners laughed at what they were saying. This may have caused others to keep quiet for fear of saying the wrong thing. The teacher then outlined procedures to be followed for keeping minutes of a meeting and for preparing an agenda whilst they had to follow on the screen. This was followed by an explanation of the way in which to complete an assessment on instructions. All this was done in the same lesson, using the same teaching method. The teacher then handed out a worksheet with examples and formats of written work, together with an assessment to be completed at home. (See appendix O (F)).

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Disciplinary matters caused interruptions in every lesson, as learners were reprimanded either because of out-of-order talking or for being restless. In the classroom the noise was not indicative of negativity, but usually signaled that learners were interacting with each other. Learners often shouted out the answers or talked whilst the teacher was talking, which meant that time was spent on attempting to discipline them. Teachers had to discipline certain learners who were not paying attention while they were busy teaching. Learners were expected to work quietly and on their own. This resulted in quite a few becoming fidgety. Learners mentioned in their photovoice responses that they worked alone, which further supports the observation that there was no collaboration in the classes.

At this level learners are expected to know certain language concepts, yet when questioned they are unwilling to answer. They were fearful that they could answer incorrectly and struggled to express themselves and to pronounce certain words. Learners were only allowed to speak English in the classroom. In the class of Ms A, the researcher witnessed a learner address the teacher in Afrikaans. The teacher then told the learner to go back to his desk and to return when he could address her in English.

When learners had to describe objects in one of the lessons, it was clear that they did not have a sufficiently wide range of vocabulary. Learners struggled during the debate when they had to express their views. Learners also struggled to give an opposing viewpoint and were reluctant to participate in the discussions. In all the classes, the learners were permitted to express themselves in English only and this may have contributed to the lack of substance in their arguments. For some learners the topics may have been too challenging. Learners told the teacher that they could not find information in the library, or were unable to access the internet, or did not have data bundles on their phones. They were also unable to meet as they lived far from one another, nor were they able to meet at school as the day was too busy. When the learners spoke to the teacher, the researcher noticed that some were not English mother tongue speakers.

6.3   DISCUSSION OF CLASSROOM OBSERVATIONS

In all the lessons observed the teachers addressed the entire class and repeated many of the explanations. Teachers spoke throughout the lessons. The voice of the teacher was thus the authoritative classroom utterance, thereby signalling the connection between power and received knowledge. During the photovoice exercise the learners said that the teachers know everything. In class, learners sat and listened and answered by either putting their hands up, or in response to the teacher calling them by name. Some did not answer at all, perhaps because they were afraid to answer incorrectly or perhaps they were afraid to talk as they feared ridicule or uncertainty. The learners would poke fun at their peers if they answered incorrectly. Not many hands went up when questions were asked. Ms T praised her learners for correct answers and encouraged the quieter learners who were afraid to answer questions, to participate. She also took the time to assist learners who answered incorrectly and eventually led them to the correct answer. Teachers utilized the question and answer technique throughout.

6.4   PRESENTATION AND DISCUSSION OF NARRATIVES

The narratives were written by the teachers with the purpose of providing a clear picture of daily challenges, as well as to describe the teaching methods used in the Grade 8 EHL classrooms. Full transcripts are attached as Appendix P).

In the narratives the teachers outlined a number of challenges alluding to the mismatch between the learners' home language and the language of learning and teaching. They also referred to a disconnection between classrooms, home and parents with regard to the choice of language of instruction, classroom size and the CAPS requirements.

All the teachers highlighted their challenges with learners who are Afrikaans or isiXhosa mother tongue speakers within the English home language classroom.

Ms A: *I believe that my greatest challenge is that I am teaching Afrikaans native speakers in an English Home Language classroom.*

Ms W: *I have realised that the learners I taught were not English Home language level. They struggle with reading, comprehension and spelling and do not know the basics concepts and rules regarding English.*

Ms T: *Overall, the learners' low proficiency in writing and speaking English at Home Language level (or native-like competence) suggests that there are flaws/gaps in their knowledge of the language. Learners chose English so why do they need to speak Afrikaans or isiXhosa?*

Ms: F: *Learners do not like to read, some even can't read. Their levels of comprehension are way below the level they are supposed to be on. They battle with sentence constructions and tenses and are only comfortable with things they can quote directly from the passage. They have difficulty with spelling, reading and comprehension. Many learners struggle with spelling. Their creativity is limited and they make no special effort with orals.*

Teachers claim that they utilize various resources to make the lessons interesting for the learners but to no avail. Ms W uttered "*but this is just not enough*".

The teacher participants also highlighted the demands of the curriculum, which challenged their teaching of English as a LOLT.

Ms A: *Another challenge is the marking and administration. When one studies to become a teacher, you are not taught to do all the admin and marking required of a teacher.*

Ms W: *There is just no time to do all the work. I also encountered that I have too much work to teach in the syllabus. CAPS has a long list of things to cover and a lot of assessments. You are just done with classroom assessments when exam marking starts. English is a very stressful and strenuous subject to teach. We are always under pressure to improve the learners' marks and now they need 50% to pass English.*

Added to their challenges are the parents' expectations for their children to perform well academically, yet they are not involved in their children's school

life. The difficulty is that parents are ill-informed regarding curriculum requirements. As a consequence, they are unable to help the children and lack the knowledge to get involved (Fullan, 2007).

Ms W: *Parents very seldom visit the school and when they do there is not enough time to discuss real problems. They are not involved enough in the children's lives. They do not see that homework is completed. They expect teachers to help their children pass.*

In their narratives teachers also mentioned that classes were too large with as many as 43 - 45 learners in a class. This is one of the reasons for them needing to spend so much time on discipline during their lessons. Curriculum issues require their attention, not discipline, yet disciplining learners cuts into teaching time. Class size has a substantial effect on the degree of order and discipline in any classroom. Large classes generally have a negative impact on educational progress. Mustafa, Mahmoud, Assaf, Al-Hamadi & Abdulhamid (2014) hold that a large numbers of learners in a classroom hampers effective classroom management and adversely affects classroom discipline. A large class is more challenging to manage because of the decrease in engagement. Large classes also result in less effective teaching methods, which can contribute to boredom, ill-discipline and limited individual attention (Opoku-Asare, Agbenatoe & DeGraft-Johnson, 2014; Marais, 2016). Larger classes also have higher noise levels and valuable teaching time is lost as the teacher endeavours to bring order and stability to the classroom.

6.5   DISCUSSION OF SEMI-STRUCTURED INTERVIEWS

Semi-structured interviews were used in this study to investigate the way in which the teachers experience teaching English as a HL, together with additional challenges they may be experiencing, as well as their expectations of the learners, their parents, the school and the Department of Basic Education. The outcomes of the semi-structured interviews are summarised in this chapter.

The following discussion stemmed from the collective replies that flowed from the semi-structured interviews.

QUESTIONS FOR SEMI-STRUCTURED INTERVIEWS:

- What teaching methods are used in your lessons?
- Why do you employ these teaching methods?
- What are your personal strengths as an English home language teacher?
- What challenges are you currently faced with as an English home language teacher?
- What are your expectations of your English home language learners?
- What are your expectations of the school in terms of providing support for English home language teachers?
- What are your expectations of the Department of Education?

6.5.1   MS T

This teacher said that her lessons are learner-centred. She asks a series of questions to establish the learners' prior knowledge and to determine if the learners have understood the content of the lesson. Her methods vary depending on the topics being taught. However, the researcher noticed that she focused on her lesson preparation and had little awareness of the needs of the learners. To encourage classroom participation, she asked learners to write their responses on the blackboard, used peer marking and a variety of language quizzes. In her lessons she also used power point presentations, audio or video clips and photographs but this does not mean that her lessons were particularly participatory. She emphasized that "*Most of the time I'm taken aback by the learners' limited vocabulary as they often have a hard time expressing themselves when asked questions in class*".

Her challenges included the fact that most of her learners are not English mother tongue speakers. They speak Afrikaans to each other and do not even have a strong command of the Afrikaans language. Ms T had not observed the creation of multilingual spaces within the classroom.

"The vocabulary skills of my learners are limited and learners struggled to express themselves when they are questioned in the class. Learners often addressed the teacher in Afrikaans and are not able to cope with the demands of the EHL classroom."

The teacher alluded to the lack of suitable reading material and literature that did not adequately prepare learners for the study of literature in the FET phase.

The learners' English language competencies are problematic and their verbal and communication skills elementary. Written work is riddled with spelling and grammatical errors and lack creativity.

The teacher felt that EHL teachers had a too heavy workload and were still expected to teach in other learning areas. She said that classes were crowded with 43 plus learners. Together with administrative duties and marking, it was difficult to meet deadlines. This teacher said that English has been identified as one of the high risk subjects at the school with problematic academic outcomes, yet intervention strategies are focused Mathematics and Science. The school does not have a library, so reading material and resources are limited and there are no research facilities for learners at the school. Ms T felt that the English curriculum was unrealistic and should be revisited by the Department of Basic Education. Learners were unable to absorb the subject content and worked at a slow pace. There were also too many interruptions in the school programme. She mentioned that the parents and guardians of the learners were Afrikaans leaving learners without EHL role models. The involvement of parents in learners' academic performance was at an unacceptable level and attendance of meetings was poor. Children also admitted to having no reading material in their homes.

6.5.2   MS A

Ms A said: "I find the need for a blended teaching method, because we have such a diverse group of learners and not all learners respond well, because we are all at different levels. Mostly it is also learner-centred, because in order to engage the learners, I also want to help them with their critical thinking skills".

This teacher used *"blended teaching methods"*, as she has a diverse group of learners and not all learners respond well, as they are all on different levels.

She also used a *"learner-centred approach"* to engage the learners and to assist them with their critical thinking skills. She said that she had a flare for the dramatics and did not mind making a fool of herself in front of the class, as it puts her learners at ease and she believes that it builds their confidence and encourages participation in the lessons. She reported that,

> *"The majority of our learners are home language learners in the class, whilst their mother tongue is Afrikaans. This poses a huge problem and a challenge".*

Learners were unable to "*think critically*" and she experienced "*quite a few challenges*". For example: "*Reading is a major problem, the children don't have a love for reading so it's a challenge to nurture their love for reading".* According to her, the learners struggle with vocabulary, in terms of both context and understanding. Their comprehension skills also posed a challenge. Learners do not do homework on a regular basis and there is no parental involvement. She noted that:

> *"Parents are unable to help their children and are not involved, for various reasons... parents are not educated, not familiar with the curriculum; they do not attend parent meetings, or visit the school often enough".*

Ms A expected home language learners to know the basics, including, for example, the basic rules of grammar and concord. She mentioned that the school should be more accommodating of language teachers who are overloaded with work and assessments, have large classes, teach extra subjects and have to cope with a demanding CAPS curriculum. More teachers needed to be employed, resources are needed and textbooks need to be delivered on time. Ms A said: "*The curriculum must be revised again*".

6.5.3   MS F

Ms F used direct instruction (see Table 6.1) and felt that learners needed to be taught. She encouraged learner participation by utilising various teaching aids including audio-visuals, overheads, movies or video clips but she mostly used the blackboard in her classroom. She stressed that her learners are unable to learn independently, do not enjoy reading and cannot be trusted to work on their

own. Ms F's most substantial challenge was that: "*a lot of the learners do not speak English at home*". She felt that the Department of Education should provide more workshops for language teachers.

In the interview she alluded to the fact that parents expect far too much from the teachers in terms of social work. Parents should be more involved in their children's lives. She said:

> *"They themselves can't read and write, they are illiterate. So how can they help their child? They need to be more interested, interested in a sense that they need to attend parent meetings, or visit the school more often, also to make sure that learners complete their homework. They should also nurture love for reading, they should make sure that they have reading material available at home. In short, parents need to play an active role and sadly that is lacking in our community".*

According to the three teachers who participated in this study, they utilised a variety of teaching resources to suit the needs of the learners, yet none delivered the academic outcomes expected of English home language learners. Despite the utilisation of various teaching aids, learners passively sit and listen and are expected to answer questions when asked in class.

English not being the mother tongue of the majority of the learners in the classroom continues to pose a problem. Teachers do not know how to address the needs of learners who are IsiXhosa or Afrikaans mother tongue speakers due to the magnitude of the problem. The challenges faced by the learners are exacerbated as only English is spoken in their classroom.

6.6   TEACHER CONSTRAINTS

The data collected from the teachers focused on the constraints that emerged from the analysis of the question that was stated in the introduction. In this section the findings draw our attention to the teacher constraints, namely a mismatch between the home language of the learner and English as a home language, the demands of the curriculum and the CAPS document the lack of parental involvement and class sizes. These constraints set new and more challenging demands on the teacher participants, yet all of them were in agreement that they were passionate about teaching. Ms F said: *"I teach to*

encourage critical thinking, encourage learners to listen attentively, assist in retaining what was taught". However, from the classroom observation referred to in this chapter, it would seem that top down and teacher-driven approaches are inherent in their practices, as they chose to teach from an English-only perspective. For instance, in Ms T's case "*learners must only speak in English if they chose it as LoLT".* The teachers did not take any cognizance of the fact that the learners' LoLT was English and not their mother tongue.

6.6.1 Category: Mismatch between the home language of the learner and the LoLT chosen by the parents

The country's current language system poses a number of challenges for language education and especially for the English home language teacher who is teaching additional language learners in a home language classroom. South Africa's excellent LiEP is one of additive multilingualism, which encourages citizens to be proficient in at least three languages. On finishing school, learners should have a good command of both their home language and one additional language, as well as having a reasonable knowledge of a third language. However, for many South Africans the subject studied at home language level is English, although it is not their mother tongue and Afrikaans is studied as an additional language.

The findings from this study indicate that teachers are of the opinion that learners perform so poorly in HL English because it is not the language spoken at home. For many of the learners, English is not used outside their classrooms. Numerous teachers insist that their classroom spaces are meant solely for English.

During the observations the researcher noticed that learners were not allowed to speak Afrikaans or isiXhosa in the classroom. Ms A sent one of her learners back to his desk when he asked in Afrikaans if he could leave the room. Teachers insist that learners speak only English, despite the fact that learners do not have a strong command of the English language. This stricture applies even when communicating with each other in the classroom, yet the majority of the learners are not English mother tongue speakers. In the classroom there is

also a mismatch between the teachers' expectations and their training. For example, teachers' expectations of having a homogenous classroom is far from the reality of many classroom situations. There is no perfect classroom, yet not allowing learners to speak in any other language but English results in shutting down the learners' voices.

6.6.2   Category: Learners' voices vs teachers' voices

Observation as a method of data collection allowed for reflection on the teachers' and learners' actions and gestures. Both the teachers and learners alluded to the numerous challenges they faced with regard to the teaching of English as a home language to speakers of other home languages. The teachers are of the view that the teaching of formal grammar is important and these lessons enjoy preference over other skills that need to be taught. Within these classrooms the focus is on the teaching of content, as stipulated in the CAPS (2011) document leaving limited time for interaction between the teacher and learners, as teachers are focused on completing the syllabus.

Learners are expected to sit quietly and listen until their teacher elicits a response from them. Despite this, they disregard the teacher's rules and have to be disciplined. During the lessons that were observed teachers often reprimanded learners and frequently had to remind them to be quiet, to sit still, to focus and to listen. Most learners have a tendency to fidget and move around unnecessarily. Active participation is hampered by the learners' lack of vocabulary and their inability to express themselves coherently in English.

Teachers focus much of their energy on maintaining discipline in the classroom instead of keeping learners interested and stimulated. The loss of concentration can be attributed to the teacher-centred approach used in the classroom. Teaching and learning are about much more than children sitting in classrooms and acquiring skills that can be tested objectively. The observations undertaken during this data collection process also proved that the teachers prefer to teach using direct instruction, as they feel that they are able to control the discipline better in a quiet environment, on the assumption that when the learners sit quietly and listen, they are learning more.

However, it seems that there are just too many concepts for the learners to digest. During the language lessons learners were taught concepts and were expected to remember these and to immediately complete a worksheet afterwards. Learners appear to be overwhelmed by the lesson content. The learners mentioned in the photovoice that they felt like running away because there was too much work to remember. The work they needed to remember involved concepts they would have to understand in order to apply them in classroom assessments and examinations. According to Freire (in Morrell 2008), the experiences that learners present to the learning context should be seen as valuable by the teacher. It is the teacher's responsibility to gauge the learner's environment and to construct acceptable learning scenarios by adding to the learner's current body of knowledge, which is lacking as the learners are not permitted to draw on their linguistic repertoires.

6.6.3   Category: Curriculum demands of the CAPS document

The teachers in this study felt the pressure of the CAPS document's demands and were left with no other choice but to teach according to the document's specifications. Teachers felt that the curriculum was overloaded and they had to spend too much time teaching content and marking assessments. They also mentioned that they need further training and professional development courses, especially for teaching English language. In addition to this, they use direct instruction methods, which do not assist the learners in achieving their educational goals.

Teachers mentioned that they did not have adequate time to complete the prescribed curriculum objectives. They also stated that time constraints hampered effective planning. Time constraints also prevented the teachers from fully addressing the needs of all learners.

The Subject Assessment Guidelines for English Home Language require too many assessments to be covered within too short a space of time. This leaves the English home language teacher with little time to teach the required components of the curriculum, especially to additional language learners. One teacher felt that the curriculum is unrealistic because of the contextual issues

faced by the school and the slow pace at which these students learn. The CAPS assessment schedule for Grade 8 EHL requires learners to complete an oral every term, two essays per year, three transactional pieces and two language and comprehension tests. Added to this, learners write a full examination in June and November comprising papers one, two and three. In other words there are seventeen assessments during the academic year.

6.6.4   Category: Class size

Teachers mentioned that class size compromised the quality of their work. All four of the teachers complained about the time wasted in disciplining the learners.

Teachers mentioned that many of the problems experienced in their classes stem from having too many learners in one class. Evertson and Neal (2006) assert that learner-oriented classrooms are defined by adaptable space arrangements; an interchange between small- and large-group activities and also for individual work and numerous sources of information. There is insufficient space for such learner-centred approaches in our over-crowded classrooms. For example, according to Ms F, "*These big class sizes do not allow for one to deal with learners who experience problems with reading*. The teachers in the EHL classrooms have excessive workloads and are unable to assist learners with learning barriers. This annoys both learners and teachers.

With large classes the attention of learners who are seated at the back drifts as the lesson unfolds. The teacher experiences difficulty in balancing the acts of disciplining such learners and concluding the lessons. Smaller classes would enable teachers to pay individual attention to learners.

6.6.5   Category: Parental involvement

Cooperation and collaboration between school and parents could potentially improve the quality of education. A lack of involvement from the parents can result in numerous problems, including the lack of effective learning and teaching and under-performance. All the participants mentioned that parental involvement is minimal, as there is little contact between the teachers and

parents. Parents seldom visit the school and when they do there is not enough time to discuss real problems. Learners also mentioned that their parents are unable to assist them with their homework, as they are not familiar with the syllabus or curriculum. However, they said that if the school wanted to use parents as classroom aids, the parents would be willing to assist. Christenson and Sheridon (2001), as well as Bronfenbrenner's (1990) microsystem, emphasise the reciprocal relationships that ought to exist between schools and learners' families. Vygotsky alludes to the roles of capable others in scaffolding children's learning (Berns, 2016). This view is corroborated by the reliance of learners' in this research on assistance from their peers in the classroom.

Learners and teachers stated that once they are given tasks to complete on their own or at home, their problems begin. This is because they need to be scaffolded continuously in their attempts to master EHL challenges. Parents can and should have a pivotal role in their children's academic performance. The support of the parent in the home (emotional support, helping with homework and giving encouragement), will have a positive influence on school performance (Peterson, Ruby-Davies, Brown, Widdowson, Dixon and Irving, 2011; Savas, 2012).

