

**MOTIVATION AND ATTITUDES
TOWARDS ENGLISH AS A SECOND LANGUAGE (ESL)
AMONG LEARNERS IN RURAL KWAZULU-NATAL HIGH SCHOOLS**

by

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DECLARATION

I, Timothy Jameson Kanjira, identifiable by document number 6510185729086, hereby declare that **'MOTIVATION AND ATTITUDES AMONG ENGLISH AS A SECOND LANGUAGE (ESL) LEARNERS IN THE RURAL KWAZULU-NATAL HIGH SCHOOLS'** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

T.J. Kanjira



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DEDICATION

I dedicate this piece of academic writing to Prince Bahati, Dalitso (Sφusiso) Jameson and Stella Lizye (SLDPK), my three God-given comrades who inspire me continually and are my three reasons for living and for fighting on in life.

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I also greatly thank the Winter School Committee at James Nxumalo Agricultural High School for inviting me to teach English First Additional Language at the 2007 Grade 12 Winter School. This is where I got an opportunity to administer the F1 questionnaire form to 239 of the 269 learners from 20 different high schools in the rural setting of the KZN, which completed the F1 form in the study. This was a big blessing indeed as it made my research easier - finding this collection of F1 respondents in one place instead of going around to their school at a cost.

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the Giver of it all, the Lord of all, above, for allowing one
protection as one was going out and coming in.

ABSTRACT

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Judging from what several of teachers have generally said about the poor performance and low levels of English proficiency, (how poorly they spoke, read and wrote), there seems to be a lack of interest or motivation among rural high school learners to acquire English proficiently. Thus, motivation being what initiates, sustains and directs thinking and behaviour, as Louw and Edwards (1997:425) put it, and that motivational processes make us seek and find the things we need for our survival and development (approach motives) - one of the three variables on which good language learning depends, in Pride (1979) words, lack of it (motivation) is considered a worrying enough a situation, which warranted scrutiny and careful study. Many factors could account for such a decline or loss of interest in learning English, which is a need for survival in a cosmopolitan country like South Africa and in the world today. Only some kind of misunderstanding of freedom and language rights or misinformation and ignorance or even some form of a misguided ethnic endeavour suicidal in nature on the part of learners, could create or inform such an unfortunate situation of lack of motivation to learning English, when competition for jobs is so high.

This research has investigated factors, which might account for what seems to be clearly a decline in interest or motivation among the rural KZN high school learners to acquire English proficiently. In order to meet the aims and objectives of the study, four different groups of people key to the study (people directly involved in the learning and teaching taking place in high schools situated in the rural communities of KwaZulu-Natal) had to be questioned about the matter: 1) *learners* from several rural high schools 2) high school *educators* - English subject specialists from a wide selection of rural high schools, as well as few primary school educators 3) *parents* of children learning in different rural high schools. 4) Some officials, too, from the KZN department of education were interviewed, from whom official information and statistics were obtained.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

The study was aimed at investigating and establishing factors that could account for what seemed to be negative attitudes and a lack of motivation among high school learners (the African child) in the rural communities of KwaZulu-Natal towards their learning of English proficiently. KwaZulu-Natal (KZN) is one of the nine provinces of South Africa the population of which predominantly uses two official languages namely isiZulu and English. The map of South Africa below shows how the KZN province is positioned in relation to the other eight provinces:

South Africa’s map showing the nine provinces



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in South Africa have attained official status in addition to Afrikaans and English (Mesthrie, 2002:1), making the total number of the official languages 11, which are entrenched in the country's constitution. The 11 official languages currently in use in South Africa are: sePedi, seSotho, seTswana, siSwati, tshiVenda, xiTsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu, (South African Constitution, 1996:4). Table 1.1 below shows the numbers of people in South Africa that use these languages (as well as the other and unspecified [non-official] languages e.g. Khoisan, Greek, Tamil, Gujarati, Portuguese, French, etc) at a Home Language (HL) level, as revealed by Mesthrie (2000:13):

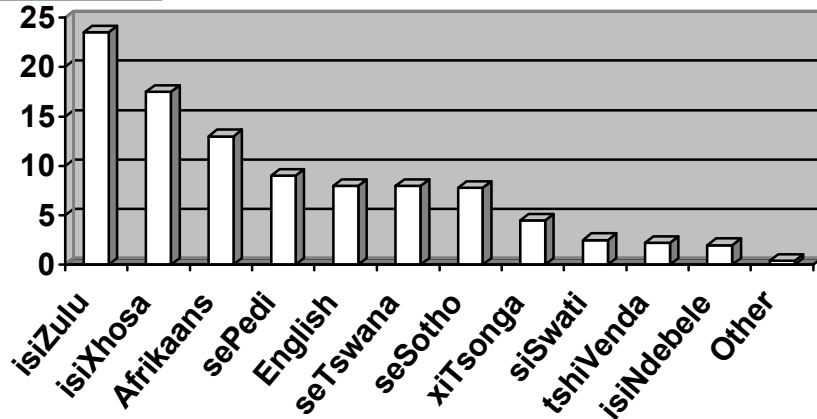
Table 1.1: *The home languages of South Africa in 1996: numbers and Percentages*

Nguni languages			Tsonga	1,756,10	4.4
Ndebele	586,961	1.5	Venda	876,409	2.2
Swati	1,013,193	2.5	Afrikaans	5,811,467	14.4
Xhosa	7,196,118	17.9	English	3,457,467	8.6
Zulu	9,200,144	22.9	other	228,275	0.6
Sotho languages			unspecified	355,538	-
North Sotho	3,695,846	9.2	TOTAL	40,583,573	
South Sotho	3,104,774	7.7			
Tswana	3,301,774	8.2			

Moyo's (2005:4) histogram below supports Mesthrie's revelation above and also offers a much clearer picture of the distribution of South Africa's population by language most spoken at home. The vertical axis of the chart shows percentages, 25 representing the highest % (percentage) of the population possible and 0 the lowest in a particular language, while the languages (11 plus others) are shown on the horizontal axis:

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Population by language most spoken at home



From both presentations above, it is clear that isiZulu is the most widely spoken home language in South Africa.

However, despite its lower ranking than isiZulu, English occupies a unique place in South Africa. Besides being an international language, English is used as one of the official languages and as a medium of instruction and a language in which most examination papers are set in most institutions of higher learning and schools in South Africa. It is also used as a lingua franca, as it is used in official communication, business, etc.

The KZN Provincial government, like some other provincial governments in South Africa, uses English, too, for the purpose of government. Thus, English can be considered to be a bread-and-butter subject, as Askes (1988:18) observes. At different levels of society and in different professions (from maid servants to clerks in offices and those that serve in administration and management of various organizations), one cannot get good employment or better pay without a good command of the language.

Therefore, it would be expected that *interest* or *motivation* to proficiently acquire skills of using English, a language that plays such an important role in the KZN province as well as in the country as a whole, would be big among the citizens of South Africa and all

and old. This is with the knowledge that they will have
ally in a multicultural and multilingual society.

1.2 STATEMENT OF THE PROBLEM

In spite of the importance of the language, there seemed to be a decline in interest among rural high school learners in the KZN Province to learn English. The general lack of and decline in interest or absence of an inner drive or stimulus, together with what seemed to be an attitude problem, had been reported by teachers of English as a Second Language in some of the formally constituted forums (e.g. the National Examination marking sessions in different marking centers, in cluster moderation sessions both at ward and district levels and, in several provincial National Curriculum Statement (NCS) English First Additional Language (FAL) workshops).

The learners seemed to demonstrate the problem by how haphazardly they performed in their Continuous Assessment (CASS) tasks and the excuses they made for not doing their work. Furthermore, they seemed not to value the opportunity they got in school to practice English. Instead, they seemed to prefer their own language; L1 (IsiZulu in this case), even during English periods, over the English language they should be learning or practising.

An additional observation was that, considering the steady decline in results both nationally and provincially, at matric (the Grade 12 year-end results) for the three years (2005 - 2007), the learners' lack of interest in English could probably account for the situation as English is a medium of instruction in most of the schools and a language used in assessing the learners. Reporting on the learners' poor performance in one of the newspaper articles cited in a teacher's manual, Govender (2008:13) states:

As the national matric pass rate slid from 70.7% in 2004 to 66.6% in 2006, analysts are describing the results as *quite appalling* and slamming the education system as *seriously dysfunctional*.

Also commenting on the 2007 analysis of results for Mahlabathini Circuit as reflected in the Vryheid District Circular No. 1 of 2008 in which Ceza Ward had achieved only 52 Matric Exemptions (9, 41%), Makhosini Ward only 61 MEs, Mashona Ward: only 62

The picture is a cause of great concern for all of us. This, surely, has to be transformed now and not later! Let this be transformed.

Further more, much unlike most of the school leavers who passed and acquired their school-leaving certificates (or even those who dropped out from schools) before and during the Apartheid era, most of the school leavers from the rural KZN high schools in the post-Apartheid South Africa seemed not to be able to express themselves in English after passing their matric. It actually seemed not uncommon to come across, even a graduate from some of the rural-based tertiary institutions in KZN, who had difficulty in communicating meaningfully in English, which, ironically, was the language of access to higher education (NEPI Language Research Group, 1992:38).

The constitution of the Republic of South Africa (Act 108 of 1996:4) in recognising the official languages of the Republic states that:

Recognising the historical diminished use and status of the indigenous languages of our people the state must take practical and positive measures to elevate the status and advance the use of these languages. (1996:4).

The selection of nine underdeveloped indigenous languages has been effected and has promoted them by elevating them to the official status (assigning to them the function of official language.) This is what Cooper (1989:00) has called status planning which refers to deliberate efforts to influence the allocation of functions among a community's languages.

According to the NEPI Language Research Group (1992:38), it was agreed, both by the government and the major opposition parties that:

English should be studied by all children. The reasons are that it is a language of access to a vast range of resources nationally and internationally, to higher education, to technology, to economic opportunities, the mother tongue of a sizeable number of South Africans, and a lingua franca both within the country and beyond its borders.

to be taken, the NEPI Language Research Group recommended the simultaneous pursuit of both, increasing extending access to English.

Contrary to the realistic and balanced view or approach to the issue of English cited above and, contrary to the balanced reception or response that might have been assumed and envisaged by the language policy makers for languages learners in South Africa, is what seems to be happening at high school level amongst the learners of ESL in the rural KZN. Instead of taking seriously the learning of both, English, their L2 (the second language and the language of power or access, as expressed above) and isiZulu, their L1 (first language or Home Language (HL), learners seemed to focus more on their L1. The extending of access to English as stated above seemed not to be evident. Instead, there seemed to be a reversed diminished use of English.

In brief, the absence of willingness or what seemed to be a decline and lack of interest in the learning of English amongst some of the rural high school learners in KZN, seemingly resulting in the lack of the crucial ESL proficiency described above (an unfortunate situation or predicament and a by-product or an undesirable outcome of the post-Apartheid South Africa), was the problem that the study investigated or focused on.

1.3 MOTIVATION FOR THE STUDY

There was a general concern amongst the high school teachers of English as a Second Language about the change of attitudes and lack of motivation experienced in the different schools in KZN. This situation seemed not to be noticed or got any relevant attention and seemed not to be taken seriously. This might be owing to the lack of an orderly, well researched and scientifically presented account of the matter to the stakeholders and the Department of Education (DoE) officials that nothing specific was being done about the problem.

Through verbal expressions which learners made in their open group discussions, isolated utterances, flippant remarks, spontaneous and even wild verbal responses made both in and out of the classroom in different high schools, they often revealed or openly made known their true feelings, frustrations and reasons for their attitudes towards certain tasks, activities, or issues pertaining to school or departmental policies.

ical, social, cultural and religious) that affect their
Often teachers heard such concerns but decided to
safely ignore them due to the nature of the concerns and the implications in attempting
to effectively entertain them. But, it was such un-addressed concerns, which were
ignored as petty at times and remained un-addressed, that led to some problems being
experienced in schools, and faced by the direct policy implementers on the ground or
the receiving end (teachers). A good example would be the linguistic matters, which led
to the protest against the use of Afrikaans in Soweto, June 16, 1976.

Therefore, an intrinsic desire to articulate the un-addressed concerns pertaining to
attitudes experienced at a classroom level in a high school in rural KZN, coupled with
the drive to acquire more knowledge and upgrade so as to be effective in service
delivery and remain relevant, is what motivated the study.

It was also the researcher's desire to make a contribution in improving the rural high
school teaching of English in the post-Apartheid and democratic South Africa that has
motivated the study. Brown's (1987:177) advice would seem to support and highlight
the need for the study when he advises that teachers, therefore, may need to discern
the source of a student's motivation in order to meet particular, possibly specialised,
needs (p.117). Ellis (1994) sums it better when he reveals the need for further research
in this regard. He states:

Motivation in L2 learning constitutes one of the most fully researched areas of
individual differences. The bulk of the research, however, has focused rather
narrowly on integrative and instrumental motivation, relying almost exclusively on
self-report questionnaires and correlational designs. Little work on motivation as
intrinsic interest has taken place. Also, little attention has been paid to the effect
of motivation on the process of learning (as opposed to the product). Crookes
and Schmidt (1989) argue that research that links teachers' and learners' actions
to persistence and effort in language learning would have a more real-world
impact. (Ellis: 1994 p. 517)

1.4 OBJECTIVES OF THE STUDY

The study attempted to find out information on the following:

- i) The major factors that influenced rural KZN high school learners' lack of
motivation and negative attitudes towards the learning of English;

factor affected the motivation and attitudes of the
and

had influence on the rural high school learners could
help in reversing or changing the attitudinal and motivational situation.

1.5 ASSUMPTIONS

The first assumption was that lack of motivation and negative attitudes towards the learning of ESL were some of the major causes of high failure rate at matric level because the medium of instruction in all subjects but IsiZulu and Afrikaans is English.

The second assumption was that a high school learner in rural KZN, who was not motivated and had negative attitudes towards his leaning of English, was greatly disadvantaged at a tertiary level or even at the place of work, right from the interview.

1.6 RESEARCH METHODOLOGY

Three main methods were employed in the study to collect data from some learners, teachers or educators and government officials working in the KZN Department of Education:

The first method was the use of questionnaires, which were administered on learners and teachers of English from the remote schools of the district. Despite the risk of the forms getting lost or not being handled accordingly in some cases, this instrument was used, as it was easier on the side of the interviewer to issue the forms to particular teachers in different schools and waited for them to be returned with the needed data. This instrument was more convenient when it came to making reference and processing or using the data.