However, teachers are not convinced of parents being a source of knowledge for their children. For example, according to Ms F, *"Most of the parents and guardians of the learners at our school are uneducated."*
The teachers in this study assume that if they cannot read English, parents are of little value in terms of their children's learning in the English classroom.

Teachers should "view parental involvement as a form of community asset" rather than a threat or a deficit (Lukk & Veisson, 2007:56). It was clear that learners are concerned about this and some parents, if given an opportunity, would make time to get more involved in their child's schooling. The individual is not passive in these settings, but instead is instrumental in constructing the settings. The mesosystem refers to "relations between microsystems or connections between contexts, including for example, the relationship of family experiences to school experiences, school experiences to church experiences,

and family experiences to peer experiences, therefore the school and the home". (Bronfenbrenner, 1993:22).

Ms A said:

> *"I really think parents expect far too much from the teacher. We are not only teaching children, we are also disciplinarians. We are social workers and if parents could just be more involved in their children's lives, we wouldn't have to pick up the pieces all the time".*

According to the respondents in this study, parents have insufficient resources (for example, experience, know-how and education), to create and sustain an educational context in the home for their children. This deficit orientation suggests that fault and responsibility lie with the ESL population rather than the school. Thus, the school should be the agent of change in facilitating family interaction with schools. The teachers in this study seem to accept that the lack of parental involvement can be equated to of lack interest from the parent.

6.7   CONCLUSION.

In this chapter the data concerning the experiences of the EHL teachers working with EFAL learners was presented and analysed. The main research objective was to investigate the way in which the experiences of EFAL learners within an EHL classroom context affect their linguistic identity. To fully comprehend the classroom situation, this study had to investigate the way in which these learners are being taught. Data were collected in the form of participant narratives and via semi-structured interviews. From the analysis of the findings of the data, constraints and categories emerged and were discussed.

The next chapter presents concluding remarks and discusses the findings and the implications of the research.

CHAPTER SEVEN

IMPLICATIONS AND FINAL CONCLUSION

7.1   INTRODUCTION

In the previous chapter the findings were analysed and presented according to the themes and categories that emerged from the data. The responses of the participants voiced by means of photovoice, and through observations, narratives and semi-structured interviews, constituted the focal points of the analysis of the data that were generated. The results were then presented in the form of a synopsis, followed by a detailed discussion and concluding remarks.

The findings, as reflected in Chapters 5, were able to answer the main research question, namely: How do English first additional language (EFAL) learners' experiences within an English home language classroom context affect their identity? The researcher was able to listen to and observe the interaction between learners and teachers and to investigate the way in which learners experience EHL classrooms, as well as understand the teachers' perspectives regarding these classrooms. The views and experiences of both sets of participants formed an indelible part of the researcher's quest to understand the identities of these learners.

The literature discussed in Chapter 3 by Norton (1997) alluded to learners having multiple identities, which was the position taken in this study. This study endeavored to use the classroom as a setting to understand the identity positions taken up by the learners within the EHL classroom. According to Freire, Carvalho, Azevedo & Oliveira (2009), the classroom is a social space occupied by various social agents with diverse positions, status and power that influence the way in which the learner sees himself and others.

Photovoice offered a dedicated physical and social space where the researcher could meet with learners to consider their views and respond to the learners' perspectives with some inbuilt distance that was able to defuse potential feelings of threat or challenge from using English as a home language. Having such a space where they could talk to one another and the researcher about

learning and their experiences in the EHL classroom, was new and enjoyable for the learners. Learners were confident enough to share in English, which was not their mother tongue. This is an indication of how eager the learners were to fit into the environment, namely the English home language classroom. Although the reporting was undertaken by those confident enough to do so, it was important to note that the group discussions were not conducted in their mother tongue. Teaching English at the school occurs in a monolingual context, which means that teachers do not utilize the richness of the child's own language.

The learners actively participated in the photovoice workshop and felt comfortable expressing how they felt. They shared the positives and the negatives within the English classroom freely. The learners shared their challenges and difficulties and were eager to find solutions to the problems in the classroom. Photovoice presented an opportunity for the researcher to listen intensely to the learners and for the learners to speak about themselves and their preferences in a way that is difficult to achieve in the classroom. This is because learners quietly sit and listen to teacher speak. This is also partly due to the power relationships between the teachers and their learners, whereby teachers make decisions for learners and learner comply, and partly due to the focus on completing the language syllabus, which leaves little time for other interactions.

The findings indicate how difficult learners find the classroom context, especially when they are not allowed to draw on their linguistic repertoires. This was confirmed by the teachers in their narratives and during the interviews. There is a lack of concentration and the work is cognitively demanding, especially as learners cannot translanguage between their mother tongue and English learning. Learners also gave the impression that they think there is a quick-fix to the problem and were hopeful that this research would assist them in the class. In Chapter 5 the learners highlighted the importance and support their peers offered them in this regard. Chapter 5 presented a discussion of the research findings through the interplay between knowledge about previously conducted research and the lived experience of the research participants (Marshall and Rossman, 2011).

Steering this research study was a complex process that began with choosing the site for the research, the participants and the research methodology. The researcher was interested in addressing the gap in current research as it pertains to the experiences of English additional language learners within English home language classrooms. Experience gained from working with learners in a prior intervention, led the researcher to utilise a research methodology that would actively engage the participants in the research process. The participants were excited about being acknowledged in the decision-making process. This process entailed shared decisions and negotiated learning, whereby learner participants were working within a zone of proximal development (ZPD). This experience also allowed for active collaboration with their more capable peers (Vygotsky, 1978).

In the literature review the researcher found limited information on working with learners' experiences within a changing context. The context being where the learners were taught predominantly in Afrikaans in an Afrikaans medium school, which is now an English-only school. A snapshot of the linguistic face of the classroom at this particular site has changed over the past few years. A picture of an average classroom within this community a decade ago would have shown learners mostly from the same linguistic and economic backgrounds. This snapshot would serve as evidence of the way in which change has altered the image of the typical classroom within this context. The challenge for the school is how to go about mobilizing the learners' linguistic resources in order to accommodate the changed linguistic profile of the EHL classroom.

Whilst the focus of this language challenge is laid at the feet of the learners and their parents, as alluded to in this study, little mention is made in this study of the teachers who teach these learners. The teachers' responses clearly state that they have problems with the learners using their mother tongue in the classroom. The data that were collected suggest that the teachers are overwhelmed by the demands of the CAPS document and their workload. English as a monolingual space this needs to be problematized within multilingual classroom contexts. As the research question was focused on

exploring the experiences of EFAL learners within the EHL classroom spaces, he researcher also drew on the experiences of teachers. These experiences were important to gain a better understanding of the identities of the learners. The following sections expand on these aspects by including the experiences of learners in the EHL classroom as well as the challenges faced by the teachers who instruct these learners.

7.2 REFLECTING ON THE RESEARCH PROBLEM

This study was designed to give a voice to the experiences of English first additional language (EFAL) learners in an English home language classroom context and to understand the linguistic identity of English first additional language learners within the English HL classroom. This proved to be more complex undertaking than anticipated and the researcher was reminded of Norton (2006), who advocated that identity is multiple, dynamic, relational, situated, embedded in relationships of power and yet negotiable. From their responses it would seem that these learners are caged and rendered voiceless, as they are not permitted to draw on their mother tongue as a resource within the English classroom. These learners also need many opportunities to interact and collaborate with their peers, which is not permitted within their context. Teachers need to position learners as valuable classroom contributors, however the research findings suggest that the teachers within this study wish to construct an ideal English learner and classroom space that excludes most of the learners in the classes.

During the classroom observations, the researcher witnessed numerous missed opportunities for the learners to be more active and participate. Kiramba (2016) acknowledges that linguistically and culturally diverse learners draw on their individual and collective linguistic repertoires as resources to meet their communicative goals in a classroom. According to this author, this signifies that their language use is not strictly compartmentalized but rather fluid and transportable. This practice however, is prohibited, as indicated by learner Graeme who mentioned that because of the English-only approach in class, he may draw from his English-only box of linguistic resources to assist him, which he found restrictive and limiting.

In shaping the study's theoretical framework, the researcher considered Bronfenbrenner's ecological systems approach, (see Chapter 2) in the ecosystem that influences parents' choice of LOLT for their children. The researcher also considered the dynamic interplay between the various factors that result in the much-debated concept of LOLT that is deemed to be problematic.

The findings shed light on the way in which the positives of English as a LOLT are not evident in the learners' daily experiences within their classroom. They are rather a reflection of their future goals and ambitions, which the choice of English as LOLT could hold.

Within this school, the learners' rich linguistic repertoires are limited by institutional policies (LiEP and CAPS, 2011), which are rooted in traditional monolingual classrooms. Narratives from the teacher participants illustrated contested positions to challenges in which language education policy, curriculum and assessment practices do not accommodate learners' linguistic needs. This monolingual ideological approach results in the unfair criticism of teachers who make use of diverse language resources in classrooms (McKinney, 2016). Mc Kinney suggests that teachers should use diverse teaching and learning strategies to mobilise linguistic capital. This ideological stance is echoed in the denigration of teachers' use of diverse language resources in classrooms, where practices such as the use of more than one named language in the same space, for example code-switching are officially discouraged.

This school, like many others, prioritizes English-only language for instruction. The findings indicated that the teacher participants do not have the time to meet learners where they are in terms of languages, cultures, identities and experiences. The departmental officials and policy documents imposed an unrealistic and rigid curriculum on them and this challenge does not make room for the utilization of language diversity within classroom spaces.

Based on the aforementioned, the following implications follow from this study.

7.3   IMPLICATIONS

In view of the findings emanating from this study the following implications are highlighted:

7.3.1   Learner identity construct in EHL classrooms

Every language learner has his/her own unique English language learning experience, journey, motivation, goals and aspirations for learning the English language. All these elements constitute their language learner identity. The mother tongue identity was challenged in the EHL classroom where they are not permitted to express themselves in any language other than English. Govender (2015), Cook (2010) and Benson (2004) hold that the strength of the learners' first language can support their acquisition of a second language by using the first language as a bridge between previous and new knowledge. However, due to time constraints and curriculum demands, teachers in the EHL classrooms in this study do not allow learners to draw on their mother tongue to bridge access into the acquired language.

Chapter 5 explored the disconnection between the home language and the language of teaching. Learners' responses indicated that not being permitted to use their mother tongue in the EHL classroom negates this identity of theirs. Effectively, this means that the learner participants in this study cannot draw on the mother tongue contexts. The implication thereof, is that they cannot explore and challenge meaning-making. They are not enabled to use the languages in their repertoires confidently and flexibly. This is an attempt to demobilise themselves whilst they cannot choose from the multiple identities afforded by their multifaceted lives.

Identity is central to any social theory of learning. With regard to English, identity is essential to a learner's beliefs about himself or herself as a potential EHL learner. The learner who does not have an adequate command of the acquired language, as discussed in Chapter 5, often has a sense of anxiety and low self-esteem. The aforementioned inadequacies affect the learner's identity as an EHL learner negatively.

Learners realize the importance of English as the dominant language in the business world, as well as in education. This realization leads to fear of not procuring good jobs or making their mark at tertiary intuitions in South Africa. This connotation attached to English implies that non-mother tongue speakers in the EHL classroom must strengthen their home language identity in order to cope with life beyond the school context.

This section focused solely on the identity of EHL leaners as this relates to the main research question of this study. Encouraging parents to have their children taught in their mother tongue, in which they are more comfortable, could reduce negative feelings of failure, low self-esteem and anxiety.

The issue of mother tongue instruction is addressed in the following section.

7.3.2   LEARNING IN THE MOTHER TONGUE AS THE LoLT

The language of instruction ought to be an enabling tool that facilitates learning for children. However, this seems not to be the case. Learner participants mention feelings of being trapped, caged or boxed in. This scenario is exacerbated by teachers' inability to draw on the learners' mother tongue and parents clinging to the idea that English is the language of instruction in the world today due to globalization.

Extensive research on the topic of teaching and learning has found that numerous South African learners are not proficient enough in English to be able to use it appropriately as the language of instruction (Rubagumya, 1997; Mwinsheike, 2002; Vavrus, 2002; Webb, 2002; Brock-Utne, Desai and Qorro, 2004; Rugemalira, 2005; Kyeyune, 2010; Alidou and Brock-Utne, 2011). Learners in this study highlighted the mediating role their mother tongue played in facilitating their learning within the English classroom and the importance of collaboration for learning. Evidence from the photovoice activities demonstrated the role their peers played in enabling learning.

Existing studies support the use of mother tongue language as a potentially relevant strategy to cope with the challenges posed by English as a medium of instruction. In his investigation into the way in which students meet the

challenges of English in the South African context, Nyika (2015) emphasized the richness and relevance of instruction when both teachers and learners are conversant in the language of instruction. He is of the opinion that teachers provide more examples and generate a rich discourse when they use the learners' mother tongue. Similarly, learners engage in the collaborative construction of knowledge through more animated classroom interactions when the mother tongue is used.

The medium of instruction continues to pose a problem for the learners of Taah High School. As previously mentioned, English home language is the parents' choice. Kahn (2014) and Xhemaili (2013) agree that one's home language provides a sense of security and validates the learners' lived experiences, thus enabling them to express themselves. The learner is then willing to experiment and take risks with English. Using their mother tongue also enables learners to contribute to discussions and this develops the learners' intellect as conversations are carried out in a familiar language. Mother tongue is an essential foundation for all learning and it is important that all children use their mother tongue when they enter school for the first time. Learners who are taught in their mother tongue are more likely to succeed in school (Gurganvi, 2015).

 The relationships between languages should be recognized and not suppressed or ignored. Learners in this study used strong words such as caged and trapped to emphasize feelings of isolation and alienation within the English classroom. The non-use of the mother tongue constrains what can be said and read. Mother tongue education can save learners from a feeling of frustration.

7.3.3   Possible teaching strategies for diverse language classrooms

Learning opportunities can be optimised and effective classroom communications can be improved to address the isolation learners within this study experienced in the English classroom. García and Leiva (2014) draw attention to the use of flexible languages as a practice of social justice. They suggest that translanguaging serves a role in releasing voices. These voices provide learners confronted with unfamiliar languages with alternative

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representations. These representations enable learners to draw on their knowledge and voices that have been silenced by the practice of using only English. It is imperative that schools create a multilingual ecology to assist all learners and their families and to make them feel that their languages are welcome in the classroom.

Garcia, Johnson & Seltzer (2017) allude to the fact that teachers need to ensure that all learners' language practices are present and visible in the learning space. Learners will be able to negotiate their identity through the translation of their own work or invention of new hybrid forms of language. Thus, addressing one of the many constraints mentioned by teachers namely "the limitations" of the learners. Hélot (2014) argues that trans-lingual texts offer an excellent basis for discussing what it means to be bi- or multilingual and explore the notion of identity. As trans-lingual authors break the traditional ideological barriers that separate languages, new bi/multilingual voices and identities emerge. Learners asked for more interesting and relevant texts to form part of their set works.

A suggestion is that teachers develop ways of incorporating translanguaging into the school curriculum. This could help facilitate the home-school collaboration, where families not only serve as an important strategy to counter the numerous challenges that teachers face but also create a sense of collective struggle and a desire to break through the existing structures of power that attempt to limit possibilities (Valenciana, Weisman & Flores, 2006). This will ensure that learners' linguistic strengths are developed collaboratively (García & Wei, 2013).

7.3.4   The teachers

Teachers need to become reflective in their teaching in order to question their own practices. It is important for teachers to recognize the connotation of English as a LOLT for non-English mother tongue speakers, as it impedes the vitality of local multilingualism due to the hegemonic status of English (Canagarajah, 1999). Teachers need to be prepared to support learners' home languages, as Daniel and Friedman (2005:2) so aptly say:

"It is important for teachers to have the skills and understanding to recognize that all children are cognitively, linguistically and emotionally connected the language of their home; this understanding should be manifested in their training and practice".

To manage well in a linguistically diverse classroom, teachers need to be linguistically responsive (Mbatha, 2014). Teachers mention that they need to learn more specific skills to address the constraints encountered in their teaching contexts, such as those identified in this study. They requested to attend more workshops. This point supports Daniel & Friedman (2005), Ball (2010) and Evans & Clerghorn (2011), who collectively assert that many teachers are underprepared and lack the knowledge to address the needs of linguistically diverse learners. Teachers need to understand that the linguistic classroom context has changed. The identity of the learner has also changed from being an EHL learner to a non-mother tongue speaker who finds himself/herself in an EHL classroom. Teachers have to be better prepared and equip themselves adequately with the knowledge and skills required to meet the demands of a linguistically diverse classroom.

7.4   LIMITATIONS OF THIS STUDY

The study comprised a single case research; the findings of such studies are usually relevant only to the context from which they emerge. This makes duplication or generalization difficult, as the findings could be unique to this research site. However, many South African schools are confronted with challenges similar to the school in the study.

The researcher had to be mindful that her dual role as head of department and researcher could have an impact on the outcome of the findings as HODs generally hold an elevated position amongst colleagues. This is because they form part of the school management team (SMT) and perform a leadership role. This could have resulted in teacher participants not engaging with the topic as fully as desired. Teacher participants were assured that their engagement would not only benefit the study but would also add value to their own professional development.

Another challenge the researcher encountered whilst undertaking this investigation was time. The photovoice workshops, which formed part of the data collection methods, had to be held during the school day, which meant missing classroom engagements. After school was not an option, as many of the learners walk through dangerous areas to get home or have transport waiting for them. At the school where the investigation took place, times were often changed to accommodate other activities in the school programme. This meant that lessons planned for observation had to be cancelled and rescheduled.

The observation allowed the researcher first-hand experience of the situation, but her presence could have been seen as intrusive and a cause for resentment. The researcher was an objective observer and the participants were aware of her role. The researcher's presence could have influenced the performance of both teacher and learner participants in such a way that they could showcase what they thought the researcher wanted to see.

7.5   FURTHER RESEARCH

The existing knowledge with regard to this field could benefit from future research that focuses on:

- the teachers increased levels of consciousness with regard to learners' multiple identities and the way in which this influences their learning through various languages;
- the ability of the teacher to adapt his/her identity in order to manage the learning in a diverse linguistic classroom context;
- the way in which translanguaging practices could be mobilised for the delivery of curriculum objectives in an EHL classroom with diverse linguistic learners and
- the level of teachers' preparedness for multilingual classrooms.

7.6   CONTRIBUTION TO NEW KNOWLEDGE

The photovoice activities employed in this research allowed the learner participants the opportunity to voice their experiences within an EHL classroom.

Learners took up positions as co-researchers and reflected on their experiences through their photographs and the realities these presented. Through their participation and reflection they added to our understanding of EHL learners who feel trapped and whose access to their linguistic and cultural capital is limited by an English-only approach. The photovoice activity presented learners with a sense of power. Taking the photographs allowed the learners to think differently about their EHL classroom situation and learners were able to draw on their experiences in multiple ways.

Learners were encouraged to express themselves in the language with which they were most comfortable. In their opinion the EHL classroom environment is characterized as the space that cages them and renders them voiceless. This is due to the fact that they are not allowed to utilize their mother tongue. In order to counter the notions of being caged and being voiceless teachers should be encouraged to refrain from the English- only approach in EHL classrooms. By allowing learners to draw on their mother tongue when communicating in the EHL classroom, teachers offer protection for the learners' multiple identities. This would demand of teachers to be flexible, and where necessary, to deviate from the rigidity of the curriculum's demands. It would mean making allowances for the non-mother tongue speakers of English to freely use their own mother tongue in an EHL classroom in an effort to grasp the complexities of the English language.