The second method or instrument were interviews, which were held with both former and then current rural high school learners as well as teachers of ESL from different schools in the Vryheid District. This district is the heart of KwaZulu-Natal (KZN) rural section and was also used as primary sources.

Last, books, articles as well as records of English Matric results from the Vryheid District English Subject Advisors office were also used as secondary sources.

ogy are discussed in chapter three of the study.

1.7 SIGNIFICANCE OF THE STUDY

The role played by English language nationally as well as internationally is key. It can neither be ignored nor should it be underplayed. Askes (1988:18) sums up the important role of English in South Africa in his statement:

English is an international language and is used as a medium of communication in commerce, industry and education between speakers of Afrikaans or of the seven Black languages. English is taught in South Africa as an L1 and L2 because it is one of the official languages, otherwise referred to as a lingua franca between members of different language groups (1988:18).

The outcome of the study might benefit several key officials and the concerned stakeholders in the education sector like, teachers of ESL; policy makers and officials in the DoE; parents of learners in the rural high school in KwaZulu-Natal (KZN); the KZN rural communities, rural-based tertiary institutions and, the rural high school learners themselves.

To most of the individuals mentioned above, especially to the teachers of ESL and to some officials in the DoE, the outcome of the study might highlight the importance of discerning the source of rural high school learners' motivation to learn English in order to meet their particular needs. And in return, having motivated them accordingly, the rural KZN high school learners might recognise the long-term benefit of learning English.

Second, the outcome of the study might create a sense of urgency in all the stakeholders in the KZN DoE to introduce or run some kinds of campaigns aimed at combating or addressing the deadly negative attitudes and lack of motivation towards the learning of English. As Brown (1987) points out, negative attitudes usually emerge either from false stereotyping or from undue ethnocentrism and that:

The negative attitudes can be changed, often by exposure to reality. Teachers can aid in dispelling what are often myths about other cultures, and replace those myths with a realistic understanding (p.127)

tertiary institutions that enroll students from rural KZN Zululand.

Finally, parents of learners in the KZN rural high schools might benefit from the outcome of the study in that, having been better informed of the power of their influence on their children's attitudes towards learning a L2, they might help in turning around the situation. Wilkins (1978:48) emphasises the power of parental influences on their L2 learning when he points out that:

Particularly interesting is the fact the attitudes of children are almost always the attitudes of their parents also, so that it could be said that the parents do much to determine the lack of success of their children in learning a language.

Through the awareness that the study might hopefully create, parents might use their influence with a renewed sense of purpose.

1.8 ETHICAL CONSIDERATIONS

Anonymity and confidentiality were the two ethical considerations borne in mind in the study. To guarantee anonymity, participants' names (as well as the information they offered) remained confidential. This was because to mention individuals' names could jeopardise the respondents' safety. The researcher also undertook to ensure that respondents would only be interviewed on a voluntary basis. Appointments were made with the participants concerned and letters of authorisation to carry out the research were written and were distributed to the authorities concerned.

1.9 LIMITATIONS OF THE STUDY

There were three major limitations of the study. First, the study could easily be misunderstood and misinterpreted as attempting to undermine the usage of the indigenous language (isiZulu) or even as counteracting against the promotion of the previously marginalized indigenous languages. However, an attempt was made to explain the aim of the study clearly before any interview was conducted or any questionnaire forms were administered. Fortunately, most people that were involved in one way or the other understood the reality of the importance of English as a language

that choice is limited when the penalties for not
tq(NEPI Language Research Group, 1992:5).

The second limitation was financial. Due to petrol price increase in the country, the area that was covered by the research as well as the number of questionnaire forms was limited due to the budgetary constraints. Never the less, all attempts were made to cover a reasonable section, sampler representation that could ensure credible results of the study.

The third limitation was the language barrier. Some people who were interviewed were not able or unwilling to respond to questions in English. Some could not respond in English and alternatively preferred to use their indigenous language. However, this limitation was overcome by translating the responses given in an indigenous language into English as accurately as possible.

1.10 CONCLUSION

This chapter has given an overview of the sociolinguistic background to the study. The problem has been stated and motivation for the study has been made. Also, the objectives and the assumptions; the research methodology to be used as well as the significance; ethical considerations and the limitations of the study, have been presented. Chapter 2 will focus on literature review and the concepts thereof.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Gardner (1985:2) proposes that ~~Second~~ Language Learning is a social psychological phenomenon, and it is important to consider carefully the conditions under which it takes place. In this chapter, therefore, concepts and factors involved in second language (L2) learning will be discussed.

To begin with, it is important to understand what ~~second language learning~~ refers to. Ellis (1986:6) claims that ~~second language acquisition~~ is sometimes contrasted with second language learning on the assumption that these are different processes. He goes on to say that:

The term ~~acquisition~~ is used to refer to picking up a second language through exposure, whereas the term ~~learning~~ is used to refer to the conscious study of second language... The term ~~second language acquisition~~ refers to the subconscious or conscious process by which a language other than the mother tongue is learnt in a natural or a tutored setting (p. 6).

2.2 REASONS FOR LEARNING A SECOND LANGUAGE

Reasons for learning a language other than one's mother tongue (L1) ought to be considered. Giles, in Gardner (1985:xi) states the following:

Bilingualism has always been of crucial importance worldwide given that the monolingual mortal is in actuality a somewhat scarce commodity... With the rapidly developing sophistication of information and communication technologies, we can expect that bi- and multilingualism will assume even greater importance as international contacts multiply and previously ~~isolated~~ ethno-linguistic groups gain easy access to their home cultures (p. xi).

What Giles is stating above is what is known as motivation, which explains why a second or another language is learnt. Gardner (1985:50) specifies that ~~motivation~~ involves four aspects, a goal, effortful behaviour, a desire to attain the

des toward the activity in questionq He (1985:51)

The type of motivation answers the question of why the individual is studying the language. It refers to the goal. Many reasons could be listed: to be able to speak with members of that language community, to get a job, to improve one's education, to be able to travel, to please one's parents, to satisfy a language requirement, to gain social power, etc. It may even be that there are as many reasons for studying a second language as there are individuals.

It would appear that second language learning research literature has made it clear that, in order for the learning of a second language to be successful, the learner or the pupil himself, who, according to Wilkins (1978:51), is probably the largest variable of all in the learning situationq ought to be willing or should want to learn. Wilkins (1978:53) also says, "research has shown that where learners have rigid, ethnocentric and authoritarian views, not surprisingly they are less successful in language learningq In fact, the NEPI Language Research Group (1992:60) reports that "no amount of force can succeed in imposing a language on people who either do not wish to use it or do not see any significant role for it in their or their children's lives.q Brown (1980), in Alatis et al (1981:113) also says:

The process of learning a second language is one that involves a total commitment from the learner. A total physical, intellectual, and emotional response is necessary to successfully send and receive linguistic messages.

Without this (the willingness or interest or what is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action,q in Brown's words (in Alatis et al :114) on the part of a learner learning a second language, it will be a futile exercise to teach a second language. Commenting on the problems affecting learning of English as a second language, Moyo (1994:38) states that:

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At many language learners in present day tertiary institutions question the relevance of English in general. This creates serious motivational problems, which can affect successful language learning. It is therefore not easy to motivate people into communicating in a second or third language. Motivation matters much more than proponents of communicative language teaching might imagine.