Research is often conducted on learners but this research study was undertaken with learners. By observing the learners' participation during the photovoice activities, the researcher was mindful not only of the richness of the dialogue between the learners, but also of their willingness to engage in topics they do not often share with their teachers. The researcher's observations allowed for a better understanding of the non-mother tongue speakers' experiences in the EHL classroom. The researcher witnessed learners showing confidence and spontaneity during their participation in the photovoice activities, despite factors hampering their language competencies.

During the photovoice activities learners expressed that they wished their classroom spaces could be the same as the photovoice participatory

environment. Within that space they did not feel inhibited by the perceived authoritative figure of their teacher, whom they positioned as the knower. The freedom that this new environment afforded them resulted in the learners being co-creators of knowledge through their expressions and engagements with one another.

The site of this study was within a changing context, where learners are moving from Afrikaans or isiXhosa home language environments into classrooms where English is the home language and they are taught EHL in the assumption that they are competent English speakers. This has implications for Teacher Education Programmes and the way in which teachers are prepared for multilingual contexts. For teacher to be better equipped to manage non-mother tongue speakers in an EHL classroom calls for increased support both at school and district level. This would entail the HOD at school and subject advisors in the District Office collaborating on strategies to empower these language teachers. Workshops and or sessions that include not only subject content, but also teaching methodologies would be of vital importance to support these teachers. Teachers should be encouraged to conduct individual research and equip themselves with the necessary skills that teaching in the EHL classroom demands. It would also be advisable for the language teachers to become involved in a community of practice, either at school level or with colleagues at other schools. This community of practice would facilitate the sharing of best teaching methods, as well as any other measures that could support their teaching practice.

7.7   SIGNIFICANCE OF THE STUDY

The value of this study may possibly be described as follows:

This research compels one to reflect on the innumerable challenges encountered by teachers in the GET phase of Taah High School who teach Grade 8 EHL classes. The educational quest is humbling and at the same time demands respect for the learners on the basis of their views and contributions to the study. It afforded an opportunity to gain better insight into the importance of learners' multiple identity positions in the acquisition of an additional language. With regard to the participants, the researcher was reminded that

when given the opportunity, learners freely participate in, and contribute to activities. Children notice everything the teachers says and does in the classroom.

This study allowed a fresh perspective on the value that teacher participants added to the enquiry. Colleagues in the English Department were eager to share their experiences and warmly welcomed the researcher into their classrooms after their initial reluctance to have an observer. By allowing the researcher to observe their lessons, they created opportunities for more knowledge of the phenomenon to be gained about the way in which non-mother tongue speakers experience the EHL classroom. This experience broadened the researcher's scope of knowledge with regard to the complexities of delivering a rigid curriculum within the context of linguistically diverse classroom environments. The teachers' enthusiasm and eagerness to participate created an environment that was conducive to the data collection process.

The researcher had the opportunity to reflect on her own teaching practice, which unlocked endless opportunities. Reflection led to a sense of accomplishment. The researcher developed the ability to learn from positive and negative experiences throughout the research process. Working with different groups of learners as well as with colleagues meant that, as a group, they were able to engage collaboratively. This resulted in shared understanding, open communication and teamwork.

7.8   CONCLUDING REMARKS

The teaching of English as a HL in South Africa poses numerous challenges, as learners are drawn from diverse cultural and linguistic backgrounds. Teachers are exposed to learners who have chosen English as the language of learning and teaching at their schools, despite English being their second or third additional language. The objectives of this study were to investigate the way in which English first additional language (EFAL) learners experience the learning of English in an English home language classroom context; to understand the identity of English first additional language learners within the English HL classroom; to investigate the way in which learners respond to the

teaching strategies used by English home language teachers within an English home language context and to understand and identify the challenges faced by teachers with regard to the teaching of English home language.

The findings emanating from this study have proved that teachers remain committed to providing quality education to learners in Grade 8, despite the challenges they encounter. Their passion to assist the learners was evident in the way in which they prepared and executed their lessons, as well as in their determination to assist the learners at the school. On the other hand, teachers were resolute in their demand that learners only use English in the EHL classroom, due to the rigidity of the curriculum and its objectives. This lack of flexibility impacted negatively on the learners utilizing their mother tongue to communicate, to think and to engage meaningfully. The teachers were of the opinion that this is not just their challenge, but that they require the assistance of these learners' parents.

The learners, on the other hand, realised that they were not always adequately skilled to meet the requirements of the EHL classroom. The learners admitted to the problems they encountered in the hope that they would somehow receive assistance from their parents, teachers and school. They are, however, also mindful of the disadvantages of being taught in an EHL class. Despite this, they still attempt to fulfil their commitments.

Mutual involvement between schools, the parents and the community can be associated with greater educational effectiveness and efficiency. Parental involvement in the education of children enhances the sense of pride in the community and the school. Through language we connect with other people and make sense of our experiences. Teachers and parents must shape the language development of the learners in order to reflect their identity, values and experiences.

This study revealed that the EHL classroom does not allow for learners to utilise their knowledge of other languages. The multiple identities and voices of the learners are silenced in the need to cover content in the classroom. It is important to understand that the multiple identities of the learners are an important facet of their education.

The findings of the study have illuminated the fact that learners should preferably be taught in their mother tongue. However, the reality is that parents choose to have their children taught in an EHL classroom whilst the learners' background is that of an additional language, such as isiXhosa or Afrikaans. The language of learning and teaching chosen by the parents for their children should be the language used in the home, as this contributes to academic success. It is only fair that learners are taught in their mother tongue, as this is the language with which they are familiar and in which they are able to express themselves. Enough support and intervention should be provided to help said learners to cope with the demands of an English home language classroom. This implies the collaboration of all stakeholders, namely the learners, parents, teachers, the school and the Department of Basic Education. A collective effort by all stakeholders should ensure that the learner adapts to having English as the language of teaching and learning, whilst his/her social environment is that of another language, such as isiXhosa or Afrikaans.

The teachers are not the focus of this research but they provided a backdrop for understanding the learners' experiences in EHL classrooms. From the analysis of the findings it is clear that the EHL curriculum category needs to be identified as being problematic. CAPS and national policy directives presume certain competencies but the realities for teachers are different. Teachers lack agency to make changes and whilst the situation is out of their control, they cannot do anything to rectify the situation. Teachers pointed out that classroom and school linguistic profiles have changed over the last ten years, revealing the gaps in the CAPS document. Workshops should be planned on the way in which to teach diverse groups of learners in classrooms and not just focus on CAPS content. Teachers are justified in using CAPS and are held accountable to the prescripts of CAPS and yet learners continue to struggle. Following CAPS allows teachers to tick the boxes and not address the need to devise teaching strategies that would tap into learners' linguistic repertoires for learning. Just as the learners feel caged in the English language classroom, so it seems that teachers are caged by CAPS.

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APPENDIX A: RESEARCH METHODOLOGY

1.1 RESEARCH DESIGN

Mouton (2001:55) views a research design as a plan or blueprint of how a researcher intends conducting research. The research design supplies the general structure for the procedure to be followed during the data collection and data analysis stages of a research study (Mouton, 2001; Leedy, & Ormrod, 2005).

1.1.1 RESEARCH PARADIGMS

A paradigm is a set of fundamental beliefs that characterises one's world view (Denzin, & Lincoln, 2000) and that dictates the type of questions and research direction of the study (Struwig, & Stead, 2010). Morgan (2007:50) refers to a paradigm as the basic belief system or world view of the researcher, which defines the nature of his or her world, the individual's place within it and the range of possible relationships.

1.1.1.1 POSITIVIST PARADIGM

Vine (2009) relates that Positivism originated with Auguste Comte in the nineteenth century and asserts a deterministic and empirist philosophy where causes determine effects. This paradigm aims to directly observe, quantitatively measure and objectively predict relationships between variables. According to Cohen and Crabtree (2008), the origin of positivist views is usually credited to Descarte, whilst others trace these beliefs back to Galileo. This approach relies on experimental and manipulative methods. There is a distance between the subjective biases of the researcher and the objective reality he or she studies. This method involves hypothesis generation and testing, and uses quantitative methods. Subscribers to this paradigm believe in a separate, material reality that exists apart from the beliefs of individuals, groups or societies. They believe that if anything exists, it can be measured. Dash (2005) states that true knowledge is based on the experience of the senses and can be obtained by observation and experiment. This means that positivists adopt a scientific method of knowledge generation.

According to Connele (1998:17-18), the positivist approach is based on assumptions such as modelling in a classical physical science investigation; and that observation is done through clear and unambiguous rules that are not modified by the setting and are totally independent of it. This approach relies on prediction and control, which are inherent in an inquiry, resulting in technically exploitable knowledge. Lastly, Connele states that positivism is a science and that scientific knowledge is inherently value-neutral. Struwig and Stead (2010:4) highlight that quantitative research is a form of conclusive

research involving large representative samples and fairly structured data collection procedures. The primary role of quantitative research is to test hypotheses. They further state that the positivist paradigm combines a deductive approach with precise measurement of quantitative data so that researchers can discover and confirm causal laws that will permit predictions about human behaviour.

My research is not suited to the positivist paradigm, as the scientific methods central to positivist thinking, do not allow for human growth and change. Hustler, cited in Vine (2009), states that a major criticism of positivism is the challenge to separate the researcher from what is being researched. As I am an English teacher, this paradigm seems to me to have very little or no bearing on what is going on in the classroom and has little or no relevance on our teaching practices. The positivist paradigm does not conform to the aims of my study, which requires change. I will now discuss the interpretive paradigm and ascertain its suitability for my study.

1.1.1.2 INTERPRETIVIST PARADIGM

Maxwell (2005), states that the interpretive paradigm can be described as naturalistic, constructivist or qualitative. This view is supported by both Cresswell (2003) and Bassey (1995). Huang (2010:94) advocates that qualitative research is research about practice, not practitioners. Joniak (2000) contends that qualitative research resembles a patchwork quilt, built piece by piece, using perspectives and methods from every stop along the social scientific spectrum. She also explains that qualitative research assumes multiple and dynamic realities.

The interpretive paradigm, according to Cohen and Crabtree (2008) relies heavily on interviewing and observing and the analysis of existing texts. Adequate dialogue takes place between the researchers and those with whom they interact in order to collaboratively construct a meaningful reality. Meanings are emergent from the research process, and qualitative methods are used. The position of the researcher is another area where the supporters of the interpretive paradigm claim that it offers an advantage over the positivist paradigm. Interpretivism affords the researcher the opportunity to identify phenomena from the point of view of the participants, looking at their behaviour and their cultural norms (Hennick, Hutter, & Bailey, 2011). Briggs and Coleman (2007) suggest that interpretive researchers, are part of and not separate from the research topics they investigate. They further state that they must explore the 'meanings' of events and phenomena from perspectives of the subjects and not distort what research participants have said or written with personal interpretations.

Fielding and Fielding, cited in Maxwell (2005:93), state that collecting information using a variety of sources and methods also provides an opportunity for triangulation. This strategy reduces the risk that conclusions will reflect only the systemic biases or limitations of a specific source or method, and enables the researcher to gain a broader and more secure understanding of the issues being investigated. The aforementioned encapsulates the important aspects that motivate me to conduct my study within this paradigm. It will allow me to use numerous data collection techniques. In this way, triangulation is possible which, in my view, will contribute to the reliability of my study.

1.2.2   THE APPROACH: QUALITATIVE

Research can be classified into two major approaches, namely a quantitative and a qualitative approach. A quantitative approach is statistical in nature and seeks to confirm a hypothesis and quantify variation. This approach is fairly rigid and usually uses closed-ended questions, a large sample, random sampling, and pre-post testing. It may focus on a specific aspect of behaviour, which is then quantified. It requires the researcher to stay 'objective' during the systematic process of transforming statistical data to obtain information about the world (Leedy & Ormond, 2005).

A qualitative approach deals with the experiences of the participants, focussing on the human side of an issue, by exploring how people feel and why they feel the way they do (Bloomberg, & Volpe, 2008). The sample is often small, and questions are open-ended. The open-ended questions create flexibility in a qualitative approach. The outcome is not necessarily a single truth; there may be multiple perspectives held by different individuals. A qualitative research study serves one or more of the following purposes: Description, Interpretation, Verification, and Evaluation.

This research study will depend on qualitative data generated via interviews, classroom observations, and questionnaires, with mostly open-ended questions, to evoke meaningful responses that cannot be anticipated by the research. Cresswell (2013:45) postulates that qualitative research occurs within a natural setting as researchers often collect data at the site where the participants experience the issue or problem under study, and that qualitative researchers collect data themselves through observing behaviour and interviewing participants. He further states that data is generated using multiple forms of data, such as interviews, observations, rather than relying on a single data source. McMillan & Schumacher (2010:23) explain that most of the data collected is in the form of words rather than numbers and the onus rests with the researcher to explore a variety of methods until a deep understanding is achieved.

1.2.3   Strategy of Enquiry: Case Study

Since this study focuses on the influence of schooling context on the learning of EFAL, the identity positions of EFAL learners within an EHL classroom, teaching practices as well as the challenges experienced by educators within the Home Language classroom, their views are extremely important. From the definitions of what a case study entails, it became clear that this strategy was the best suited for this investigation.

According to Atkins and Wallace (2012:108) case studies can be defined as empirical enquiries that "investigate a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident." They are used extensively in educational research. One of the reasons given for this is that they provide a means for the researcher to capture or interrogate the real world be that a situation, an organisation or a set of relationships – in all its complexity. Johnson and Christensen (2012:49) concur with the view that case studies are holistic as they exist in its real life contexts. This suits my purpose as I will be investigating the schooling context where the actual teaching takes place by observing the Home Language classroom environment. I will also observe the teaching methods used by teachers in the English Home Language classroom.

Cresswell (2009:13) states that a case study is an inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bound by time and activity, and the researchers collect detailed information using a variety of collection procedures over a sustained period of time. The use of a case study thus ensures that I investigate sub questions 1, 2, 3 and 4. I will observe and interview the learners as well as the teachers to assist with answering these questions. Gribich (2013:313) postulates that case studies are consolidated narratives in the voice of a participant or individual experience. A case study approach for this research will allow me to investigate the influence of the schooling context on teaching and learning to EFAL within an EHL context and how the context of teaching and learning impacts on learner identity. I will also investigate the teaching practices used by EHL teachers as well as identify the challenges faced by EHL teachers. Crowe, Cresswell, Robertson, Huby, Avery and Sheikh (2011) state that a case study is useful to generate and in depth, multi-faceted understanding of a complex issue in a real life context. Yin as cited in Crowe, Cresswell, Robertson, Huby, Avery and Sheikh (2011) relates that a case study is useful to explain, describe or explore events or phenomena in the everyday contexts in which they occur. I wish to concur with the view of Atkins & Wallace (2012:110) as I will visit the classrooms to observe and investigate the influence of the schooling context on the learning of EFAL learners within an EHL context. I will observe the teaching practices of Home Language teachers, set up

participant observations, interview teachers, set up learner interviews and devise questionnaires for teachers and learners. I will research only one school and believe that I will gather enough data within a real life context to answer my research questions.

1.2.4 Research Methodology

The research methodology section of a dissertation systematically and purposefully explains the choice of participants, and setting, research instruments, ways in which the data were generated, how they were analysed, and why the reader should believe the results (validity and reliability) as they pertain to a specific research problem (McMillan & Schumacher, 1997; Struwig& Stead, 2001). Williams (2011) defines methodology as a clear-cut idea of what the researcher is carrying out in his or her research. She states that methodology guides the researcher to engage or be active in his or her particular field of enquiry. Research methodology, therefore, is the way in which we conduct our research.

1.2.4.1 Setting, Sample and Sample Size

The school where this research will take place is situated in the Northern suburbs of Port Elizabeth. When we opened our doors in 1993, we were an Afrikaans medium school. Subsequently, all this has changed as the school now has to accommodate English HL learners. A large majority of the current learners are Afrikaans as well as IsiXhosa mother tongue speakers.

Gay and Airasian (2000:121) define sampling as a process of selecting a number of individuals for a study in such a way that they represent the larger group or population from which they were selected. McMillan & Schumacher (2014:143) state that purposeful sampling allows the researcher to select particular elements from the population that will be representative about the topic of interest. This sampling technique is less costly and time consuming, is easy to administer, assures high participation rate and assures receipt of needed information.

For the purpose of this study, I will invite all the Grade 8 learners and hope that 40 will accept the invitation to participate in my study. These learners will be approached to participate because they are taught in an English Home Language context despite the fact that this is their additional language. This information was obtained from learner information sheets required by the Department of Basic Education to complete the implementation of the South African Schools Administration and Management Systems (SASAMS).

In addition to this, the participants of my study will also consist of 3-4 English teachers based on the fact that they are Grade 8 English Home Language teachers at the research school.

1.2.4.2 Data Collection

Struwig and Stead (2010:40) state that data collection methods should adequately provide information that will solve and assist in interpreting a problem. I will use the following data collection methods namely to answer my research question and address the aims of my research. I have chosen to use qualitative research in this study, hence the need to employ data collection methods consistent with the qualitative research approach. Gamble (2006) defines data collection as a process of gathering information through a variety of activities and events.

This research study will depend on qualitative data generated via photovoice, interviews, 4-6 classroom observations, and open-ended questions, to evoke meaningful responses that cannot be anticipated by the research. Cresswell (2013:45) postulates that qualitative research occurs within a natural setting as researchers often collect data at the site where the participants experience the issue or problem under study, and that qualitative researchers collect data themselves through observing behaviour and interviewing participants. McMillan & Schumacher (2010:23) explain that most of the data collected is in the form of words rather than numbers and the onus rests with the researcher to explore a variety of methods until a deep understanding is achieved.

1.2.4.2.1 Photovoice: Research Question One

Photovoice, according to Wang and Burris (1997), is a process that allows people to reflect and record their strengths and concerns. The advantage of photovoice is that it is a relatively easy and inexpensive; data collection method that can be gathered quickly; and it provides descriptions and visual imagery that gives meaning to the data collected.

My study focuses on: What are the experiences of English First Additional Language (EFAL) within an English Home Language classroom context? Therefore, learners will be given an opportunity to express themselves using the photovoice activity. Learners will work in pairs and take photographs based on the prompt that will be given to them. The photographs taken by the learners will assist my collection of data and expose me, as the researcher, to the opinions, perspectives and experiences of the learners within the EHL classroom. Collier and Collier, in Mitchell (2008), state that images invite people to take the lead in inquiry, making full use of their expertise. They also mention that the use of photographs in group interviews allows a full flow of

interviewing, in ways that mere verbal interviews do not. So photographs taken by learners will inform the starting point of discussion groups.

As the researcher, I will facilitate the photovoice workshop, with an assistant. The following stages will be followed during the workshop:

Stage One, will start with a meeting with the learner participants where they will be informed of the study. I will explain the research topic, as well as the reasons for undertaking this research. The participants will be briefly informed about photovoice and of the ethics involved and assured them that no pictures could be taken of people without their permission (as emphasized by Wang, 1999). Photovoice is grounded in the fundamental principles that underlie the code of ethics for the health education profession, i.e. respect for autonomy, promotion of social justice, active promotion of good and the avoidance of harm (Wang & Redwood-Jones, 2001).

In this study, it was therefore vital that as chief researcher I and my participants understood the ethics involved in using photovoice. Hence the learners will be informed that all discussions would be conducted on a confidential basis and that their safety was important at all times. According to Jones (2006), it is good to establish guidelines around issues of respect, listening, sharing and confidentiality early on in meetings. Learners will be given assent forms to be completed by their parents and themselves. The accompanying formal letters will ensure that the permission of the learners and their parents is granted. For the first activity each learner needs to choose one photograph that makes them feel positive about English as a home language and one photograph that negatively affected their learning in the EHL class.

During Stage Two, I will be assisted by a colleague who had experience on the philosophy of photovoice. There will 5 groups with 6 learners per group. Photographs will be interactively used to cement the photovoice concept. During the discussions, participants will be allowed to participate and ask questions in the language they are more comfortable in to guide their thinking about the photographs they would take. Whilst this exercise encouraged participants' discussions, it also assisted with contextualization of the photographs they took. Wang, Wu, Zhan, & Carovano (1998) state that five "SHOWed" questions could be used as a method to facilitate discussion:

- What do you see happening here?
- What is really happening here?
- How does this relate to our lives?
- Why does this situation, concern, or strength exist?
- How could this image educate the teachers, school, community, policy makers, etc.?

The purpose of the SHOWed questions is to identify the problem or asset being examined through photovoice and to critically discuss the roots of the situation.

During stage 3 of the workshop, the basic functions of the cameras will be demonstrated to the learners. The prompt for this study is to take one photograph of something in and around the school that positively affects their learning in the English home language classroom and one photograph of something that negatively affects their learning in the English home language classroom. Photographs will be developed during the workshop. Learners will mount their pictures on a sheet of paper and add captions to all the photographs. The groups will then choose 2 photographs as a group that makes them feel positive about EHL and 2 photographs that reflect something negative about their learning in the EHL classroom. The participants will talk about their EHL classroom by referring to the photographs they had taken. Notes will be taken and recordings made which will be important to validate the data collection. Jones (2006) advocates that a photovoice facilitator must develop ways of keeping the data highly organised and manageable.

Stage 4 will be spent listening to the participants while they share their photovoice experiences and opinions. Here the purpose is to facilitate interactive discussion and the sharing and understanding of views. Learners' responses will be recorded and the data transcribed and then analysed by using the techniques which are particular to qualitative data analysis. The interactions between participants are beneficial. My participants are uniquely positioned in EHL classrooms and yet they display EFAL competencies. This will allow for an opportunity to talk about their experiences.

The purpose of the group discussions is to promote safe disclosure among participants. It is to know what participants really think and feel. These discussions are useful when multiple viewpoints or responses are needed on a specific topic. Group discussions, which will occur during stage 4 of the photovoice workshop, are thus capable of generating complex information at a low cost in a minimum amount of time. They are fundamentally a way of listening to people and learning from them, and of creating lines of communication.

1.2.4.2.2   Interviews

Bogdan and Knopp-Biklen (2003:96) state that interviews generate data that cannot be obtained from observation. They can produce rich data, filled with words revealing the participants' perspectives and views. My research will use structured as well as semi-structured interviews to obtain information from my participants. Brynard and Hanekom (2006:40) maintain that the usefulness of interviews in stimulating thoughts cannot be sufficiently stressed. Conducting

interviews in this manner will afford me the flexibility to ask probing questions and follow up on responses that were not clear. Participants will be given ample time and freedom to speak their minds without restriction, yet I will guide them through follow-up questions to adhere to the issues under discussion. Patton (2002:344) claims that a guide provides a framework within which an interviewer would develop questions, sequences those questions, and makes decisions about which questions to pursue at greater length.

The structured interview has predetermined questions with preset wording, usually in a pre-set order. The structured interview is written with probes, transitions and follow-up questions. Researchers use their research interests and understanding of the topic to decide the precise areas into which they are going to enquire. Once the interviews have been completed, an analysis will be done.

Semi-structured interviews involve specifying the key themes of the interviews, which are in turn formulated as key questions. The wording of questions can be changed, particular questions that seem inappropriate can be omitted, or additional ones included. Interviewers are also free to probe the research participants for more information on particular points. I will conduct interviews with the respective teachers, and learners. These data collection methods with assist me to answer sub questions 3 and 4.

1.2.4.2.3   Narratives

Narratives will be written by teachers at a time convenient to them. They will be encouraged to give a biographical account of following: (i) their years of experience (ii) their ages (iii) gender (iv) where they completed their studies, (v) how they were trained, (vi) an account of their everyday teaching practises and (vii) the challenges they may be facing within the classroom. Bold (2012) states that providing teachers an opportunity to have their voices heard is not only an essential part of a research process but a sound and inclusive participatory strategy.

1.2.4.2.4   Observations

McMillan and Schumacher (2010:350) state that observation is a way for the researcher to see and hear what is occurring naturally in the research site and by observing the naturally occurring behaviour over many hours and days the researcher hopes to obtain a rich understanding of the phenomenon being studied. It facilitates a deep understanding of the context of the participants' behaviour which allows for the collection of a more complete set of data to reflect the importance of the effect of the context which is to investigate the influence of the schooling context for teaching and learning on the teaching practices of EHL to EFAL learners.

During the observations my primary focus will be to understand the teachers' interaction with learners as well as teaching methods used. I will focus on events as they happen in the classroom eg verbal interaction between teachers and learners, the teaching and learning material used, seating arrangements and the number of learners in the class. I will gather live data from the natural setting and observe what happens in the classes. I will observe 4 teachers from four grade 8 classes. This study will use observation schedules as a data gathering method for my participants. Christensen and Baldwin (2010:100) explain that observation is guided by an observation schedule (see Appendix J). This schedule assists them to focus on the place or location, people involved, activities, actions time and duration and purposes. These are often presented as six questions; namely when, where, who, what, how and why. The data gathered from these observations will assist me to answer sub-questions 2 and 4 of this study as I endeavour to investigate the experiences of English First Additional Language (EFAL) within an English Home Language classroom context.

1.3   DATA ANALYSIS AND INTERPRETATION

The meaning of data analysis and interpretation has been elucidated in literature by many authors. The following examples could help to clarify these concepts.

Bogdan and Knopp-Biklen (2003:147) explain that data analysis is the process of systematically searching and arranging the interview transcripts, field notes and other materials that researchers accumulate to enable them to come up with findings. Data interpretation refers to developing ideas about research findings and relating them to literature and broader concerns and concepts.

According to Patton (2002:432; 453), qualitative data analysis transforms data into findings. In addition, Esterberg (2002:152;157) describes qualitative analysis as a process of making meaning, whilst Leedy and Ormrod (2010:152;153) argue that in quantitative research, data analysis and data interpretation are, in large part, two separate steps, whilst in most qualitative research, data analysis and interpretation are closely interwoven, and both are often enmeshed with data collection as well.

As the data collection of this study consisted of Phase 1 and Phase 2, the process of data analysis and interpretation will be discussed as per phase.

Phase 1:

In Phase 1, data will be collected by means of photovoice:

Wang and Burris (1997) postulate that there are three ways to carry out the participatory analysis of data when doing photovoice. These are:

1) Selecting photographs, which means that the participants must choose the photographs they want included as evidence and which they feel represent their experiences. This process opens up the door for analysis.
2) Contextualising allows the participants to tell the story of what their photographs mean to them. It is through dialogue and group discussions that participants can voice their shared life events and conditions.
3) Codifying is the process of sorting the data into themes or theories. When codifying an issue of concern, it requires that a concern targeted for action is one that can be realistically achieved.

These are the steps on which I chose to base the analysis of my data, as this proved most beneficial to the needs of my study. As in the world of literature, each story has its own theme, plot, and set of characters (Sagor, 2005:109). I will therefore reflect on the feedback from my participants whose stories will enrich my study. I will also address the relevance of their stories to my research questions and aims of my research.

Phase 2:

In Phase 2, data will be collected through interviews, questionnaires and observations.

Data analysis of Phase 2 will entail the following:

- Organising the data collected by means of the interviews, questionnaires and observations.
- Next, I will read through it whilst making the necessary notes.
- I will then look for recurring categories/themes/patterns.
- The next step will be the coding process.
- My next step will be to look for other, plausible explanations for the obvious patterns; and
- Lastly, I will compile a written report of my findings, in order to lead the study to recommendations on the influence that the schooling context has on the learning of English First Additional Language (EFAL) learners within an English Home Language context.

APPENDIX B: INFORMED CONSENT FORM

Original letter to parent(s) or legal guardian of participating learners requesting consent to the research

NAADIRAH ABADER
34 Dunkirk Road
Fernglen
PORT ELIZABETH
6045
Tel no: 082 372 7829 (Cell)
Tel no: 041 365 6593 (Home)

Dear Parent(s) or guardian(s)

My name is Naadirah Abader and I am currently studying towards a PhD at the Nelson Mandela Metropolitan University. As part of the requirements of the degree, I am required to complete a research dissertation. The topic for my research is: ENGLISH FIRST ADDITIONAL LANGUAGE (EFAL) LEARNERS' EXPERIENCE WITHIN AN ENGLISH HOME LANGUAGE CLASSROOM. I will be focusing on the challenges faced by learners in English Home Language classrooms.

You are being asked to give permission for your child to participate in a research study. We will provide you with the necessary information to assist you to understand the study and explain what would be expected of your child (participant). These guidelines would include the risks, benefits, and your rights as a parent in this study subject. Please feel free to ask the researcher to clarify anything that is not clear to you.

To participate, it will be required of you to provide a written consent that will include your signature, date and initials to verify that you understand and agree to the conditions.

You have the right to query concerns regarding the study at any time. Immediately report any new problems during the study, to the researcher. Telephone numbers of the researcher are provided. Please feel free to call these numbers.

Furthermore, it is important that you are aware of the fact that the ethical integrity of the study has been approved by the Research Ethics Committee (Human) of the university. The REC-H consists of a group of independent experts that has the responsibility to ensure that the rights and welfare of participants in research are protected and that studies are conducted in an

ethical manner. Studies cannot be conducted without REC-H's approval. Queries with regard to your rights as a research subject can be directed to the Research Ethics Committee (Human), Department of Research Capacity Development, PO Box 77000, Nelson Mandela Metropolitan University, Port Elizabeth, 6031. If no one could assist you, you may write to: The Chairperson of the Research, Technology and Innovation Committee, PO Box 77000, Nelson Mandela Metropolitan University, Port Elizabeth, 6031.

Participation in this research is completely voluntary. You are not obliged to allow your child to take part in this research at all. If you do allow your child to partake, you have the right to withdraw him/her at any given time, during the study without penalty or loss of benefits. However, if you do withdraw your child from the study, you should return for a final discussion in order to terminate the research in an orderly manner. If your child fail to follow instructions, or if his/her medical condition changes in such a way that the researcher believes that it is not in his/her best interest to continue in this study, or for administrative reasons, his/her participation maybe discontinued. The study may be terminated at any time by the researcher, the sponsor or the Research Ethics Committee (Human).

Although your child's identity will at all times remain confidential, the results of the research study may be presented at scientific conferences or in specialist publications.

This informed consent statement has been prepared in compliance with current statutory guidelines.

Data will be collected using visual methodology, namely, photovoice. The process will be explained to the learners. They will be taught to use the cameras as well as what can and cannot be photographed. As part of the photovoice process learners will be divided into groups of 4. In their groups, they will take their photographs and report back to a group session where they will describe the photographs they have take. These photographs will be based on a prompt that will be explained to the learners. The completion of this process will take place over three days, after school.

Learners will also be asked to write narratives explaining their experiences in the English Home language classroom.

My study aims to:

- To investigate how English First Additional Language (EFAL) learners experience the learning of English in an English Home Language classroom context.

- To understand the identity position of English First Additional Language learners within the English HL classroom.
- To investigate how learners respond to the teaching strategies used by English Home Language teachers within an English Home Language context.
- To investigate how learners respond to the teaching strategies used by English Home Language teachers within an English Home Language context.
- To understand and identify the challenges faced by teachers with regard to the teaching of English Home Language.

In order for the study to be a success, I require your son/daughter to participate in the research. I would be grateful if you would consent to your son/daughter participating in my study. A summary report of the findings will be made available to the participants.

If you would like any further information or are unclear about anything, please feel free to contact me via e-mail: naadirah.abader@gmail.com or telephonically on 082 372 7829.

Your cooperation and your son/daughter's participation is valued and appreciated.

Kind regards

_____   _____

NAADIRAH ABADER   **DR DEIDRE GEDULD**

Researcher   Supervisor/promoter

DECLARATION BY PARENT OF PARTICIPANT

I, _____ (I.D. number_____) in the capacity of parent/guardian of _____ (I.D. number _____) hereby confirm as follows:

APPENDIX C: ASSENT FORM

NAADIRAH ABADER

34 Dunkirk Road
Fernglen
PORT ELIZABETH
6045
Tel no: 082 372 7829 (Cell)
Tel no: 041 365 6593 (Home)

ENGLISH FIRST ADDITIONAL LANGUAGE (EFAL) LEARNERS' EXPERIENCE WITHIN AN ENGLISH HOME LANGUAGE CLASSROOM

8 February 2016

Dear Learners

I am currently studying towards a PhD in education at the Nelson Mandela Metropolitan University. I hereby wish to invite you to participate in my study.

My study will investigate the challenges you face with learning English as a Home language learner in an attempt to improve your academic outcomes. You, as the learners will benefit as methods to assist you with challenges will be investigated. As part of my study, you will be asked to participate in a photovoice workshop where your participation will be clearly explained to you. You will be asked to take some photographs which you will describe in a group session, where you will be given an opportunity to explain your reasons for choosing to take these particular photographs. I also need you to write narratives describing the photographs you have taken.

Workshops will take place after school, over three days. The durations of the workshops will be for one hour per day.

There are no risks involved and you will not be subjected or exposed to any activities that will compromise your safety in any way. You will be safe at all times. Participation is voluntary. Your identity will be protected at all times. All the information collected by the study will be confidential and safely locked away. I am in the process of applying for ethical clearance and will inform you of the outcome.

In the event of an emergency or injury, I will contact your parents and together we will ensure that you are taken to a doctor where you will receive medical care. I will inform your parents about the procedure. I can be contacted on the following number at any time: 082 372 7829.

Please know that your participation in this study is voluntary and you are free to leave the group at any time.

Do you understand this study and are you willing to participate?

YES
NO

------------------------------------Signature of child   ------------------------ Date

APPENDIX D: INFORMED CONSENT FORM

LETTERS TO COLLEAGUES

Date: _____

Dear Colleague

As part of my Doctoral research programme I am undertaking a research project to investigate **English First Additional Language (EFAL) learners experience within an English Home Language class.** The ethical statement below is to assure you that I will observe good ethical practice throughout the research.

This means that:

- The permission of my Principal, and the Department of Education has been secured before the research commenced.
- The permission of the children and their written consent will be secured before the research commences.
- Confidentiality will be observed at all times, and no names will be revealed of yourself, the school, the staff or the children.
- Participants will be kept informed of progress at all times.
- Participation is completely voluntary, and you have the right to withdraw at any time. Confidentiality and anonymity will be maintained at all times. Please note that your decision to participate or not will not impact on your on our working relationship within the English Department.
- Participants will have access to the research at any time and all data relating to them will be stored in a safe place for 5 years.

I will require critical feedback from you regarding the challenges faced in the English home language classroom by conducting interviews. Interviews will take place over a weekend in May 2016. I also require of you to complete written narratives describing your biographical details. Narratives can be written at any time convenient to yourself before 30 April 2016. Lastly, I require your permission to conduct four (4) classroom visits where I can observe your lessons in the skills of language, written work, oral and literature study. If permission is granted, I will convene a meeting where we can discuss the days and times when I will be able to observe your lessons.

Yours sincerely,

Signature: _____
   NAADIRAH ABADER

To Naadirah,

I, ..., give you permission to use my feedback as part of your research.

Name: _____   Signature: _____

NAADIRAH ABADER

34 Dunkirk Road
Fernglen
PORT ELIZABETH
6045
Tel no: 082 372 7829 (Cell)
Tel no: 041 365 6593 (Home)

APPENDIX E: WRITTEN INFORMATION TO BE GIVEN TO TEACHER PARTICIPANTS.

Thank you for your willingness to participate in this study. I would like to stress that your participation is completely voluntary. I will be providing you a detailed description of the requirements which I will need you to read and then initial to show that you understand what your participation entails. Since your participation is voluntary you may also withdraw at any point.

Participation in this study will require feedback from you regarding the challenges faced in the English home language classroom by conducting interviews. Interviews will take place over a weekend in May 2016. I also require of you to complete written narratives describing your biographical details. Narratives can be written at any time convenient to yourself before 30 April 2016. These sessions will be recorded using an audio recording device, which will later be transposed into written text to be used in the study. At no time will your names be used in this study in order to protect your, anonymity. All information will therefore be treated with the greatest confidence. These sessions will be held at a private venue and if at any stage you require transportation to and from these meetings, I will gladly necessitate this for you. Lastly, I require your permission to conduct four (4) classroom visits where I can observe your lessons in the skills of language, written work, oral and literature study. If permission is granted, I will convene a meeting where we can discuss the days and times when I will be able to observe your lessons. You will be furnished with a copy of the observation schedule in advance for your perusal.

I would also like to stress that you will not be required purchase any additional supplies in order to complete this study, all costs for materials will be borne by me. On completion of the study you are also more than welcome to read the dissertation.

Thank you once again for your willingness to participate in this study. Should you need any additional information, I will happily supply this for you.

Researchers Detail	
Title of the research project	English first additional language (EFA) learners' experience within an English home language classroom.
Reference number	
Principal investigator	082 372 7829
Address	34 Dunkirk Road, Fernglen
Postal Code	6045
Contact telephone number (private numbers not advisable)	082 372 7829

A: I HEREBY CONFIRM AS FOLLOWS		**Initial**
I, the participant, was invited to participate in the above-mentioned research project		
that is being undertaken by	082 372 7829	
From	Faculty of Education	
of the Nelson Mandela University.		

1. THE FOLLOWING ASPECTS HAVE BEEN EXPLAINED TO ME, THE PARTICIPANT Initial			
	Aim	To investigate the EFAL learners' experiences within an English Home Language classroom and how it impacts on learner identity.	
	Procedure	I understand that I will participate in this study which will use interviews, observations and narratives as data collection methods. I will be required to attend the interview session which will take place over a weekend in May 2016. I am also required to complete a written	

1. THE FOLLOWING ASPECTS HAVE BEEN EXPLAINED TO ME, THE PARTICIPANT		
Initial		
		narrative describing biographical details of my teaching career. Lastly, I am required to give permission to four (4) classroom visits where the researcher will observe lessons in the skills of language, written work, oral and literature study. These sessions will be recorded using an audio recording device which will later be transposed into written text to be used in the study and from these meetings.	
	Risks	I understand that, in the event that I feel that I need to discuss any feelings, which may have arisen as a result of my participation in this research, I will be assisted in finding an appropriate person to speak to.	
	Possible benefits	As a result of my participation in this study I will gain a deeper understanding of EFAL learners' experiences within an English Home Language classroom and how it impacts on learner identity and will, through my participation add to the body of knowledge.	
	Confidentiality:	My identity will not be revealed in any discussion, description or scientific publications by the investigators.	