Gardner (1985:133) puts further emphasis on the importance of willingness and motivation when he cites that:

Students learning a second language must be both able and willing to adopt various aspects of behaviour, including verbal behaviour, which characterize members of the other linguistic-cultural group (p. 102). This obviously involves both cognitive and affective components, and Lambert (1963a) has emphasized that cognitive factors such as language aptitude and intelligence as well as affective factors such as attitudes and motivation (Lambert 1963b) are undoubtedly implicated in second language acquisition.

The importance of the two factors mentioned in the above citation (attitudes and motivation) is also stressed by Ellis (1994:473) when he records that researchers in various other surveys have also identified these two among a veritable plethora of individual learner variables or factors that influence language learning.

2.2.1 Integrative and instrumental motivations

Gardner (1985:51) says it is possible to classify the reasons for second language learning so that they reflect some ultimate goal. Once classified, the various categories would seem best identified as orientations in order to maintain conceptual clarity. Ellis (1986:300) agrees with the need to classify the reasons for language learning when he puts forward that motivation in language learning can be defined in terms of the learner's overall goal or orientation. Gardner (1985:51) argues that this terminology (orientations) was introduced by Gardner and Lambert (1972) when they focused on two types of orientations, *integrative* and *instrumental*, and subsequent studies have tended to focus on these orientations.

that a distinction is often made between the two (integrative and instrumental). He observes that:

An integrative orientation toward language study reflects a sincere and personal interest in the people and culture represented by the other group. An instrumental orientation emphasizes the practical value and advantages of learning a new language. The integrative orientation thus stresses an emotional involvement with the other community, while the instrumental orientation does not necessarily.

In agreement, Brown (1987:115) and Ellis (1986:300) also cite instrumental motivation which is said to occur when the learner's goal is *function* (e.g. to get a job or pass an examination) and integrative motivation which occurs when the learner wishes to identify with the culture of the L2 group. Ellis (1985), in Young (1987:87), offers a practical example of instrumental motivation when he reports that:

Many African students have a strong instrumental motivation to learning. Education is seen as the passport to a salaried post. Examination success is vital.

2.2.2 Manipulative or machiavellian orientation

A third kind of motivation, a manipulative or machiavellian orientation, has also been suggested by Lambert (1963b), in Gardner (1985). The machiavellian orientation could, in Lambert's conception, also serve as a reason for language learning. He argues that in other circumstances, one might consider learning another group's language as a means of getting on the "inside" of a cultural community in order to exploit, manipulate or control, with clearly personal ends in mind. The learning of indigenous languages by colonial administrators and missionaries could be cited as a good example of this kind of motivation (see Mpepo, 1990).

2.2.3 Task motivation

A fourth kind of motivation namely task motivation is defined by Ellis (1986:300) as "the interest felt by the learner in performing different learning tasks." He (1990:508) later notes that, there have been differences, however, in the way in which teachers and researchers have typically conceptualised motivation.

Ellis (1994:509) cites four hypotheses put forward by Skehan (1989), which are:

- i) **The Intrinsic Hypothesis:** motivation derives from an interest in the learning tasks the learner is asked to perform.
- ii) **The Resultative Hypothesis:** learners who do well will persevere, those who do not do well will be discouraged and try less hard.
- iii) **The Internal Cause Hypothesis:** the learner brings to the learning situation a certain quantity of motivation as a given.
- iv) **The Carrot and Stick Hypothesis:** external influence and incentives will affect the strength of the learner's motivation.

Ellis (ibid) goes on to say that these hypotheses have their correlates in the study of motivation in Second Language Acquisition (SLA) research, but that one of them, (iii), has received the lion's share of researchers' attention. Ellis (1994:513) also claims that:

Integrative motivation has been shown to be strongly related to L2 achievement. It combines with instrumental motivation to serve as a powerful predictor of success in formal contexts. Learners with integrative motivation are more active in class and are less likely to drop out. However, integrativeness is not always the main motivational factor in L2 learning; some learners, such as those living in bilingual areas, may be more influenced by other factors like self-confidence or friendship.

Mpepo (1998:3) points out that the presupposition of instrumental motivation in the formerly colonized African nations and the assumptions that language is being learned for the development of technical and professional areas not for integration into a community of native English speakers, and the way the distinction is usually made, omits from consideration the possibility that Second Language (L2) speakers may desire integration not with a foreign speech community or native speakers but within their own nation between non-native speakers and, not necessarily to be identified with any native variety.

ing are two concepts that ought to be considered carefully. There seems to be some controversy around these definitions. Hamers and Blanc (1989:7) point out that ~~the~~ concept of bilingualism seems at first sight to be non-problematic. However, they show how problematic it is when they cite that ~~Baetens~~ Beardmore (1982) listed some thirty-five definitions and typologies of bilingualism, very few of which are multidimensional (ibid). Crystal (1986:33) observes the following:

Definitions of bilingualism reflect assumptions about the degree of proficiency people must achieve before they qualify as bilingual (whether comparable to a monolingual NATIVE-SPEAKER, or something less than this, even to the extent of minimal knowledge of a second language). Several technical distinctions have been introduced, e.g. between COMPOUND and CO-ORDINATE bilingualism (based on the extent to which the bilingual sees the two languages as SEMANTICALLY equivalent or non-equivalent), between the various methods of learning the two languages (e.g. simultaneously in childhood or through formal instruction), and between the various levels of abstraction and at which the linguistic systems operate . bilingualism being distinguished from BIDIALECTTISM and DIGLOSSIA).

Mpepo (1990:104) also points out that ~~the~~ definition of what it means to be ~~bilingual~~ is controversial in linguistics. According to the Webster Dictionary (1961), in Hamers and Blanc (1989:7):

~~Bilingual~~ is defined as ~~having~~ or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker ~~and bilingualism as the constant oral use of two languages~~

Macnamara's (1967) definition, in Hamers and Blanc (1989:8) seems to contradict the one above as he proposes that:

A bilingual is anyone who possesses a minimal competence in one of the four language skills, i.e. listening comprehension, speaking, reading and writing in a language other than his mother tongue.

7) point out that all these definitions, which range from a minimal proficiency in a second language to a minimal proficiency in a second language. The number of theoretical and methodological difficulties.

Bilinguality, further more, is said to have several dimensions. Hamers and Blanc (1989:8) claim that they have found the following dimensions relevant: relative competence, cognitive organization, age of acquisition, exogeneity, social cultural status and cultural identity. The six dimensions (1989:9) are distinguished below:

Table 2.1 Summary table of psychological dimensions of bilinguality

Dimensions	
A. According to competence in both languages	1.balanced bilinguality 2.dominant bilinguality
B. According to cognitive organization	1.compound bilinguality 2.coordinate bilinguality
C. According to age of acquisition	1.childhood bilinguality (a) simultaneous (b) consecutive 2.adolescent bilinguality 3.adult bilinguality
D. According to presence of L2 community in environment	1.endogenous bilinguality 2.exogenous bilinguality
E. According to the relative status of the two languages	1.additive bilinguality 2.subtractive bilinguality
F. According to group membership and cultural identity	1.bicultural bilinguality 2.L1 monocultural bilinguality 3.L2 acculturated bilinguality 4.deculturated bilinguality

A. **Relative competence.** This is the first dimension and it focuses on the relationship between two competences. Lambert (1955:197) states that a distinction has been made between the *balanced bilingual* who has equivalent competence in both languages and the *dominant bilingual* for whom competence in one of the languages, more often the mother tongue, is superior to his competence in the other.