1. THE FOLLOWING ASPECTS HAVE BEEN EXPLAINED TO ME, THE PARTICIPANT Initial			
	Access to findings	Any new information or benefit that develops during the course of the study will be shared in the form of academic writings and I will get copies of any publications produced.	
	Voluntary participation refusal / discontinuation:	My participation is voluntary	
		YES	NO
		My decision whether or not to participate will in no way affect my present or future care / employment / lifestyle	
		TRUE	NO

2. THE INFORMATION ABOVE WAS EXPLAINED TO ME/THE PARTICIPANT BY:							
Naadirah Abader							
in	Afrikaans		English		isiXhoza		Other
and I am in command of this language, **or** it was satisfactorily translated to me by							
Naadirah Abader							
I was given the opportunity to ask questions and all these questions were answered satisfactorily.							
No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation.							
Participation in this study will not result in any additional cost to myself.							

| A.2 I hereby voluntarily consent to participate in the above-mentioned project:	
Signed/confirmed at on 20	
Signature or right thumb print of participant	Signature of witness
	Full name of witness:

APPENDIX F: ORAL INFORMATION

1) I will explain my research topic and the aim of my study to my learners.
2) I will inform them of the benefits of my study and how it aims assist learners who face challenges with English as a Home Language.
3) I will also explain the importance of the results of the study.
4) The concept and the protocols regarding photovoice will be explained to my learners.
5) The prompt will be explained.
6) Clear instructions will be given about the format of the workshop and the group interviews.
7) Clear instructions will also be given regarding the use of the cameras.
8) Ethical considerations will be well explained.

THE PROMPT:

1. Take one photograph of an object in and around the school that makes you   feel positive about English as a Home Language.
2. Take one photograph of an object in and around the school that makes you feel negative about English as a Home Language

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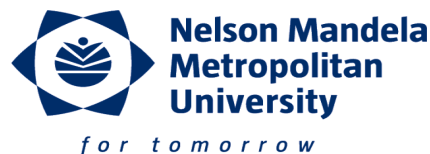
8 February 2016

PROPOSED TITLE OF THESIS/DISSERTATION

ENGLISH FIRST ADDITIONAL LANGUAGE (EFAL) LEARNERS' EXPERIENCE WITHIN AN ENGLISH HOME LANGUAGE CLASSROOM

Project Information Statement/Letter of Invitation to School Principal

My name is Naadirah Abader, and I am a PhD Education student at the Nelson Mandela Metropolitan University (NMMU). I am conducting research on Education under the supervision of Dr Deidre Geduld and Dr Eileen Scheckle – NMMU. The Provincial Department of Education has given approval to approach schools for my research. A copy of their approval is contained with this letter. I invite you to consider taking part in this research. This study will meet the requirements of the Research Ethics Committee (Human) of the NMMU.

Aims of the Research

The research aims to:

- To investigate how Bronfenbrenner's Ecological Systems Theory can help understand the learning of English taught to English First Additional Language learners within an English Home Language context.

- To understand Vygotsky's theory of social constructivism within the context of teaching and learning in the EHL classes and how it impacts on the learner identity of Additional Language learners within an EHL context.

- To investigate the Theory of Critical Consciousness in relation to teaching practices, used by English Home Language teachers, that enable or constrain language learning of English First Additional Language learners within an English Home Language context.

- To understand and identify the challenges faced by teachers with regard to the teaching of English Home Language.

- To make recommendations of teaching strategies that will assist learners who face challenges with their home language as well as the need for learners to be taught in their mother tongue.

Significance of the Research Project

1) The research is significant in three ways:
2) To better our understanding of the needs Additional Language learners who are taught in a HL classroom.
3) This study aims to create an awareness of the necessity for learners to be taught in their mother tongue.
4) This study will investigate the ways in which teachers can accommodate these learners within their classrooms.

Research Plan and Method

Data will be collected from teachers by means of interviews, narratives and observations whilst, learners will participate in a photovoice activity as a data collection method. Permission will be sought from the learners and their parents prior to their participation in the research. Only those who consent and whose parents consent will participate.

I will also seek the permission of 3-4 Grade 8 teachers to participate in my study. I will administer all data collection and the process will take place over two days in April/ May 2016. I will ask teachers to write narratives, participate in interviews as well as ask for permission to observe four of their lessons.

All information collected will be treated in strictest confidence and neither the school nor individual learners will be identifiable in any reports that are written. Participants may withdraw from the study at any time without penalty. The role of the school is voluntary and the School Principal may decide to withdraw the school's participation at any time without penalty.

School Involvement

Once I have received your consent to approach learners to participate in the study, I will

- arrange for informed consent to be obtained from participants' parents
- arrange a time with your school for data collection to take place
- obtain informed consent from participants.

Attached for your information are copies of the Parent Information and Consent Form and also the Participant Information Statement and Consent Form.
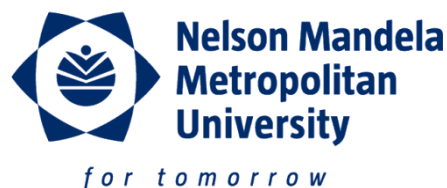
Thank you for taking the time to read this information.

Naadirah Abader	Dr Deidre Geduld
Researcher	Supervisor
NMMU	NMMU

APPENDIX H: PRINCIPALS CONSENT FORM

PO Box 77000 • NelsonMandelaMetropolitanUniversity • Port Elizabeth • 6031 • South Africa • www.nmmu.ac.za

Nelson Mandela Metropolitan University

for tomorrow

ENGLISH FIRST ADDITIONAL LANGUAGE (EFAL) LEARNERS' EXPERIENCE WITHIN AN ENGLISH HOME LANGUAGE CLASSROOM

School Principal Consent Form

I give consent for you to approach learners currently in Grade 8 to participate in the study.

I have read the Project Information Statement explaining the purpose of the research project and understand that:

- The role of the school is voluntary.
- I may decide to withdraw the school's participation at any time without penalty.
- Learners in Grade 8 will be invited to participate and that permission will be sought from them and also from their parents.
- Only learners who consent and whose parents consent will participate in the project.
- All information obtained will be treated in strictest confidence.
- The learners' names will not be used and individual learners will not be identifiable in any written reports about the study.
- The school will not be identifiable in any written reports about the study.
- Participants may withdraw from the study at any time without penalty.
- A report of the findings will be made available to the school.
- I may seek further information on the project from Naadirah Abader on 082 372 7829.

_____   _____

          Principal   Signature

_____

          Date

Please return to: Mrs Naadirah Abader

APPENDIX I: SEMI STRUCTURED INTERVIEW QUESTIONS FOR TEACHERS

<u>INTERVIEW QUESTIONS for Teachers:</u>

1) What teaching methods are used in your lessons?

2) Why do you employ these teaching methods?

3) What are your personal strengths as an English Home Language teacher?

4) What challenges are you currently faced with as English Home Language teachers?

5) What are your expectations of your English Home Language learners?

6) What are your expectations from the school in support of English Home Language teachers?

7) What are your expectations from the Department of Education?

8) What are your expectations from the parents?

APPENDIX J: OBSERVATION SCHEDULE FOR CLASSROOMS

Name of teacher: ……………………………………………………………….

Class: ……………………………….

Date: …………………………..

Topic: ……………………………………………………………………………

Observations	Reflections
Classroom activities and teacher activities	
Learner activities	
Responses	
Resources used by the teacher	
Teaching strategies used	
General Observations	

APPENDIX K: ERTIC APPLICATION

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APPLICATION FOR APPROVAL

NMMU RESEARCH ETHICS COMMITTEE (HUMAN)

TO BE FILLED IN BY A REPRESENTATIVE FROM THE FACULTY RTI COMMITTEE:					
Application reference code:	**H** **HUMAN**	.... **YEAR**	.... **FACULTY**	.... **DEPARTMENT**	.... **NUMBER**
Resolution of FRTI Committee:	☐ **Ethics approval given** (for noting by the REC-H) ☐ **Referred to REC-H for consideration** (if referred to REC-H, electronic copy of application documents to be emailed to Kirsten.Longe@nmmu.ac.za)				
Resolution date:					
Faculty RTI representative signature:					

1. GENERAL PARTICULARS
TITLE OF STUDY
a) Concise descriptive title of study (must contain key words that best describe the study):   English First Additional Language (EFAL) learners experience within an English Home Language class: a case study.
PRIMARY RESPONSIBLE PERSON (PRP)
b) Name of PRP (must be member of permanent staff. Usually the supervisor in the case of students):   **Dr. D.C. Geduld   Faculty of Education Room 020 building 6 NMMU South Campus**
c) Contact number/s of PRP: **041 504 2375**
d) Affiliation of PRP: Faculty **Education Specify here, if "other"**   Department (or equivalent): School for Initial Teacher Education.
PRINCIPLE INVESTIGATORS AND CO-WORKERS
e) Name and affiliation of principal investigator (PI) / researcher (may be same as PRP):   **Naadirah Abader** Gender: **Female**
f) Name(s) and affiliation(s) of all co-workers (e.g. co-investigator/assistant researchers/supervisor/co-supervisor/promoter/co-promoter). If names are not yet known, state the affiliations of the groups they will be drawn from, e.g. Interns/M-students, etc. and the number of persons involved: **Supervisor: Dr. D.C. Geduld and Co-supervisor Dr Eileen Scheckle**

STUDY DETAILS	
g) Scope of study: **Local**	h) If for degree purposes: **PhD**
i) Funding : **Dormheil Cunningham Foundation** Additional information (e.g. source of funds or how combined funding is split) **Not applicable**	
j) Are there any restrictions or conditions attached to publication and/or presentation of the study results? **No** If YES, elaborate (Any restrictions or conditions contained in contracts must be made available to the Committee): **Not applicable**	
k) Date of commencement of data collection: **2016/04/ 01** Anticipated date of completion of study: **December 2017**	

- Objectives of the study (the major objective(s) / Grand Tour questions are to be stated briefly and clearly):

To investigate how Bronfenbrenner's Ecological Systems Theory can help understand the learning of English taught to English First Additional Language learners within an English Home Language context. To understand Vygotsky's theory of social constructivism within the context of teaching and learning in the EHL classes and how it impacts on the learner identity of Additional Language learners within an EHL context. To investigate the Theory of Critical Consciousness in relation to teaching practices, used by English Home Language teachers, that enable or constrain language learning of English First Additional Language learners within an English Home Language context. To understand and identify the challenges faced by teachers with regard to the teaching of English Home Language. To make recommendations of teaching strategies that will assist learners who face challenges with their home language as well as the need for learners to be taught in their mother tongue.

Rationale for this study: briefly (300 words or less) describe the background to this study i.e. why are you doing this particular piece of work. A few (no more than 5) key scientific references may be included:

I have noticed a growing trend at school that a large number of learners are not producing the expected outcomes in English Home Language. Smith (2011) advocates that a confident academic performance in English requires practice, whether you speak to someone who is a native speaker or not. Learners are not coping with the demands of the skills they are required to master, they are de-motivated and there are a large number of learning barriers hampering their progress. Learners are not given enough exposure to their Language of learning and teaching at home. NCS (2008:6) states that teachers should encourage active and critical learning rather than rote and uncritical learning of given truths. This lack of exposure is reflected in their classroom performance and this ultimately impacts on their academic achievement. I have decided to base my study on the Grade 8 phase and concentrate on English Home Language. I have also observed the frustration experienced by the teachers of these English Home Language learners who are faced with numerous challenges on a daily basis. Seghayer (2004) advocates that English teachers must be familiar with, and be able to adapt and employ, a variety of teaching techniques in addition to having appropriate knowledge of the language. Rayan (2008) states that an English teacher has to possess certain qualities and characteristics to be defined as an effective teacher. I will thus investigate the influence of the schooling context on the learning of Additional Language (AL) learners within an English Home Language context.

METHODOLOGY

Briefly state the methodology (specifically the procedure in which human subjects will be participating) (the full protocol is to be included as *Appendix 1*): **This research constitutes an in depth investigation into the experiences of English First Additional Language learners within an English Home Language classroom context. This is a qualitative study adopting a case study methodology. The research design developed from an Interpretivist view, I will select two groups of participants. Group One will consist of 40-45 learners from grade 8 English Home Language learners. I will request consent from all the participants parents who agreed to allow their children to participate in this study. Group Two participants will consist of 3-4 English teachers who are Grade 8 English Home Language teachers at the sample school.**

For group one, data will be collected using Photovoice where my learners will invited to participate in this study by taking pictures of objects or areas in and around the school building that make them feel positive about their learning in the EHL classroom. They will also take pictures of objects or areas in and around the school that reflect negatively on their learning in the EHL classroom. The advantage of photovoice is that it is easy and inexpensive.

- **It is a data collection method where data can be gathered quickly; and it provides descriptions and visual imagery**
- **that gives meaning to the data collection. I will facilitate a workshop to explain my research topic and reason for**
- **my study. I will assure my learners** that **the research will not harm them in any way; that all matters discussed will**
- **be confidential and assure them that their participation is voluntary. I will also explain the functions of the**
- **camera and allow them to practise by giving each one a turn to take a picture. I will also discuss the ethics and**
- **explain that they are not allowed to take pictures of people without their consent. Learners will participate in a**
- **group session where they will explain the photographs they have taken. During this session learners will be**
- **asked to divide themselves into 4 groups of 10. Group sessions will be recorded using an audio recorder.**

For group two, the teachers will write autobiographical narratives in which they relate their ages, gender, where they completed their training, how they were trained and their teaching experience. Data will also be collected by means of observations where my focus will be on the interaction between teachers and learners, the classroom
setting, **resources and teaching methods used. For the purpose of this study, and after discussion with the principal, The School Management System and The Education District Officer (EDO) for English, I have decided to relinquish my duties as Head of Department for the Grade 8 English group and have instead, with permission, handed those duties to the Afrikaans HOD. Observations will take place over 4 lessons with each teacher, whilst they are teaching lessons within the skills of literature, language, written work and oral. I will arrange a meeting with the teachers to discuss the days on which I will observe these lessons by invitation from them. Lastly, I will conduct interviews with the teachers where they will answer questions on the challenges they face on daily basis in the classroom.**

l) State the minimum and maximum number of participants involved (Minimum number should reflect the number of participants necessary to make the study viable) Min: **30**   Max: **35 Grade 8 learners; Teachers of EHL grade 8 learners: Min 3 Max 4**

2. RISKS AND BENEFITS OF THIS STUDY

a) Is there any risk of harm, embarrassment or offence, however slight or temporary, to the participant, third parties or to the community at large? **No**   If YES, state each risk, and for each risk state i) whether the risk is reversible, ii) whether there are alternative procedures available and iii) whether there are remedial measures available.   **Not applicable**
b) Has the person administering the project previous experience with the particular risk factors involved? **No**   If YES, please specify: **Not applicable**
c) Are any benefits expected to accrue to the participant (e.g. improved health, mental state, financial etc.)? **Yes**
d) If YES, please specify the benefits: **Learners will be allowed to describe their experiences in the classroom using their photographs and methods to assist them with challenges will be investigated. The school will benefit as the problems with English Home Language will be investigated and ways of assisting learners will be investigated.**
e) Will you be using equipment of any sort? **Yes**   If YES, please specify: **My methods will include photo voice where I will be using cameras. I will provide the cameras and will personally develop the photographs to ensure that all data is safely kept and remains confidential. As the researcher, I will purchase the cameras and pay for the development of photographs. On day 1 of the workshops, my learners will be equipped with the skills on how to use the cameras. Learners will also be notified that the photographs will remain the private property of the school. I will also use an audio recorder for the group sessions with the learners.**
f) Will any article of property, personal or cultural be collected in the course of the project? **No**   If YES, please specify: **Not applicable**

3. TARGET PARTICIPANT GROUP

a) If particular characteristics of any kind are required in the target group (e.g. age, cultural derivation, background, physical characteristics, disease status etc.) please specify: **Two groups of participants will be required; Group 1 will be 35-45 grade 8 learners and group 2 will consist of 3-4 Grade 8 EHL teachers.**
b) Are participants drawn from NMMU students? **No**
c) If participants are drawn from specific groups of NMMU students, please specify: **Not applicable**

d) Are participants drawn from a school population? **Yes** If YES, please specify: **Participants are Grade 8 English Home Language learners.**
e) If participants are drawn from an institutional population (e.g. hospital, prison, mental institution), please specify: **Sanctor High School in the Nelson Mandela Metropole.**
f) If any records will be consulted for information, please specify the source of records: **South African Schools Administration and Management System (SASAMS).**
g) Will each individual participant know his/her records are being consulted? **Yes** If YES, state how these records will be obtained: **Records were obtained from South African Schools Administration and Management System (SASAMS.).**
h) Are all participants over 18 years of age? **No** If NO, state justification for inclusion of minors in study: **Grade 8 learners between the ages of 13-15 years of age.**

4. CONSENT OF PARTICIPANTS
a) Is consent to be given in writing? **Yes** If YES, include the consent form with this application [Appendix 2]. If NO, state reasons why written consent is not appropriate in this study. **Not applicable**
b) Are any participant(s) subject to legal restrictions preventing them from giving effective informed consent? **No** If YES, please justify: **Not applicable**
c) Do any participant(s) operate in an institutional environment, which may cast doubt on the voluntary aspect of consent? **Yes. The participants are learners at the school where I teach. I am the HOD for the English Department and will be observing teaching practices within the EHL classrooms. For the purpose of this study, I have decided to relinquish my duties as Head of Department for English in the Grade 8 group and have instead, with permission, handed those duties to the Afrikaans HOD.** If YES, state what special precautions will be taken to obtain a legally effective informed consent: **Consent for learners will be obtained from their parents. Teacher participants will asked be asked to complete consent forms.**
d) Will participants receive remuneration for their participation? **No** If YES, justify and state on what basis the remuneration is calculated, and how the veracity of the information can be guaranteed. **Not applicable**
e) Which gatekeeper will be approached for initial permission to gain access to the target group? (e.g. principal, nursing manager, chairperson of school governing body) **School Principal.**
f) Do you require consent of an institutional authority for this study? (e.g. Department of Education, Department of Health) **Yes** If YES, specify: **Department of Education – Port Elizabeth District**

5. INFORMATION TO PARTICIPANTS

a) What information will be offered to the participant before he/she consents to participate? (Attach written information given as [*Appendix 3*] and any oral information given as [*Appendix 4*])
b) Who will provide this information to the participant? (Give name and role) **Naadirah Abader   Researcher**
c) Will the information provided be complete and accurate?   **Yes** If NO, describe the nature and extent of the deception involved and explain the rationale for the necessity of this deception: **Not applicable**

6. PRIVACY, ANONYMITY AND CONFIDENTIALITY OF DATA

a) Will the participant be identified by name in your research? **No** If YES, justify: **Not applicable**
b) Are provisions made to protect participant's rights to privacy and anonymity and to preserve confidentiality with respect to data? **Yes** If NO, justify. If YES, specify: **Anonymity of learners, teachers and the school will be ensured. Learners will be instructed to take pictures in and around the school that will describe their positive and negative feelings within the English home language classroom. Ethical considerations will be clearly explained and learners will be instructed to refrain from capturing participants' or any other individuals' faces. Hard-copy informed consent forms and interview transcripts/observation notes will be stored separately, in a safe in the PRP's locked office, and electronically on the PRP's password protected computer in order to ensure the protection of personal information is properly addressed.   Confidentiality for learners will be preserved as their identities will be protected and the photographs will be locked in a safe. For the teachers, I will ensure that the interviews take place at an independent venue still to be decided. Narratives will be kept in a locked safe.**
c) If mechanical methods of observation be are to be used (e.g. one-way mirrors, recordings, videos etc.), will participant's consent to such methods be obtained? **No** If NO, justify: **Not applicable**
d) Will data collected be stored in any way? **Yes** If YES, please specify: (i) By whom? (ii) How many copies? (iii) For how long? (iv) For what reasons? (v) How will participant's anonymity be protected **(i) Dr Deidre Geduld, (ii) one, (iii) five years, (iv) for validation and audit purposes, (v) Anonymity will be ensured through the use of pseudonyms for the participants, ethical consideration will be clearly explained to all participants, hard-copy informed consent forms and interview transcripts/observation notes would be stored separately, in a safe in the PRP's locked office, and electronically on the PRP's password protected computer (See Appendix 1), in order to ensure protection of personal information is properly addressed.**
e) Will stored data be made available for re-use? **No** If YES, how will participant's consent be obtained for such re-usage? **Not applicable**
f) Will any part of the project be conducted on private property (including shopping centres)? **Yes**

g) If YES, specify and state how consent of property owner is to be obtained: **Permission will be obtained from the Principal.**

h) Are there any contractual secrecy or confidentiality constraints on this data? **No**
   If YES, specify: **Not applicable**

7. FEEDBACK

a) Will feedback be given to participants? **Yes**
   If YES, specify whether **feedback** will be written, oral or by other means and describe how this is to be given (e.g. to each individual immediately after participation, to each participant after the entire project is completed, to all participants in a group setting, etc.): **Written and oral feedback will be given to each participant at the end of the study. I will convene a final focus group of teachers and then learners to present findings to them. This will act as a final form of data verification. There are no ethical sensitivities as the data should not provide personal threat directly or indirectly to any of the participants. In contrast, it might further support the culture of learning and teaching.**

b) If you are working in a school or other institutional setting, will you be providing teachers, school authorities or equivalent a copy of your results? **Yes**
   If YES, specify, if NO, motivate: **Copy of PhD Thesis to be given to school principal as well as an executive summary.**

8. ETHICAL AND LEGAL ASPECTS

The Declaration of Helsinki (2000) or the Belmont Report will be included in the references:

Yes

If NO, motivate: **Not applicable**

(A copy of the Belmont Report is available at the following link for reference purposes: http://www.nmmu.ac.za/documents /rcd/The%20Belmont%20Report.pdf)

a) I would like the REC-H to take note of the following additional information:
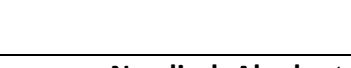   **None**

9. DECLARATION

If any changes are made to the above arrangements or procedures, I will bring these to the attention of the Research Ethics Committee (Human). I have read, understood and will comply with the *Guidelines for Ethical Conduct in Research and Education at the Nelson Mandela Metropolitan University* and have taken cognisance of the availability (on-line) of the Medical Research Council Guidelines on Ethics for Research (http://www.sahealthinfo.org/ethics/).