B. **Cognitive organisation** is the second dimension of bilinguality, which distinguishes compound and coordinate language systems. Ervin & Osgood (1954:139-46) observe that in a compound system two sets of linguistic signs come to be associated with the same set of meaning, whereas in a coordinate

nts in the two languages correspond to two different

C. Age of acquisition. This is the third dimension, which is said to focus on three distinct phases at which bilinguality is reached. The following are the three phases, which Hamers and Blanc (1989:264) distinguish:

- (1) childhood bilinguality, reached before 10-12 years.
- (2) adolescent bilinguality, reached after childhood but before adulthood
- (3) adult bilinguality, reached after adolescence.

Hamers and Blanc (1989:10) make a further distinction in childhood bilinguality. They state that:

In childhood bilinguality one must distinguish (a) simultaneous early or infant bilinguality, when the child develops two mother tongues from onset of language, which we call L_A and L_B , as for example the child of a mixed-lingual family; and (b) consecutive childhood bilinguality, when he acquires a second language early in childhood but after the basic linguistic acquisition of his mother tongue has been achieved

Ellis (1986:110) makes an interesting observation on the age aspect of L2 acquisition:

Children will prove the more successful learners, particularly where pronunciation is concerned, because they are strongly motivated to become part of the first language community and require a native-like accent to achieve this. It can also be predicted that they will achieve greater overall communicative fluency, both because they are likely to receive more years of exposure to the L2, and because of the importance of this aspect of proficiency in peer group interaction.

Still on childhood bilinguality, it is said that the acceptance of mother tongue in schools promotes bilingualism in children. Bruce (1987:87) cites the following:

Recent thinking in relation to children whose mother tongue is not English has led to new views on the acceptance of mother tongue use in schools. If children are allowed to use their own language at home and in school, they seem to make better progress in the new language they are acquiring. In this way bilingualism can be actively encouraged.

Environment. This is the fourth dimension of bilinguality. (10-11) say that the acquisition of a language that is used by a community may or may not be used for institutional purposes is *endogenous bilinguality*, whereas *exogenous bilinguality* is the acquisition of a language used as an official, institutionalized language.

E. Relative status of the two languages. This is the fifth dimension of bilinguality, which focuses on whether bilinguality is *additive* or *subtractive*. Gardner (1985) explains the two statuses as follows:

If learning the second language involves the development of proficiency in that language with no pressure to replace or reduce the importance of the first language, the result is an example of additive bilingualism. If, on the other hand, the second language were being acquired to promote cultural assimilation as where minority groups are encouraged to learn a national language, this would be an instance of subtractive bilingualism.

F. Group membership and cultural identity. This is the last dimension of bilinguality. Hamers and Blanc (1989:11) observe four kinds of group membership and cultural identities. They say that *bicultural bilinguality* is when a bilingual may identify positively with two cultural groups that speak his or her languages and be recognized by each group as a member, whereas *L1 monocultural bilinguality* is when a person may become a fluent bilingual while identifying culturally with one of the groups only. And, *L2 acculturated bilinguality* is when a person renounces the cultural identity of his mother-tongue group and adopts that of the second language group, whereas *deculturated bilinguality* is when a bilingual may give up his own cultural identity but at the same time fail to identify with the L2 cultural group and as a result become anomic.

In view of all the varied definitions of bilingual(ism) and the dimensions thereof, it is Hornby's (1977) approach cited by Mpepo (1990:104) that seems to offer a solution to the linguistic controversy and the varied definitions thereof. He puts forward that:

The best way to deal with this problem of variation in definitions would be to recognize that bilingualism is not an all-or-none property, but it is an

istic that may exist to degrees varying from minimal of more than one language.

This approach to bilingualism) seems to also be in line with the new realization which, according to Gardner (1985:1), answers questions that had grown out of dissatisfaction on the part of teachers, students and society that language courses were not achieving their desired ends in that they were not producing bilinguals. He reports:

Although many teachers still berate themselves over their apparent lack of success, there seems to be a growing realization that perhaps second language instruction is not a complete failure. but, rather, that the goal of bilingualism in some contexts is possibly an unreasonable one. Such a new realization, it would seem, is a positive sign. It doesn't indicate complacency on the part of teachers, but rather a decision to focus their energies on maximizing language growth in their students.

2.4 ATTITUDES

Another major concept that was considered specifically in the study, closely related to motivation is the concept of attitudes which Gardner (1985:8) says is complex, and many definitions have been proposed to describe its essence. Louw and Edwards (1997:746) cite that Attitude is the concept that has probably played the most central role in the development of social psychology during the twentieth century. To give the exact meaning of this concept, they (1997:748) cite the following:

Fishbein and Ajzen (1975) define an attitude as the general feeling (ranging from positive to negative) or evaluation (good/bad) a person has towards self, other people, objects or events.

With regard to learning of languages, Ellis (1986:293) refers to attitudes as sets of beliefs possessed by learners about such factors as the target language culture and the learners own culture. In the case of classroom learning, the attitudes would relate to their teacher and the learning tasks they are given, which influence language learning in a number of ways. Spolsky (1989:149) claims that for Gardner and Lambert, motivation comes from attitude. Wilkins

ack of motivation goes hand-in-hand with hostile

The arguments above seem to make it quite imperative that serious consideration ought to be given to the issue of the learners' attitudes, as they would appear to be prerequisites for their learning a second language successfully. Wilkins (1978:52) suggests that when learners have little intrinsic interest in language learning, or they are not volunteers, the teacher must himself stimulate and sustain motivation. Brown (1987:115) asks:

How can a teacher provide extrinsic motivation where intrinsic motivation is lacking?

Lightbown (1993:39) argues that if the speaker's only reason for learning the second language is external pressure, internal motivation may be minimal and general attitudes towards learning may be negative. He goes on to observe that, depending on the learners' attitudes, learning a second language can be a source of enrichment or a source of resentment.

According to Ellis (1994), the learner's attitude towards the target language informs the determination with which the learner can tackle challenges in the target language. Normally, learners manifest different attitudes towards the target language, target language speakers, the target language culture, the social value of learning the second language, particular uses of the target language, and themselves as members of their own culture. These attitudes are likely to reflect the particular social settings in which learners find themselves. He continues to argue that learner attitudes have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success. Thus, learners with positive attitudes, who experience success, will have these attitudes reinforced. Similarly, learners' negative attitudes may be strengthened by lack of success.

The fundamental issue, however, according to Askes (1988:11), is that effective learning can only take place when the pupil is keen to acquire knowledge; he must therefore be strongly-motivated. The NEPI Language Research Group

skilled teaching, supported by good textbooks and to develop proficiency in well-motivated learners. On (1978:52) reports that, Weakly-motivated learners, by definition, have difficulty in recognizing long-term benefits of language learning.

According to Gardner (1985) in Lightbown (1993:39), the overall findings show that positive attitudes and motivation are related to success in second language learning. Brown (1987:127) says:

It seems intuitively clear that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and in all likelihood, because of the decreased input and interaction, to unsuccessful attainment of proficiency.

Another factor to be kept in mind by policy makers, teacher trainers and school staff is that of opportunities for learners to practice the L2. The NEPI Language Research Group (1992:19) pairs the motivation factor with opportunity and points out that:

Successful learning of a language in the school situation depends on both motivation (which is influenced by attitudes) and on the range of opportunities for its use outside the classroom, and that there are vast discrepancies in this range in different rural and urban areas.

Krogh (1990:102) cites that the need to communicate comes from inside the child, while the norms of society give shape to the communication. She (ibid) goes on to say that language learning is easy when it is whole, real, and relevant; when it makes sense and is functional; when it is encouraged in the context of its use; when the learner chooses to use it. In other words, other, more rigid systems make learning difficult. Pride (1979:19) also puts forward that:

Good learning depends on at least three variables: aptitude, motivation and opportunity, which includes all those activities both within and outside the classroom which expose the learner to the language and which afford him an opportunity to practice what he has learned.

He (ibid) further argues that, if we want to enable the student of English, then we must put him in situations which demand the use of English. He then shows a connection between motivation and opportunity in his brief analysis or description

as the difference between a good (well-motivated) learner and a poor learner that is not. He (ibid) writes:

The good language learner takes and creates opportunities to practice what he has learned while the poor learner passively does what is assigned him.

Characteristics of attitudes

Baker (1988) in Gardner (1985:39-49) discusses five main characteristics of attitudes:

- i) Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feelings and emotions attached to them).
- ii) Attitudes are dimensional rather than bipolar . they vary in degree of favourability/unfavourability.
- iii) Attitudes predispose a person to act in a certain way, but the relationship between attitudes is not a strong one.
- iv) Attitudes are learnt, not inherited or genetically endowed.
- v) Attitudes tend to persist but they can be modified by experience.

The above characteristics are further classified:

Classification of attitudes

Gardner (1985:40-42) proposes that to a considerable extent, the various ways of classifying attitudes can be seen reflected in relationships between the attitude measures and indices of achievement in a second language. He outlines three distinct classifications and other related factors:

i. Specificity/generality

The first classification he proposes (ibid:40) is along a dimension of specificity/generality. For this dimension of classification, he (ibid) gives the following example:

Attitude towards learning French is relatively specific in that the attitude object is fairly circumscribed and definite. On the other hand, a measure like interest in foreign languages is considered more general.

(ibid:41) is in terms of their relevance to second language achievement. Some attitudes are obviously more relevant to the task of learning a second language than others. For instance, he (ibid) notes that:

Attitudes toward learning French and attitudes toward the French course are obviously more relevant to learning French in the classroom than are attitudes towards French Canadians or interest in foreign languages.

iii. **Educational or social**

The third way of classifying attitude variables proposed by Gardner (ibid:42) is as either educational or social attitudes. Instances of educational attitudes would be attitudes toward the teacher, course, learning the language, etc. Social attitudes, on the other hand, involve attitudes, which focus on the cultural implications of second language acquisition.

According to Gardner (ibid), two attitude variables, which have received a considerable investigation by a number of researchers, are attitudes toward learning the second language [educationally relevant attitude] and attitudes towards the second language community [primarily a social one]. He (ibid) goes on to report that attitudes towards learning the second language also have been shown to relate to other factors like sex, upbringing and age. He (ibid:43) notes that sex differences have been obtained on attitudes toward learning the second language. Girls tend to demonstrate significantly more positive attitudes than do boys. Attitudes are clearly influenced by many factors in the student's upbringing.

Gagnon (1974) cited by Gardner (ibid) demonstrates that attitudes toward learning English as a second language varied appreciably from one geographical area to another in Canada. There could be many reasons for these differences for instance children whose parents indicated an interest in Welsh also evidenced positive attitudes.

Gardner (1985:44) records that studies have also indicated that attitudes toward learning a second language become less positive with age but also adds that

probably are affected by a number of cultural

Further more, some observations have revealed how attitudes are formed in the process of learning a second language. HERNICK and KENNEDY (1968), in GARDNER (ibid), claim that:

Forcing students to learn languages rapidly creates feelings of failure, and it is obvious that such dissatisfaction could generalize to attitudes toward learning the language among some students. The net effect would be a decrease in the mean attitude of a class of students.

KROGH (1990:111) also points out that if language learnings are not meaningful to children, it is only a matter of time before their normal curiosity and excitement becomes dulled by the need to accomplish the teacher's requirements. By then the curriculum belongs to the teacher, not to the children, and what started out as a learning adventure becomes increasingly work-like. It's easy for a teacher to fall into a pattern of dull, lifeless assignments for children.

There are other, more traditionally accepted, determinants of attitudes, which GARDNER (1985:108) reports about that social scientists generally consider to be of major importance:

In his presentation, OSKAMP (1977) directs attention to personal experiences with the attitude object, parental influence, group determinants, and the mass media. He discusses research dealing primarily with ethnic and political attitudes and concludes that parents are the major determiners of children's attitudes, at least initially. As they grow older, however, factors such as direct experience and the mass media have their influences as do direct indoctrination in school, peer group pressures, reference group values, and simply general expectations or beliefs in the cultural community.

Role of the parent

Parents are reported to play a role in the learning of a language. GARDNER (1985:110) distinguishes between two potential roles of the parent, active and passive roles. He states that parents play an active role when they encourage their children to do well, when they monitor their language learning performance and when they reinforce any success identified by the school, whereas a passive

are subtle than the active role largely because the
of it, involves the parents' attitudes toward the second

Measuring attitudes

It is very important to consider that attitudes of learners or parents have to be measured. To measure attitudes both directly and indirectly, Lambert, Hodgson, Gardner, and Fillenbaum (1960) put forward that the Semantic Differential Technique is used, where learners are given a series of antonyms (for example, useful vs useless and ugly vs beautiful) and asked to evaluate a given phenomenon) for example, a language or a speaker's accent) on each dimension. In Matched Guise studies the same technique is also used in which the same speaker, who is bilingual, reads a passage in two languages. Learners are then asked to make judgements about the readers (i.e. they are not told that it is one person). In this way, they inadvertently reveal their attitudes towards the two languages.

Attitude modifying experiences

Finally, Baker (1995) claim above that attitudes can be modified by experience, supports Gardner's (1985:105-6) proposition that there are three different experiences associated with second language acquisition that can have an influence on a student's attitudes and motivation. The first experience is bicultural excursion programmes, which are referred to by Gardner (1985: 85):

Relatively short term interactions with members of the other language community in their own social environment with the express purpose of developing positive attitudes toward that group. Generally there is little, if any, instruction in the second language.

The other two experiences proposed are regular language courses, and intensive language training. However, Gardner (1985:8) adds that:

If teachers are skilled in the language and attuned to the feelings of their students, and the methodology is interesting and informative, this can do a lot towards the awakening of positive attitudes, regardless of whether students' initial attitudes are positive or negative. Obviously, if teachers are not knowledgeable, not sensitive to student reactions, and encumbered with a dull and unimaginative methodology, it is unlikely that positive attitudes will be developed.

ature on the concepts that have been reviewed in this chapter, it is important to consider 8 other factors. The understanding of these factors might aid in explaining some motivation and attitude matters that obtain in the rural setting where the language learning in this study occurs. The distinction between ESL and EFL will be focused on first.