All participants are aware of any potential health hazards or risks associated with this study.

I am not aware of potential conflict(s) of interest which should be considered by the Committee.

If affirmative, specify: **Not applicable**

	23 October 2018
SIGNATURE: **Dr. D.C. Geduld** (Primary Responsible Person)	Date

	23 October 2018
SIGNATURE: **Naadirah Abader** (Principal Investigator/Researcher)	Date

10. SCRUTINY BY FACULTY AND INTRA-FACULTY ACADEMIC UNIT

This study has been discussed, and is supported, at Faculty and Departmental (or equivalent) level. This is attested to by the signature below of a Faculty (e.g. RTI) and Departmental (e.g. HoD) representative, neither of whom may be a previous signator.

NAME and CAPACITY (e.g. HoD)	SIGNATURE	Date

NAME and CAPACITY (e.g. Chair:FacRTI)	SIGNATURE	Date

APPENDIX L: LETTER OF APPROVAL

• PO Box 77000 • Nelson Mandela Metropolitan University
• Port Elizabeth • 6031 • South Africa • www.nmmu.ac.za

**Nelson Mandela
Metropolitan
University**

for tomorrow

Chairperson: Research Ethics Committee (Human)
Tel: +27 (0)41 504-2235

Ref: [H15-EDU-ITE-032/Approval]

Contact person: Mrs U Spies

30 March 2016

Dr DC Geduld
Faculty of Education
School for Initial Teacher Education
South Campus

Dear Dr Geduld

ENGLISH FIRST ADDITIONAL LANGUAGE (EFAL) LEARNERS EXPERIENCE WITHIN AN ENGLISH HOME LANGUAGE CLASS: A CASE STUDY

PRP: Dr DC Geduld
PI: Ms N Abader

Your above-entitled application served at Research Ethics Committee (Human) for approval.

The ethics clearance reference number is **H15-EDU-ITE-032** and is valid for three years. Please inform the REC-H, via your faculty representative, if any changes (particularly in the methodology) occur during this time. An annual affirmation to the effect that the protocols in use are still those for which approval was granted, will be required from you. You will be reminded timeously of this responsibility, and will receive the necessary documentation well in advance of any deadline.

We wish you well with the project. Please inform your co-investigators of the outcome, and convey our best wishes.

Yours sincerely

[signature]

**Prof C Cilliers
Chairperson: Research Ethics Committee (Human)**

cc: Department of Research Capacity Development
        Faculty Officer: Education

APPENDIX M: LETTER OF APPROVAL FROM DEAPRTMENT OF EDUCATION

DEPARTMENT OF EDUCATION

PROVINCE OF THE EASTERNCAPE

PORT ELIZABETH DISTRICT OFFICE

✉ Private Bag X3915, Sutton Rd, Sidwell, Port Elizabeth

☎ (041) 403 4445 📱 0818941298 / 🖨0866552800

E-Mail pedro.vanvuuren@edu.ecprov.gov.za

Acting CES – IDS&G

TO: MRS. N. ABADER

CC: THE ACTING DISTRICT DIRECTOR – MR. N. LUKWE

RE: PERMISSION GRANTED TO CONDUCT RESEARCH AT SANCTOR HIGH

DATE: 30 JUNE 2015

Dear Mrs. Abader

Warm Greetings

Permission is hereby granted to conduct research at the selected school.

The research however must be based on the following premises:

1. This letter is given to the selected school
2. The principal will be fully consulted and known in all arrangements
3. All current policies/prescripts of the DoE will be honoured
4. There will be a minimal disturbance for teaching and learning
5. This will in no way distract from the current programme of the school and its concomitant programme with the DoE.

Thank You

Pedro J van Vuuren

Acting CES – IDS&G

E-Mail: pedro.vanvuuren@edu.ecprov.gov.za

Cell: 0818941298

Office: 041-403445

Fax: 0866552800

CAPE EDUCATION

APPENDIX N: PHOTO VOICE

PLEASE SEE CD AT BACK OF BOOK

APPENDIX O: OBSERVATIONS

APPENDIX O(A): LITERAL AND FIGURATIVE LANGUAGE

America's Leading News Source For Kids

LANGUAGE ARTS

SCHOLASTIC News

SKILLS PAGE

Name: _____

Identifying Figurative and Literal Language

When we use language, sometimes we want the words to mean exactly what they say. This is called literal language. At other times, we want words to create an image or suggest an idea. This is called figurative language.

For example:

Literal: I can't find my keys and I keep forgetting appointments.

Figurative: My mind is oatmeal.

Decide if the sentences below use literal or figurative language. Then, place an "L" or an "F" before each one.

_____ 1. Eric thinks doing schoolwork is one big video game.

_____ 2. Lauren has made up her mind to volunteer every Tuesday after school.

_____ 3. Thinking about summer camp makes me feel like a bundle of joy and sunshine.

_____ 4. As I delivered my speech, my voice sounded as if I'd swallowed rocks and sand.

_____ 5. Emma may seem clumsy, but onstage she dances like a gazelle.

_____ 6. Jacob expresses many feelings through his photography.

_____ 7. My teammate is a snail and a turtle combined!

_____ 8. Before the soccer match, both teams attended a sportsmanship program.

_____ 9. I have a ton of paperwork to do before I can enjoy the sun this summer.

_____ 10. Sometimes I have to be my little brother's brain.

T4 SCHOLASTIC NEWS • Edition 5/6 • MARCH 30, 2009

ENGLISH HOME LANGUAGE

GRADE 8

ASSESSMENT:LITERAL AND

  FIGURATIVE LANGUAGE

QUESTION 1:

Answer the following questions on literal and figurative language by explaining the idiom written in bold.

1.1   When the politician was caught stealing from the taxpayers, everyone thought he would receive a severe punishment, but all he got was **a slap on the wrist.**

....

....(2)

1.2   We thought that our neighbours, the Jones family, were rich beyond our wildest dreams but it turns out, we're **all in the same boat.**

....

....(2)

1.3   If Kim thinks that I'm going to let her copy my math homework, she's **barking up the wrong tree.**

....

....(2)

1.4   The Vikings thought that they would easily beat the other team but , when it was tied with a minute left in the fourth quarter, they knew that this game was **down to the wire.**

....

....(2)

1.5   I thought Janet would be a good worker but it turns out she **can't cut the mustard.**

....

....(2)

1.6   Tom wanted to **get down to brass tacks**, but the lawyer kept chatting about the Weather.

....

....(2)

1.7   The lawyer knew that **beating around the bush** would get Tom all worked up.

....

....(2)

1.8   After   playing for three straight quarters, the quarter back was **running out of steam.**

....

....(2)

1.9   Don't get so worked up, buddy. She's only **pulling your leg.**

....

....(2)

1.10 Jane decided that she would **go out on a limb** and ask Byron to the Spring Fling

dance...

....(2)

1.11 Kayla was too tired to finish the assignment so she decided to **hit the hay.**

....

....(2)

1.12 Alan was so excited when he found out he would have his own front row parking

spot at the university, but that was just **the icing on the cake.**

....

....(2)

1.13 Ever since Amy's uncle **bought the farm**, she's been faced with the difficult decision

of dividing the inheritance amongst the family.

....

....(2)

1.14 Working at the Burger King was at first overwhelming to Kyle, but now he **knows the ropes.**

....

....(2)

1.15 Julie thought her mom would let her go to the party, but no dice.

....

....(2)

APPENDIX O(B): PUNCTUATION

PUNCTUATION RULES, OK?

Why punctuate?

Punctuate the following sentence so that it makes sense:

King Charles, the first walked and talked half an hour, after his head was cut off.

What is the difference in the meaning of the sentences below?

- Eat, my father.
- Eat my father.

(Such is the power of the humble comma!)

Which punctuation, of the following three, makes the most sense?

a) When I heard that I was glad I decided to throw a party.
b) When I heard that I was glad. I decided to throw a party.
c) When I heard that, I was glad. I decided to throw a party.
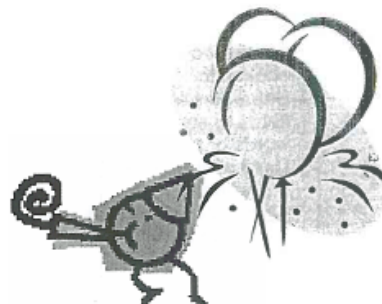
We punctuate to create the meaning we want.

If you read a sentence aloud, and listen to your voice rise and fall, this will usually indicate the punctuation needed. Take the example of the comma;

- The cat was falling into a deep sleep. (There is no pause here, so no comma is needed.)
- Alice was falling down, down, down. (Here the commas signal the reader to pause, and so make the sentence easier to read.)

Punctuation tells the reader where to pause.

How would you punctuate the following sentence so that your reader understands the meaning the first time through?

- The only student I have met who ever believed what he heard was blind.

Punctuation helps the reader understand your meaning more quickly.

Read the following pairs of sentences and say what effect each choice of punctuation has on the meaning (e.g. clarity of meaning, emotional effect, emphasis, balance of construction, formal or colloquial effect.)

a) He was – God forgive him! – a scoundrel!
   He was, God forgive him, a scoundrel.
b) Winston Smith saw the thing he feared most – rats.
   Winston Smith saw the thing he feared most. Rats.
c) I am going overseas, perhaps with the team.
   I am going overseas, perhaps, with the team.

d) Sign outside a London barber's shop

   What do you think
   I'll shave you for nothing and give you a drink

   The sign inside the shop reads

   What! do you think
   I'll shave you for nothing and give you a drink

Punctuation creates a particular effect.

SUMMARY OF FUNCTIONS OF PUNCTUATION

1. COMMA ,
- Indicates a slight pause within the sentence.
- Indicates words in apposition.
- Used before or after a participial phrase.
- Marks off a person addressed or spoken to.
- Separates a list of items or series of words or phrases.
- Used after 'yes' or 'no' when they begin a sentence in answer to a question.
- Separates expressions or exclamations.
- Introduces direct speech.
- Indicates an ellipsis (omitted words).
- May be used to indicate parenthesis.
- Marks off a non-defining relative clause.

2. SEMICOLON ;
- Separates one part of a sentence from another, when a longer pause than that of a comma is required.
- Replaces a connective (conjunction, adverb) between clauses.
- Does the work of a comma when there are too many commas in a sentence.
- Separates clauses in which one is elliptical.
- Precedes certain connectives within a sentence e.g. however, moreover, therefore.

- May be used instead of a colon to balance parts of a sentence, or separate antithetical clauses.
- It may also replace a semicolon to balance two parts of a sentence in contrast (antithetical clauses).

3. COLON :
- It introduces:
  o a quotation
  o a speech or summary
  o a list or series of ideas
  o an explanation or definition
  o a title or reference
- It may also replace
  o a semi-colon to balance two parts of a sentence in contrast (antithetical clauses).

4. FULL STOP .
- Marks the end of a complete sentence.
- Used after initials and certain abbreviations, in which the last letter of the abbreviation is not the last letter of the full word.

5. QUESTION MARK ?
Used at the end of a direct question to:
- indicate a query
- express doubt.

6. EXCLAMATION MARK !
Ends:
- a sentence
- an interjection
A command.
Indicates tone in:

- strong emotion
- determination
- astonishment
- irony.

7. ELLIPSIS DOTS ...
- Indicate omitted words in extracts or quotations.
- Mark interruptions.
- Indicate words understood.

8. DASH –
- Emphasises what precedes or follows.
- Provides a dramatic pause.
- Interrupts abruptly.
- Sets apart an afterthought or reflection.
- Indicates hesitant speech
- Hints at an unexpressed thought in an incomplete sentence.
- Indicates omitted words or letters.
- Indicates parenthesis more decisively than commas or brackets.

9. HYPHEN -
- Divides a word to:
  o carry on an incomplete word to the next line
  o clarify pronunciation
  o indicate precise meaning
- Forms compound nouns, adjectives
- Indicates stammering.
- Used in place of 'to' between places, dates, times.
- Helps to avoid ambiguity.

10. BRACKETS ( ) [ ]
Indicate parenthesis (additional information).

11. INVERTED COMMAS (or QUOTATION MARKS) ' ' " "

Used for:
- quotations
- announcements
- titles (but titles of books are often underlined
- direct speech.

12. APOSTROPHE '
- Indicates possession (ownership).
- Marks missing letters in contracted words or phrases.)
- Used before plural 's' in abbreviations, numbers or letters.

13. THE CAPITAL LETTER
- Used at the beginning of
  o a sentence
  o direct speech
  o a line of verse (optional)
  o a book title
- First letter in
  o proper nouns
  o proper adjectives
  o titles of people
- And used for
  o initials
  o some abbreviations
  o pronoun 'I'

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Name _____ Class _____ Date _____

20.2 Using Commas I

Commas are used to indicate a pause or separation between parts of a sentence. For instance, you use commas between items in a series, after introductory words and phrases, and after conjunctive adverbs.

Carol gathered paper, scissors, and glue. [items in a series]

Inspired by artist Henri Matisse, Carol began to make a collage. [introductory phrase]

However, the ball rang before she could finish it. [conjunctive adverb]

You also use commas to set off nonessential appositives, names used in direct address, and words that interrupt the thought of a sentence.

Pepper, the tallest horse in the stable, is easy to ride. [appositive]

Miriam, have you ever ridden a horse? [direct address]

Terence, as you know, is an expert rider. [interruption]

A. Identifying the Correct Use of Commas

Add commas where needed in each sentence.

1. Inspired by the fans the home team played extremely well.

2. The score you will notice is in our favor.

3. However there is still one quarter left in the game.

4. Greg O'Neill our star player is carrying the ball.

5. Consuela did you see him score that touchdown?

B. Using Commas in Sentences

Write four sentences about an event you recently attended. Use commas according to the directions in parentheses.

1. (between items in a series) _____

_____

2. (after two or more introductory prepositional phrases) _____

_____

3. (to set off a name used in direct address) _____

_____

4. (to set off words that interrupt the flow of thought) _____

_____

Name _____ Class _____ Date _____

20.4 Using Commas III

Use commas before and after the year when the month and the day are also used.

The ocean liner sailed on January 20, 1991, for Bermuda.

Place commas before and after the name of a state or a country when it is used with the name of a city.

It left from Miami, Florida, that day.

Use commas to set off an abbreviated title or degree following a person's name, as well as to set off a direct quotation.

Sheila Heines, M.D., asked, "Have you been on a cruise before?"

Commas are used after the word too when it means "also." Commas are also used where needed to prevent misreading. Use a comma after the salutation of a friendly letter and the closing of any letter.

A. Identifying the Correct Use of Commas

Add commas where needed.

1. This group gave its first concert September 26 1999 in Miami.

2. Their tour included stops in Atlanta Georgia and New Orleans Louisiana.

3. Cynthia Durell Ph.D. suggested we attend this performance.

4. She said "This will be a once-in-a-lifetime event."

B. Using Commas

Add commas where needed in the following letter.

Dear Enrico

Today we went to the circus. It was lots of fun and my friend's family was pleasant. Although I was tired from the trip I had a nice time. My plane landed in Pittsburgh Pennsylvania around noon. Jill and her family were waiting for me at the airport. Today is her mother's birthday. She was born May 8 1960 in Mexico City. Imagine that! Jill's father is Robert Serang M.D. Her grandmother is a doctor too. When Jill said "You are like part of the family" she meant it. I will write again soon.

Yours truly

Maria

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APPENDIX O(C): FIGURES OF SPEECH

FIGURATIVE LANGUAGE

Figurative language (also called **figures of speech**) is used to make writing or speech vivid and interesting. Figurative language is not meant to be taken literally.

Figures of speech often depend on comparison or contrast. **Comparison** involves seeing similarities (and sometimes also differences), while **contrast** involves focusing on differences only.

Source: Luu

Source: Luu

Source: deerstop

Source: Uwe Langer

Figure skating is creative, just like figures of speech are creative ways of making language interesting.

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FIGURES OF SPEECH	TECHNIQUE AND PURPOSE	EXAMPLES
simile	compares two dissimilar things to show a similarity between them (using 'like', 'as' or 'than')	Their room is **like** a rubbish dump. His face is **as** round as the moon. He is more slippery **than** a greased eel.
metaphor	compares two dissimilar things to show a similarity between them (without using comparing words)	Their room is a rubbish dump. He is moon-faced. (Note how a phrase – 'as round as the moon'– has been shortened to a compound adjective.)
personification	gives human qualities to non-human things to make them more interesting	The wind has been calling all night.
onomatopoeia	uses words that convey the sounds up so that they describe to conjure these sounds for the audience	With a bang and a clash the band started playing.
alliteration	repeats consonants to achieve a sound effect that creates a particular mood	I enjoy long leisurely lunches at Leonard's.
assonance	repeats vowel sounds to achieve a sound effect that creates a particular mood	There was a mournful drawn-out call at dawn.
hyperbole	exaggerates for greater impact	He's got tons of money.
irony	uses the complete contrast between the literal meaning of a statement or how things appear to be and how they really are to create humour or to highlight the discordant nature of reality	The boys in the novel *Lord of the Flies* become stranded on an uninhabited island and expect to have fun and adventure; instead they end up fighting one another.
sarcasm	uses a statement (or question) that really means the opposite of its literal meaning in order to be hurtful and insulting (irony designed to hurt)	Failing this exam must make you the cleverest person in Grade 10!
understatement	makes less of something significant, often to create humour	When they arrived at the battle scene, the captain said: 'I see there's been a little bit of a disagreement here'.

Exercises

Decide which of the following are similes or metaphors.