2.5.1 The distinction between ESL and EFL

The teaching and learning of English as a Second Language (ESL) might be easily confused with that of learning English as a Foreign Language (EFL). Mpepo (1990:232) explains the distinction thereof and the implications arising from the distinction between the two terms. He puts it this way:

An ESL (English as a Second Language) situation is where the language is so widely used in a traditionally non-native environment between most traditionally non-native speakers. Doubtless, the teaching approach emphasizes intelligibility which is different from an EFL (English as a Foreign Language) situation in which the use of the language is with native speakers or speakers from outside the country. The teaching approach in this case [EFL] aims to teach learners to produce the sound, syntax, and conversation patterns of British, American or of any English associated with a country where English is traditionally spoken as a native language (1990:232).

He then points out that this distinction is not in fact observed or clearly understood in the English language industry or in Applied Linguistics. He goes on to say that mainly due to economic reasons, the term EFL has disappeared from the industry and academic discourse. Mpepo (1998) adds that in an ESL situation the learners are effectively surrounded by the target language. They come into direct contact with it through social interaction, education, commerce and mass media both electronic and print.

The misunderstanding and misapplication of these two terms and the methods or approaches thereof by teachers of English might have a negative impact on learners and, this might result in low levels of motivation and negative attitudes being created. Therefore, a correct understanding of the distinction between ESL

e as it might aid in explaining matters around
the study.

2.5.2 The language classroom

This is another important factor to be considered in the study as a classroom is where much of the learning of ESL by the learners in the study takes place. The dynamics of a language classroom might have an impact on learners' motivation and the development of attitudes towards their learning of ESL. Mncwango (2004:25) offers the following definition:

The language classroom is a setting where the target language is taught as a subject only, as it is not commonly used as a medium of communication outside the classroom. This is typical of most rural South African schools, where English ought to be the medium of instruction, but is spoken in class only during English periods. In some cases, even during English periods the learners' L1 is also used to a large extent. In this sense the target language is taught both as a foreign language since it comes with a culture peculiar to the learners and as a second language since learners have no contact with the target language outside the classroom. This is as a result of the locality of the schools, particularly rural schools, where there are no native speakers of English in the neighbourhood.

Commenting on the issue of classroom language use, Mc Donogh (1986:87) points out that:

The classroom use of second or foreign language is often the only regular exposure to the language the students have, and therefore the ways in which the language is typically used in the classroom are especially important.

The assumption therefore, is that even informal learning inside the classroom may differ from what is found in natural settings outside the classroom. Mc Donogh (1986:77) has this to say:

It is a commonplace that most language classrooms are artificial and one sense of this term (non-genuineness) implies that these two types of social factor are widely separated, that is to say that the classroom does not reflect the eventual language-using situation. For this reason there has been for some time a trend towards a greater degree of realism in the classroom, in

items included, the types of activities allowed, and the interaction between people provoked. But such moves, however, do not remove the artificiality of the classroom in the slightly artificial; meaning made by hand. It is still the teacher's responsibility to plan and execute the appropriate classroom organization and activities and monitor their success as reflected in the students' improvement.

Further more, Moyo (1994:38) points out the challenge of accommodating individual learner difference in the artificial (non-genuine) classroom and a possibility of some activities becoming counter-productive. He says:

A teacher, on the other hand, has to handle from between forty to sixty-five learners in a fairly normal second language classroom. In addition to this, learners differ. Some, despite a conducive learning atmosphere, will never say a word unless they are asked to. Others, on the other hand, could talk throughout the lesson. The introvert who has little confidence stands the risk of never learning to say anything in the communicative language-teaching classroom, certainly not in those activities, which require verbal expression. There are also extrovert learners who would like to stand out and display their fluency to their meek peers. A teacher, in playing his role as producer and director, must assign specific roles to individual learners, bearing in mind their personalities and insecurities. He might, sometimes, have to coerce learners into participating in role-plays, simulations and other such verbal communicative activities. But such pressure exerted on learners could prove counter-productive and demotivate them (Moyo, 1994:38).

2.5.3 Classroom emotional climate

The third factor that can have a bearing on motivation and attitudes in a learning situation is classroom emotional climate. McDonough (1986:77) states that:

By emotional climate is meant the complex nature of the learning atmosphere in the classroom, which is created by the teacher and the pupils and through which the teaching/learning operates

He goes on to suggest that incidental learning in the classroom usually takes the form of learning by observation. However, whether or not a student will actually attend to the discussion between teacher and another student and learn from it depends on whether the climate of the class favours mutual dependence among the students or not. Students are often, understandably, unwilling to have their errors in written work exposed to their peers. One obvious reason for this is loss

harsh or unkind attitudes to error. Conducive
nts is only possible if the teacher has fostered a non-
e classroom.

The relevance of this factor to the study is that classroom emotional climate might have a significant effect on learners' motivation towards their learning of ESL as well as their development of attitudes, either positive or negative.

2.5.4 Educational contexts

Educational context is the fourth factor. There are three educational contexts, which have been distinguished namely, submersion, immersion and mother tongue maintenance. The contexts are discussed as follows:

i) Immersion

According to Ellis (1994) the term immersion was initially used in the context of Canadian French immersion programmes, where members of a majority group (native speakers of English) were educated through the medium of French, the language of the minority group. Hamers and Blanc (1989:198) claim that:

It is no accident that immersion programs started developing in Quebec. Immersion simply means that a group of L1-speaking children receive all or part of their schooling through a L2 as medium of instruction. The term immersion refers to a program in which teaching is planned through the means of a L2;

It is said that there is a variation of such programmes. Some begin in kindergarten; others begin late, for example, in grade 4. Some immersion programmes are full programmes (i.e. almost all instruction is conducted in the L2), while others are partial (only part of the curriculum is taught through the L2).

This factor is of relevance in the study as English is mostly learnt as a second language by rural school learners in the KZN Province and it is used as a Language of Learning and Teaching in most schools.

ii) Submersion

gas (1988), in Mncwango (2004:23), a submersion

A programme where linguistic minority children with a low status mother tongue are forced to accept instruction through the medium of a foreign majority language with high status, in classes where some children are native speakers of the language of the instruction, where the teacher does not understand the mother tongue of the minority children, and where the majority language constitutes a threat to their mother tongue .a subtractive language learning situation.

Mncwango (2004:23-24) also cites that:

Cohen and Swain (1979) maintain that where L2 learners are taught with native speakers right from the beginning, that could create communication problems and insecurity on the part of the L2 learners. They argue that if L1 support is provided in such settings, it is of the *pull out* kind, which stigmatizes the L2 child and also deprives learners of the opportunity to progress in content subjects.

Another argument is that students' low academic performance may reflect the low expectations that teachers often have of the students, particularly those from certain ethnic groups (for example, learners from previously disadvantaged schools in the former Model C schools).

Relevant to the study is Mncwango's (2004:24) application of the submersion context to the situation in South Africa. He observes that:

In the South African context, submersion programmes are common, particularly in the case of Black middle-class parents who send their children to former Model C schools. Children find themselves in a situation where the medium of instruction is English, and their L1 is not maintained. In most cases, teachers cannot communicate in the learners' L1. The result is often that literacy in the L1 ceases, as learners have to concentrate on the L2, which is a *foreign language* to most of them. It is arguable whether such learners may become biliterate or just bilingual. Biliteracy refers to the learner's ability to speak, read and write in both languages. Reading and writing in the learners' L1 is not catered for in most former Model C schools yet, with the exception of only a few that offer certain indigenous African languages for communication purposes only.

iii) **Mother tongue maintenance**

With regard to mother tongue maintenance, Mncwango (2004:22) cites Skuttnab-Kangas as saying:

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aintenance can take two forms: the weaker and the stronger. In the weaker form, learners are given classes in their mother tongue, but are directed at developing formal language skills, including full literacy. In the stronger form, learners are educated through the medium of their mother tongue. The goal of mother tongue maintenance is additive bilingualism.