1. Her eyes shone like diamonds.
2. Silver-hatted mushrooms.
3. Their ears popped like champagne corks.
4. The truck flew down the highway.
5. The sea is a mirror for the clouds.
6. The road arrowed into the hills.
7. He's as wild as dingo.

Identify the figure of speech in each sentence.

1. The soft silver bell.
2. The shadows were a s black as sin.
3. The sky exploded with a crash and a bang.
4. His eyes peer from his hair and beard like mice from a load of hay.
5. The kitten catches the cotton reel
6. Nurses are the backbone of the hospital.
7. Betty Botter bought some butter.
8. I've told you a thouand times before.
9. The fog crept up from the sea.

APPENDIX O(D): DEBATE

English Home Language
Grade 8
Oral : Debate
15 marks

Instructions and Information

- ❖ Each group will be given a motion (topic) to debate

- ❖ Each group will consist of 7 learners:
    - o 3 learners (proposition)
    - o 3 learners (opposition)
    - o A chairperson/timekeeper
- ❖ Each speaker will have two minutes to present his/her argument
- ❖ Each team (proposition and opposition) should research the topic and then decide on the points that will make up your argument.

- ❖ The chairperson/timekeeper will serve as research assistant to both teams

- ❖ ONE of the following topics will be allocated to each group:

    - o Social media is detrimental (harmful) to society

    - o Corporal punishment should be re-introduced at school

    - o Detention serves a purpose at school

    - o Celebrities get away with crime

    - o Drug testing should be compulsory at high schools

    - o The death penalty should be re-instated in South Africa

    - o Alcohol should be banned

- ❖ Each group should research the allocated topic in preparation for the debate

DEBATING

In debating, two opposing teams (teams with opposite views on a topic) compete with one another.

They aim to convince the adjudicator (judge) and audience that their viewpoint is more reasonable than that of their opponents.

THE TEAMS

- There are TWO teams – the proposition and the opposition.
- The proposition argues in favour of the motion (topic) i.e. they agree with the topic.
- The opposition argues against the motion (topic) i.e. they disagree with the topic.
- There are three speakers on each team
- NB: Each team must set out to prove its own argument and disprove that of the opposing team.
- Each team must present facts and examples in support of its topic.
- Each speaker has a specific role:
  - 1st speaker proposition:
    - define the topic
    - highlight each point your team is going to make
    - discuss your point
  - 2nd speaker proposition:
    - attack the points made by 1st speaker opposition i.e. prove why they're invalid
    - discuss your point
  - 3rd speaker proposition:
    - discuss points raised by your team and your opponents – the focus here should be on proving why your points should stand.
    - summarise your team's case

  - 1st speaker opposition:

- accept/amend/attack the definition and point(s) offered by prop 1
- highlight each point your team is going to make
- discuss your point
- you must show that there is a clash between your point(s) and that of the proposition team
  - o 2nd speaker opposition:
    - attack the points made by 2nd speaker proposition i.e. prove why they're invalid
    - discuss your point
  - o 3rd speaker opposition:
    - discuss points raised by your team and your opponents – the focus here should be on proving why your points should stand.
    - summarise your team's case

Speaking Order

Prop 1 → Opp 1
Prop 2 → Opp 2
Prop 3 → Opp 3
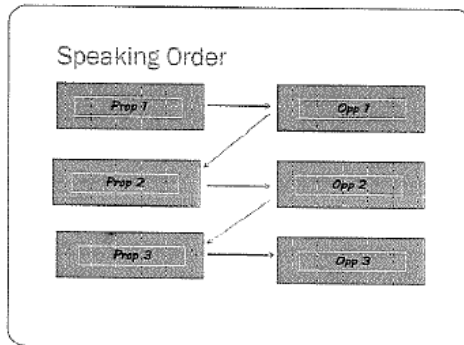
The Chairperson

The chairperson introduces the topic to the audience and introduces each speaker when it is his/her turn to debate

The timekeeper

- The timekeeper ensures that each speaker remains within his/her allocated time

- Bang once at 60 seconds

- *Bang once at 2 minutes (speakers have 30 seconds to wrap up)*

- *Bang repeatedly at 2:30 seconds*

- *For the oral one person will fulfil the role of chairperson and timekeeper*

REMEMBER: DEBATERS SHOULD PREPARE THEMSELVES FOR UNEXPECTED RESPONSES AND SHOULD BE ABLE TO THINK ON THEIR FEET

APPENDIX O(E): DESCRIPTIVE ESSAY

DESCRIPTIVE ESSAY

A **descriptive essay** describes a person, a place or an object in a vivid way. It could even be a description of an event you attended, such as a wedding – but it would not be a story about what happened there, rather it would paint a picture of the scene.

To create a descriptive essay that works really well, you don't need to be overly descriptive or include too many adjectives. You do need to do the following:

- Choose your words carefully. Make each word work for you by including ones that are exact and specific. For example, was someone's laughter a 'roar' or a 'tinkle'?

- Include images that appeal to the senses of sight, touch, sound, taste and smell. For example, make it clear how you know if someone close to you is eating a chocolate: the scrunch of the wrapper and the sweet scent drifting past.

- Show; don't tell. For example, instead of writing 'It was very cold outside and Janet tried to get warm', write 'The leafless trees stood like cold steel, Janet pulled her coat tightly towards her body.'

- Use appropriate figures of speech. For example, instead of saying 'His swollen finger was red and smooth', write 'His finger was like a ripe plum.'

- Vary your sentence lengths: startling sights and sounds can be described in short sentences; relaxing sights can be described in long flowing sentences.

When you write your descriptive essay, make sure that:

☑ your description focuses on one subject only (a person, a place, an object, a view etc.)
☑ your first paragraph introduces the subject in a way that will interest the reader and capture his/her attention
☑ you provide a context and/or location
☑ you use specific detail to enhance your description
☑ you have tried something new with words and/or images (figures of speech)
☑ you have used words that enhance the atmosphere of the description
☑ your own attitude to the subject is directly or indirectly shown
☑ you have shown feeling, but not become sentimental or over-emotional

Below is an example of a descriptive essay.

My Uncle Godfrey

How do the elderly fall asleep so easily? — *Title*

I look at my Uncle Godfrey as he sleeps soundly in the matching rocking chair opposite mine. He seems to fall asleep more and more often these days. I examine his face, the deep-set wrinkles that begin at the corners of his mouth and eyes and migrate south, down his face and over his chin. He seems to suit the old house whose stoep I am sitting on; an old, worn wooden house that sits on the edge of a hill in what seems to be the middle of nowhere.

What the narrator sees
The house is a symbol for the character of the uncle.

His clothes were obviously bought many years ago. Their age shows in the softness that emerges only after constant washing, and the faded creases where someone has taken the time to iron the clothes of a man who will never leave his house.

Details and what they signify

I can smell the fynbos that grows seemingly everywhere. The strong smell of aged varnish, which covers all the sides of the house, fills my nostrils.

What the narrator can smell

It seems to me that the breath I exhale every few seconds is cooler than the air I breathe in. I feel the sweating Coke can in my hand, and hold it against my forehead for what little relief it can give. My jeans are uncomfortably scratchy and my shirt is sticking to my body.

What the narrator can feel

Yet my uncle sits, completely unaware, dozing in a long-sleeved flannel shirt, with a vest on underneath, and jeans, with socks and shoes, as if he is immune to the heat.

The effect of the place on the narrator

All the birds and insects are too lazy to move or make a sound. I feel my eyelids drooping closed.

What the narrator can or cannot hear

Sleep suddenly becomes too big a lure to resist and I join my uncle in a deep, cool fall to nothingness.

The connection between the themes of the first and last paragraphs provides unity.

ENGLISH HOME LANGUAGE

GRADE 8

TERM 3

TASK 2 – WRITING

20 MARKS

INSTRUCTIONS

1. Write a descriptive essay of **200-250 words** on **ONE** of the following topics.
2. Write the number of the topic you have chosen.
3. You must plan (e.g. mind map/diagram/flow chart/key words, etc), edit and proofread your work.
4. Write neatly and legibly.

TOPICS

1. Write an essay entitled: 'My favourite season of the year'

   • In your essay describe what makes this season your favourite, paying particular attention to the sights and sounds and smells you enjoy most.

2. The best film I have ever seen.

3. Write a descriptive essay about the bedroom of one of your siblings or friends.

   • If you want you can include the person in your description.

4. 'It was the most terrifying moment of my life.'

5. The strange person ...

   • Describe someone whom you consider to be odd and different from you, your circle of friends or your community. You may refer to the person's ideas, actions, behaviour and clothes.

6. 'I never thought it would happen'

7. Write a descriptive essay on the topic that comes to mind when you look at the picture. Give your essay a title.

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXT – HOME LANGUAGE (20 MARKS)

CRITERIA	EXCEPTIONAL	SKILLFUL	MODERATE	ELEMENTARY	INADEQUATE
CONTENT, PLANNING AND FORMAT (12 MARKS)	9 – 12	7 – 8	5 – 6	3 – 4	0 – 2
	• Outstanding response.	• Very good response.	• Adequate response.	• Basic response.	• Response reveals no knowledge of features of the type of text.
	• Intelligent and mature ideas.	• Maintains focus – no digressions.	• Not completely focused.	• Some focus but writing digresses.	• Meaning is obscure with major deviations.
	• Extensive knowledge of features of the type of text.	• Coherent in content and ideas, very well elaborated and detailed.	• Reasonably coherent in content and ideas.	• Not always coherent in content and ideas.	• Not coherent in content and ideas.
	• Writing maintains focus.	• Appropriate format with minor inconsistencies.	• Some details support the topic.	• Few details support the topic.	• Very few ideas, often repeated.
	• Coherence in content and ideas.		• Generally appropriate format but with some inconsistencies.	• Has vaguely applied vocabulary.	• Has not applied necessary rules of format.
	• Highly elaborated and all details support topic.			• Some critical oversight.	
	• Appropriate and accurate format.				
LANGUAGE, STYLE AND EDITING (8 MARKS)	7 – 8	5 – 6	4	3	0 – 2
MARKS	• Tone, register, style, vocabulary highly appropriate to purpose, audience and context.	• Tone, register, style, vocabulary very appropriate to purpose, audience and context.	• Tone, register, style and vocabulary appropriate to purpose, audience and context.	• Tone, register, style and vocabulary less appropriate to purpose, audience and context.	• Tone, register, style and vocabulary not appropriate to purpose, audience and context.
	• Grammatically accurate and well-constructed.	• Generally grammatically accurate and well-constructed.	• Some grammatical errors.	• Inaccurate grammar with numerous errors.	• Error-ridden and confused.
	• Virtually error-free.	• Mostly correct.	• Adequate vocabulary.	• Inadequate vocabulary.	• Vocabulary not suitable for purpose.
		• Mostly good vocabulary.	• Errors do not impede meaning.	• Limited vocabulary.	• Meaning seriously impaired.
				• Meaning obscured.	
MARK RANGE	16 – 20	13 – 16	9 – 12	6 – 8	0 – 5

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APPENDIX O(F): AGENDA AND MINUTES

B. MINUTES

Minutes are formal, precise and concise records of Meetings.

- Their purpose is to ensure that the Meeting is correctly documented and that there is no discrepancy as to who attended, what was discussed and what was decided.

THE FORMAT:

- The opening sentence includes the **date, time and place** of the Meeting.
- The following numbered headings are written against the **left-hand margin:**

1. Members Present
2. Apologies (from those who could not attend)
3. Minutes of the Previous Meeting
4. Matters arising from the Agenda
5. General
6. Date of the next Meeting
7. Time that the Meeting was terminated

Writing memoranda, agenda and minutes are only useful if meaningful. The best way for these writing activities to work is to have learners watch a video of, or attend a real meeting and then have them take minutes, deduce the agenda from that, and then compare theirs with the real agenda and minutes of the meeting. Otherwise learners need to be introduced to these formats in a very imaginative way. Create an agenda for a imaginary committee and have the learners write up what they think the minutes could have been, carefully sticking to your agenda.

An agenda:

- Gives an outline of what is to be discussed at a meeting
- Is sent beforehand to people/delegates who are invited to a meeting
- Usually drawn up by the chairperson and the secretary, who, among others...
  - Check minutes of the previous meeting for items that were carried over
  - Lists and collects items that the meeting may need to address and,
- Arranges the items according to their importance beforehand
- Determines how much time would be allocated to each item

► The minutes of a meeting

Minutes are a summary of what is said and decided during a meeting. An agenda is provided, and your minutes must follow the same format. You usually mention the name of the person making a particular suggestion or report-back.

The following example has the agenda on the left and the possible minutes of that meeting on the right.

AGENDA	MINUTES of S.F.Club Meeting held on 11/1/2008
1. Welcome	Carel Christians welcomed everyone present.
2. Attendance – present – absent	Amos Abrahams, Carel Christians, Deon Davids, Gino Gustavson, Henry Hill and Mike Musso were present. Eric Ehlers was absent with apology.
3. General issues 3.1 Fundraiser for new field 3.2 Sponsors for 1st team shirts 3.3 Clubhouse renovation	It was discussed that a fundraiser would be held early in May to raise at least R10 000 for the new soccer field. Deon suggested that a carnival would be a possibility if rides can be organised for children. Gino will contact Funfair Rides for a quote.
4. Financial report	Henry reported that The Spur has cancelled their sponsorship for the first-team shirts. He has approached Standard Bank in this regard and will keep the committee informed.
5. Date of next meeting	

ENGLISH HOME LANGUAGE

GRADE 8

ASSESSMENT: AGENDA AND MINUTES

DATE...

INSTRUCTIONS:

- Choose ONE of the following topics.
- Submit planning with your final copy.
- Write neatly and legibly.

TOPICS:

1.1 A classmate is relocating with her parents. The class has decided to arrange a farewell party in her honour. You are one of the learners elected to be on the farewell committee. Draft an agenda and minutes of the first farewell committee meeting.

1.2 You are a member of your local school's Learner Representative Council. Write the agenda and minutes of one of your meetings.

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXT – HOME LANGUAGE (20 MARKS)

CRITERIA	EXCEPTIONAL	SKILLFUL	MODERATE	ELEMENTARY	INADEQUATE
MARKS	9 – 12	7 – 8	5 – 6	3 – 4	0 – 2
CONTENT, PLANNING AND FORMAT (12 MARKS) - Response and ideas - Organisation of ideas and planning - Purpose, audience, features/conventions and context	- Outstanding response. - Intelligent and mature ideas. - Extensive knowledge of features of the type of text. - Writing maintains focus. - Coherence in content and ideas. - Highly elaborated and all details support topic. - Appropriate and accurate format.	- Very good response. - Maintains focus – no digressions. - Coherent in content and ideas, very well elaborated and details support topic. - Appropriate format with minor inaccuracies.	- Adequate response. - Not completely focused. - Some digressions. - Reasonably coherent in content and ideas. - Some details support the topic. - Generally appropriate format but with some inaccuracies.	- Basic response. - Some focus but writing digresses. - Not always coherent in content and ideas. - Few details support the topic. - Has vaguely applied necessary rules of format. - Some critical oversights.	- Response reveals no knowledge of features of this type of text. - Meaning is obscure with major digressions. - Not coherent in content and ideas. - Very few ideas support the topic. - Has not applied necessary rules of format.
MARKS	7 – 8	5 – 6	4	3	0 – 2
LANGUAGE, STYLE AND EDITING (8 MARKS) - Tone, register, style, purpose/effect, audience and context - Language use and conventions - Word choice - Punctuation and spelling	- Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed. - Virtually error-free.	- Tone, register, style and vocabulary very appropriate to purpose, audience and context. - Generally grammatically accurate and well-constructed. - Mostly good vocabulary. - Mostly error-free.	- Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors. - Adequate vocabulary. - Errors do not impede meaning.	- Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Inaccurate grammar with numerous errors. - Limited vocabulary. - Meaning is obscured.	- Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confusing. - Vocabulary not suitable for purpose. - Meaning seriously impaired.
MARK RANGE	16 – 20	13 – 15	9 – 12	5 – 8	0 – 5

INSTRUCTIONS FOR A PROCEDURE

CRITERIA:

In many ways, giving instructions for a procedure is similar to giving directions to a place. The instructions should be clear, short and concise sentences. Instructions could either be written in point form or in paragraph form. If the paragraph form is used, then logical connectors are used to help sequence the chronological order of actions; for point form, the numbering of the steps indicates the chronological order. In the instance of numbered instructions, sentences must be as short and simple as possible, whilst still remaining complete. In both instances, the imperative is used, and all instructions are in the present tense. Instructions have the following criteria:

* Short sentences
* The imperative is used (the you is understood / implied)
* Instructions are clear and concise
* Present tense is used.

Example text

STRUCTURE

INSTRUCTIONS FOR A PROCEDURE
-POINT FORM-
(How to wash laundry in a washing machine)

Instructions are given in point form.

Sentences are complete.

Each step is described in clear and simple terms.

1. Sort the washing into two groups. Put the dark colours in one pile and the light colours in another.
2. Place one of the piles of washing in the washing machine and close the door.
3. Open the drawer for the detergent and place a measured amount of detergent in the drawer.
4. Close the drawer.
5. Set the machine to the correct cycle.
6. Switch on the water.
7. Switch on the machine.
8. Wait for the red light to go off at the end of the cycle.
9. Open the door and remove the clean washing.

LANGUAGE

Sentences are short and the imperative is used to begin the sentence:
sort, place, open....

As with all commands, the subject "you" is implied.

Use of the present tense conveys authority:
Close, set, switch, wait

GRADE 8

ENGLISH

HOME LANGUAGE

TASK 1

YOU ARE THROWING A 'CRAZY' PARTY NEXT SATURDAY.

GIVE DIRECTIONS TO YOUR FRIEND FROM HIS/HER HOUSE TO THE VENUE OF THE PARTY. REMEMBER TO USE WORDS TO SHOW POSITION(WHERE A PLACE IS) AND DIRECTION.

BE CLEAR AND LOGICAL.

THINK ABOUT YOUR BODY LANGUAGE AS YOU SPEAK.

APPENDIX P: NARRATIVES

TEACHER: Ms T

I am a 27 year old female who holds a BA degree in Media, Communications and Culture, Post Graduate Certificate in Education (PGCE) and BA Honours Applied Language Studies, all obtained at Nelson Mandela Metropolitan University. My undergraduate training prepared me for the teaching profession as it entailed an analysis of a wide range of poems, novels and other texts in the media. I frequently have to draw on the creativity and critical thinking skills acquired during my training when preparing to teach these forms of writing to my learners. My PGCE year consisted of a brief period observing teachers in their classrooms and then two terms of presenting lessons, some of which were evaluated by mentor teachers or lecturers. While on campus, I attended English methodology lectures geared towards familiarising students with the curriculum and different approaches to teaching grammar and literature. Apart from the English Methodology lectures, I also attended classes that covered the works of educational theorists and different case studies that teachers may encounter in the school environment. Finally, I believe the Honours course to be most rewarding as it gave me insight into how children acquire language and what could lead to successful or unsuccessful acquisition of a language.

Seeing that this is only my fifth year in the teaching profession I often research various strategies I can employ in my classroom outside of what I was taught at university. I also spend most of my free time at school conversing with other experienced language teachers in an attempt to glean as much about language teaching as I possibly can. I have come to learn that no two classes are the same so I tend to adapt my approach to the group of learners I am dealing with. In general, I encourage class participation by asking questions, or I divide the three rows in my class into teams who then have a few minutes to discuss their answer to a particular question and then their appointed spokesperson shares the answer with the class. I am a firm believer of multi-sensory teaching tools so I often (or as time permits) incorporate PowerPoints, pictures, movies, short video clips etc into my lessons. When reading novels or plays, I ask learners to read, but I also read in class in order to model good reading.

After reviewing recent results of one of my most challenging classes, I have paired 'weak' learners with 'stronger' learners hoping that the one could assist the other. I also try to dedicate at least one lesson a week to reading texts outside of our curriculum. My approach to teaching grammar is a combination of form focused and communicative instruction. Using this approach allows me to teach the rule and then demonstrate how the rule can be used in context for communicative purposes.

Sadly, despite my efforts to employ various strategies in my class, to date it has not yielded fantastic results. Upon introspection and an analysis of the type of learners I teach I believe that my greatest challenge is that I am teaching Afrikaans native speakers in an English Home Language classroom. I have observed that many of my learners communicate with one another in Afrikaans and often address me in Afrikaans, when they realise what they did, they quickly repeat what they have said in English. Overall, the learners' low proficiency in writing and speaking English at Home Language level (or native-like competence) suggest that there are concerning flaws/gaps in their knowledge of the language.

TEACHER: Ms A.

I am 42 years old and have been teaching for 20 years. I have a BA degree for Vista University as well as a Bed Hons degree from NMMU.

This narrative will attempt to explain some of the challenges I experience as an English home language teacher. Parents do realise how weak their children really are and how challenging the subject content actually is. Very few parents actually assist their children with work at home .I am often sad and disappointed when the learners tell me that they only speak Afrikaans or Xhosa at home and I often hear this when they talk to each other in the classroom. I do not allow learners to speak any other languages in my classroom. Learners chose English so why do they need to speak Afrikaans or isiXhosa. It's as if they have no respect for the subject they chose as their home language. We have to force

the parents to come to the school to fetch their children's reports. Most of the learners will perform better if they are in Afrikaans classes because that is the language they speak most of the time and at home. English is definitely not their home language

Xhosa learners make more effort to learn in class and take the learning of English as a language of learning and teaching. Learners do not do homework given to them to assist with strengthening of English. They do nothing to help themselves. Expect me, as the teacher to spoon feed them all the time. No effort is made with orals they have to be forced to do everything. Learners expect me to provide them with the information they need for oral presentation.

Learners do not like to read, some even can't read. Their levels of comprehension are way beyond the level it is supposed to be on. They battle with sentence construction, tenses and are only comfortable with things they can quote directly from the passage. They have difficulty with spelling, reading and comprehension. Many learners struggle with spelling. Their creativity is limited and make no special effort with orals.

As teachers also have limited resources to assist with dealing with the learners who struggle with English and in my opinion they are in the majority. Time constraints , the syllabus is too loaded. CAPS does not make things any easier because of the number of assessments we have to get through. We hardly ever have time for remedial work.

I also have concerns about the knowledge they have of English when they come to high school. We are therefore faced with enormous challenges. They come from different schools and it's difficult to gauge what they were taught. We start from scratch/ on a clean slate but have to do so much work to get learners to the same page. While there are many commonalities as far as their knowledge is concerned, there are also huge backlogs. Time is also lost due to teacher strikes which take place because we have a serious shortage of teachers. This leads to overcrowded classes and this adds to the problem.

TEACHER: Ms F

I am a 44 year old English teacher. I obtained my degree in English literature and teaching diploma at the University of Port Elizabeth. I have been teaching English for 22 years and most of my experience was gained at my current school.

I am currently teaching English Home language to grade 8, 11 and 12 learners. There is quite a difference between teaching grade 8 learners and matriculants. I focus more on teaching language, reading, writing and vocabulary with grade 8 learners. I try to encourage grade 8 learners to read for pleasure at this stage and so Friday is set aside for a reading period. Learners read aloud from the short stories and I ask them questions about what they have read. They can also predict what will happen next and we discuss the characters.

Most learners seem to enjoy this period as they always participate actively. The rest of the week is spent on language and comprehension activities.

Grade 11 and 12 activities are mostly centred on literature so most of the periods involve discussing poems or prescribed books. There are fewer challenges related to discipline with older learners but they are not as enthusiastic as the juniors and seem to be quite resistant to any new approach.

Teaching learners from this community has its challenges. We struggle to maintain discipline in classes where totals are 40 and above. Learners' attendance in some classes is erratic. Absenteeism is usually linked to truancy. There is a growing apathy among learners and this is often linked to disillusionment and uncertainty about their future. Spiralling crime, drugs, involvement in gangs and fragmented family life leads to learners being disinterested in learning. Many learners are 'screenagers' and are often distracted in class. Their listening skills are poor and this affects their ability to recall information. The learners' disinterest is compounded by external factors such as shortage of teachers, the closure of schools and the Department of Education's lack of commitment to improving the situation at Northern Areas' schools.

Despite the challenges of teaching in a Northern areas school I still enjoy teaching and I feel I can make a difference in the live of these young learners if only to inspire them to try and improve the quality of their lives through education.

TEACHER : Ms W

  i.   Years of experience: a year
  ii.   Age: 24
  iii. Gender: female
  iv.   Completed studies: at NMMU
  v.   Trained: in grade 10 – 12 FET. PGCE and BA Degree.

<u>**An account of my everyday teaching practices:**</u>

- Informed learners on what will be covered for the day/ lesson.
- Ask them what they know about that specific topic or lesson of the day.
- If not, then I would teach them the lesson informing them on the lesson, whilst asking them questions continuously on their understanding of the lesson.
- I work on their level of understanding and try to push level higher, to aim higher.
- The persona which I present in my teachings is friendly yet authoritative simultaneously.

<u>**Challenges faced in the classroom:**</u>

Learners are undisciplined and ill-mannered in front of the teacher. Their attitude towards the subject is very shocking and they are despondent towards the content of the subject. They are disrespectful towards authority in the classroom. My age and experience plays a huge role because the behaviour of the learners towards me is different to that of a teacher who has a few more years of experience than myself.

I have realised that the learners I taught were not English Home language level. They struggle with reading, comprehension and spelling and do not know the basics concepts and rules regarding English. They speak Afrikaans to each

other and even to their parents when they visit the school. Parents very seldom visit the school and when they do there is not enough time to discuss real problems. They are not involved enough in the children's lives. They do not see that homework is completed. They expect teachers to help their children pass. When I try to do some remedial work it does not even help because there is so much they don't know or cannot understand.

Another challenge is the marking and administration. When one studies to become a teacher, you are not taught to do all the admin and marking required of a teacher. There is just no time to do all the work It has become a weekend routine as week as during the week.

I also encountered that I have too much work to teach in the syllabus. CAPS has a long list of things to cover and a lot of assessments. You are just done with classroom assessments when exam marking starts. English is a very stressful and strenuous subject to teach. We are always under pressure to improve the learners' marks and now the need 50% to pass English.

With regards to my teaching methods, I try to use as many resources as possible during the lessons. Resources that include the different methods of teaching a lesson to the learners. I also use various types of media during the lesson. Media usage being the newspaper, videos on the internet, social media etc. The reason for using these various methods to get the lesson across to the learners is because teachers are faced with numerous learners who have different learning abilities and concentration spans. If a lesson is made more modern and interesting, it can captivate the learners' interest, rather than the traditional method, but to use both methods in conjunction with each other is a bonus. The excitement and drive for the subject increases.

My strengths as an English teacher would be that I get down to the level of the learners, find out where their level of understanding is. Getting to know and understand each learners difference; if possible; being able to reach out to them and make them see hope when they can't visualise it themselves. I have the talent to inspire and motivate them to achieve more than what they think or assume they can.

My expectations for English Home Language learners is to have that urgency to want to work and achieve better. To try and challenge the teacher when necessary, to hold up debates, to ask questions that they are doubting within themselves to ask it anyway. They need to know that English home language can be a subject where, yes it deals with the language and literature aspects of the subject but it can also become a class where expression, poetic expression, can take place – but to some extent.

In terms of my current position, for the school to provide support such as interventions or alternative methods in helping failures pass the grade necessary or currently in, without the help of being pushed through to the next grade due to, too many years in phase.

The department of education can or should try to provide some sort of workshop or alternatives for failures of a phase who are struggling to pass that particular grade. The learners should be taught to become an individual that needs to cope on their own in society without the 'cushioning' of the school.

As parents they need to become more proactive within their children's lives, be more involved with their school career. It is important to the child to see that the parent is involved because it indicates that they care and thus the learner/child will show interest on their side, which can easily flow into the way they hold themselves outside of school and inside school.

APPENDIX Q: SEMI-STRUCTURED INTERVIEWED QUESTIONS AND ANSWERS

INTERVIEW: Ms T

1.   What teaching methods are used in your lessons?

My teaching methods vary, depending on the class, grade and topic, but in general my lessons are learner-centred. I encourage class participation by asking a series of questions, either to establish prior knowledge of a topic or to determine understanding of work taught during the lesson. Other examples of class participation in my class include: asking learners to write their answers on the board when doing corrections, peer marking and the occasional language or literature quiz. I also include different types of media in my lessons to aid the learners' understanding of the work such as PowerPoint presentations, audio or video clips and photographs

2.   Why do you employ these teaching methods?

I employ these methods hoping that it will promote critical thinking, encourage learners to listen attentively, assist in retaining what was taught, but primarily to encourage the learners to communicate in English as they speak Afrikaans outside of the classroom.

3.   What are your personal strengths as an English Home Language teacher?

I think my most valuable strength as an English teacher is my passion for researching content and teaching strategies. I spend hours studying the concepts I have to teach and best ways to present these concepts to my learners. I usually consult a variety of sources covering the same topic. My sources include different textbooks, study guides, old question papers, academic articles, YouTube videos and a selection of websites for English teachers. I'm reflective by nature so I always critique my own classroom practises and then try to find methods to improve, mostly by speaking to senior language teachers, doing research or devising a method of my own.

4. *What challenges are you currently faced with as English Home Language teachers?*

From what I've experienced, I'd say our main concern as English Home Language teachers, particularly in our context, is the type of learner we have in the English Home Language class. Most of the learners are not mother tongue English speakers. They spend more time speaking Afrikaans than they do English and from what I've heard (when the children speak to each other) they don't have a strong command of the Afrikaans language either. Most of the time I'm taken aback by the learners' limited vocabulary as they often have a hard time expressing themselves when asked questions in class. Learners would often address me in Afrikaans and then quickly repeat what they have said in English which seems to indicate that they think in Afrikaans. I'm of the opinion that this problem results in learners' poor performance as they are not able to cope with the demands of the Home Language classroom.

There is also a shortage of reading material for grade 8 and 9 English Home Language at this school. When learners get to the FET phase they are required to study lengthy novels and Shakespearean plays yet they are not properly prepared for literature study in grade 8 and 9. The materials available are often too simplistic and do not serve as an adequate introduction to the different genres.

5. *What are your expectations of your English Home Language learners?*

I expect English Home Language learners to have communicative competence in English as it's meant to be a language they communicate in more than their second language for instance, but this is not the case in our context. The learners' verbal and written communication skills are problematic: their verbal communication skills are often limited to elementary use of the language with several grammatical inconsistencies, the same can be said for their written work, but their written work also contains rudimentary spelling errors. When assessing written work, I generally value the child's train of thought over the mechanics of writing, but even this can sometimes be a challenge as the learners lack the ability to produce creative pieces – their

writing is often limited to their worlds (where they live and go to school) which suggests that they do not read or engage in activities to broaden their world view.

6. What are your expectations from the school in support of English Home Language teachers?

As far as the school is concerned, I feel strongly that accommodating the workload of English Home language teachers when drawing up the time table would play a role in alleviating the strenuous conditions we have to work under. At the moment, we teach classes consisting of up to 43 learners and we are expected to meet the same deadlines as any other teacher, without taking our marking and other administrative duties into account. Meeting the deadlines would not be a problem if we were not bullied into teaching additional subjects when we are barely coping with our workload. Other contextual issues such as high teacher absenteeism often results in our administration periods being used as supervision sessions which also impedes on our already loaded schedules.

I have also noticed that English is always listed as one of the subjects that's in dire need of intervention at the school yet most intervention strategies at the school are geared towards Mathematics and the Sciences. The school has a room that is meant to be a library, but little or nothing has been done about converting it into an operational library in the five years that I've been at the school. Should this be addressed, the learners would not only have a research facility, but they would also have access to a plethora of books without having to worry about the dangers of walking to the library in their own area. A functional library could be a great resource for teachers as it can be used for reading periods or teaching learners about different texts etc.

7. What are your expectations from the Department of Education?

I think that curriculum developers at the Department of Education need to revisit the curriculum. I feel strongly that the amount of work we are expected to teach is unrealistic considering our contextual issues. We have several interruptions in our school programme not to mention the pace at which our students learn.

8.   *What are your expectations from the parents?*

Most of the parents and guardians of the learners at our school are uneducated or lack a strong command of the English language because they are largely Afrikaans speaking. As a result, their children have not had good models of English growing up. Children have also admitted to the absence of reading materials in their homes which implies that parents do not show an interest in developing their children's language ability – it doesn't cost anything to read a library book. Parents' lack of involvement of in learners' academics is also seen in the poor attendance at parent meetings and on report collection days as several reports remain uncollected when schools close at the end of each term.

INTERVIEW: MS A

1.   *What teaching methods are used in your lessons?*

I find the need for a blended teaching method, because we have such a diverse group of learners and not all learners respond well, because we are all at different levels. Mostly it is also learner centred, because in order to engage the learners, I also want to help them with their critical thinking skills.

2.   *Why do you employ these teaching methods?*

I want to address the needs of the diverse learners and because they are at different levels I find that I have to almost lend the methods to adapt to the learners.

3.   *What are your personal strengths as an English Home Language teacher?*

I am going to be modest here, so I will only focus on one, and that would be my flare for the dramatics, I don't mind to make a fool of myself in front of the class, because it puts them at ease and I think it builds they're confidence and you get greater participation in the lesson.

4. ***What challenges are you currently faced with as English Home Language teachers?***

The majority of our learners are home language learners in the class, and their mother tongue is Afrikaans, so that poses a huge problem and a challenge. Learners are not able to think critically, I have quite a few challenges, so I'm just going to highlight a few. My FET learners still struggle in that they don't have a command of the English language and in the FET phase we are required to study works like Shakespeare for instance so it adds to the existing problems, because of the language barriers. Reading is a major problem, the children don't have a love for reading so it's a challenge to nurture their love for reading. The Vocabulary, learners struggle with the context or the understanding and their comprehension skills pose a huge problem and a challenge. I can go on and on, the homework, my challenge that I have is that their homework is not done on a regular basis and that is where the parents also need to play a role, but sadly we don't have the involvement of the parents.

5. ***What are your expectations of your English Home Language learners?***

As a home language learner, my expectation is that they should know the basics. When I speak about the basics I am referring to the basic grammar rules, for example the concord, so I expect a home language learner especially in my FET classes to have mastered that, and that shouldn't still be a problem at this stage.

6. ***What are your expectations from the school in support of English Home Language teachers?***

My expectations that I have, is for the school, especially when it comes to the timetable to be more accommodating to a language teacher, we already have big classes, but we are overloaded so I expect the school not to still add extra, to fill us up with extra periods and extra CAPS for example extra subjects.

7. ***What are your expectations from the Department of Education?***

I have quite a lot of expectations and they are not met. Not to pass the buck, but first of all, I expect via the education department to put pressure on the government because after all it's the ruling party that, the curriculum is connected to the ruling party, but also besides that to be more realistic. They have a lot of expectations when it comes to the syllabus, the assessment, so more teachers need to be employed in order to cover all the expectations that they have. So they need to come to the party and then with resources, for textbooks to be delivered on time. They need to revise the curriculum again. I suspect that in the next four years, come 2019, another curriculum will be put in place so we need stability.

8. ***What are your expectations from the parents?***

I find that the parents are not involved, could be for various reasons. Parents, sadly in the community that I work with, they themselves can't read and write, they are illiterate. So how can they help their child? They need to be more interested, interested in a sense that they need to attend parent meetings, or visit the school more often, also to make sure that learners complete their homework. They should also nurture love for reading, they should make sure that they have reading material available at home. In short, parents need to play an active role and sadly that is lacking in our community.

INTERVIEW: Ms F

1. ***What teaching methods are used in your lessons?***

I am very old school, so I would definitely still be using sort of a direct teaching method. Where I am teaching, there is always learner participation, I feel our learners need to be taught. I do use audio-visual, I do use overheads I do use the movies or clips, but mostly I will use blackboards, I will use teaching where I am directly involved and interacting.

2.   *Why do you employ these teaching methods?*

The type of learner that I am teaching, our learners do not work independently. So even as far as reading is concerned, I found with the books that I'm teaching from to grade elevens, giving them chapters to read on their own, they absolutely do not do it. So I still find that I have to read most of the chapter with them in class. So if I have to just give those learners questions and just discuss it, you can't trust them to do the work on their own and they disappoint you in that, and they will disappoint themselves. So as the responsible adult there, I feel I have to take control of them because they don't want own their own education, they don't want to take ownership of their learning.

3.   *What are your personal strengths as an English Home Language teacher?*

I am passionate about English, I like the classics, I enjoy teaching the Macbeth's and I love teaching the Dicken's and those type of things. I feel as a teacher it rubs off, because I enjoy reading those. I also feel I have the ability to inspire learners. For me, in order for a learner to listen to you, you have to first inspire that child, he must love the subject. That I feel is the first step, and I do that, I know after 20 some odd years that is my strength. I might not have the most discipline in my class, but learners respect me. If you can get learners to sit and listen to you they will eventually do what you tell them, but I think they have a lot of respect for me so they do what I say.

4.   *What challenges are you currently faced with as English Home Language teachers?*

My biggest challenge is the apathy of the learners. I really feel attitude is the learners, they have no interest in education, and it is this generation of learners that we are teaching. It has become progressively worse over the years to the extent that you struggle to get learners to see the importance of education. For me, if a child is not willing to learn, you can do whatever you want to, he needs to want to learn, he needs to be teachable. I find myself focusing more on trying to get them to enjoy school to enjoy at least my English lesson and to get learners to trust you. If they trust and respect you, they will listen to you, so for

me, apathy and getting them to change that mind-set towards school, that is the biggest challenge.

5. *What are your expectations of your English Home Language learners?*

Oh well! I expect them to come to school interested, to be punctual, to come with a positive attitude towards school. To do their homework and to try their best at all times. They might not be brilliant, they might not get sevens, but they need to do the best that they can do.

6. *What are your expectations from the school in support of English Home Language teachers?*

From the school, I just think we need more. A lot of money, a lot of effort and a lot of focus is always concentrated towards the maths and the science and it is sort of an expectation that learners must pass their home language. I don't think that the problem is recognised, there is a problem with learners, and a lot of our learners are not speaking English at home but also among each other. There is definitely a problem with learners who can't read, but I don't feel the problem is recognised, and I don't feel that we get enough support from those in charge.

7. *What are your expectations from the Department of Education*

The department of education, they actually pleasantly surprised me this year. As long as they give us the textbooks and the learners are getting the textbooks on time that they are supposed to have. I am actually quite impressed with the textbooks and the quality of the textbooks that they sent us this year. They are really so learner friendly, they have a guide within the textbook so it really helps the learner then to do self-study and not just to depend on notes and adults to teach, because then the teacher has to roll off less notes. I think they can provide more workshops for language teachers. Also give us avenues on where to direct these children to, who are struggling with reading, because we don't have remedial teachers. We don't have the time to do remedial and some of the learners who are passed through the system, it's almost an impossible task for us to get that child through to grade twelve, so as far as that is concerned

just some remedial teachers or someplace we can send these learners to for help.

8. What are your expectations from the parents?

Parent involvement. I really think parents expect far too much from the teacher. We are not only teaching children, we are also disciplinarians, we are social workers and if parents could just be more involved in their children's lives we wouldn't have to pick up the pieces all the time.