Some of the advantages of mother tongue maintenance, which Mncwango (2004:22-23) cites are that it provides support for L2 learning; learners are characterized by organizational factors; positive affective factors, success in developing full control of the L1, and a high level of proficiency in the L2.

This factor was also considered relevant to the study as isiZulu seemed to be predominantly used by most of the learners in the rural KZN Province.

2.5.5 MTE and LiEP

Mother Tongue Education (MTE) is the yet another factor that was deemed relevant to the study and worthy to be considered together with Language in Education Policy (LiEP) in South Africa. Braam (2004:37) claims that, it is universally accepted that mother-tongue education is the most effective approach to teaching and learning. The claim could be based on what appears to be a clear connection between MTE and additive bilingualism. He (2004:15) cites the following:

Additive bilingualism is described by Lockett as, 'the gaining of competence in a second language while the first language is maintained' (1995:75). This is the concept that encapsulates the essence of the LiEP, which implicitly advocates mother-tongue education. It is derived from a psycholinguistic theory that has been developed mainly by Cummins (in Baker 1996) and it postulates that a child's second language competence is partly dependent on the level of competence already achieved in the first language. The more developed the first language, the easier it will be to develop the second language.

MTE in South Africa is a matter of policy. Moyo (2002:151) states that, 'According to the Constitution (1996) a learner has the right to attain his or her education in his or her mother tongue or in the language of his or her choice.' He goes on to say that:

Policy and Plan for South Africa (6 November 2000:14) the language, as the fundamental instrument of learning the heart of all education, learners should be strongly encouraged to use their primary languages as their Languages of Learning and Teaching (LoLT) at all levels of schooling. In addition all learners must have the opportunity to learn additional languages to high levels of proficiency.

However, there seems to be challenges associated with MTE and the Language in Education Policy. Pluddemann et al (2004:14), for instance, observe that:

In the post-1994 phase a further irony of history has begun to unfold, with tragic consequences. The endorsement of official multilingualism at a policy level stands in contradiction to the oft-cited hegemony of English in the public sphere (cf. Alexander 2001) and the effective gridlock of collusion between the ruling English-speaking elite and the English-seeking masses. For the majority of speakers of African languages, the collusion has resulted in the most debilitating school language practices to date, namely in the (premature) abrogation of MTE after Grade 3 in favour of English as LoLT.

Pluddemann et al (ibid) also observe that, 'Unlike Afrikaans-speakers and English-speakers, therefore, who experience MTE all the way through schooling and beyond as a self-evident right and as a resource, most speakers of African languages remain educationally disadvantaged.' To confirm their observation, they (ibid) cite that:

Kathleen Heugh (2000:23-25), in an analysis that has yet to be refuted, argues that the steeply declining matric pass rate of African-language speakers between 1975 and 1992 is directly attributed to the decreased length of MTE from eight to four years over this period.

Pluddemann et al (2004:15) consider this to be 'an indictment of the schooling system that, despite the fact that the majority of those writing the Grade 12 school exit (matric) exam have neither Afrikaans nor English as a home language, the exam can still be taken only through the medium of one of these two languages.'

Obanya (2004:10) points out some of the disadvantages of not learning in a first language or mother tongue. He says:

of not learning in the first language have been well
n be summed up as follows:

- learning is hampered because teaching is done in a language in which neither the teacher nor the learner has an appropriate level of mastery
- the practiced curriculum differs widely from the official curriculum, as teachers constantly resort to code-switching to get linguistically and psychologically closer to learners.
- linguistic failures (i.e. language problems) are mistaken for academic failure (i.e. real inability to learn), as language becomes the main barrier to learning.

While agreeing with the disadvantages of not learning in a first language as highlighted above, Pluddenmann et al (2004:15) seem to reveal a challenge of attempting to offer MTE without having necessary resources. They observe that:

While English is the nominal language of teaching from Grade 4 upwards, teachers are compelled to codeswitch into and from the home language perpetually, even up to Grade 11, in order to bridge the learning gap. They do so without the benefit of textbooks in African languages, and without having been trained to teach through African languages.

To conclude, Moyo (2002:151) not only amplifies the challenge of offering MTE without resources but also makes a suggestion based on practical reality. This is what he says:

What we have suggested \bar{o} is to limit indigenous languages as media of instruction in early education and perhaps propose that these languages be used as instructional languages in higher learning later. This is because the texts for learning and other teaching materials in content subjects in indigenous languages are not there yet.

Theoretically then, this is the linguistic right that each child has. In practical terms, however, a child in KwaZulu-Natal for example, may decide to be taught in Setswana, but the school would end up informing the child that it does not have a teacher competent to teach effectively through the medium of Setswana.

This exercise of free choice of which language to be instructed in, has also been reported to be costly as it involves translating textbooks into all eleven official languages along with other teaching and learning materials. Nevertheless, the aims of the language in education policy are to:

- Facilitate national and international or multilingualism through cost-effective mechanisms;

intelligence of the historically disadvantaged languages on.

Despite what seems to be positive aims of the language in education policy, some studies have established that politics and policy accounts for poor performance or inadequate language competence. One such study is that of Tollefson (1991:7) also cited by Alexander (2004:14) and called Tollefson's paradox, in which it is reported that:

inadequate language competence is not due to the poor texts and materials, learners' low motivation, inadequate learning theories and teaching methodologies, or the other explanations that are commonly proposed. Instead, language competence remains a barrier to employment, education, and economic well being due to political forces of our own making. For while modern social and economic systems require certain kinds of language competence, they simultaneously create conditions which ensure that vast numbers of people will be unable to acquire that competence. A central mechanism by which this process occurs is language policy.

Braam (2004:36) reports similar findings on policy when he cites that:

In considering the power relations of school language policy in a broader context, writers such as Baker (1995), Cummins (2001), Tollefson (1991), Alexander (2003) and Meerkorter (2003) have described language policy in education as a means to control, dominate and exploit people in society, by creating structural barriers that preclude speakers of low status varieties from entering tertiary level education and securing employment that provides reasonable remuneration. Instead, schools act as gatekeepers to filter through learners that are proficient in English and who perform well academically as a result, while others stand a lesser chance of upward social mobility and are more prone to leaving school earlier either to become part of a cheap labour pool or to join the unemployed. Unemployment and low wages, in turn, are linked to crime, gangsterism, disease, substance abuse and undisciplined behaviour.

2.5.6 English as LoLT

The sixth factor is the use of English as a language of learning and teaching (LoLT). It would appear that English is a popular choice as a language of learning and teaching in most schools most probably due to its role, status and prestige. However, three serious challenges have been observed in most schools for Black learners with regard to the use of English as LoLT. The first of these challenges is the quality of teachers and the second one is the lack of opportunities to practice English

ers

anya (2004:10) points out that:

- learning is hampered because teaching is done in a language in which neither the teacher nor the learner has an appropriate level of mastery
- the practiced curriculum differs widely from the official curriculum, as teachers constantly resort to code-switching to get linguistically and psychologically closer to learners.

To add, Pluddemann et al (2004:14) cite that Hartshorne and others (e.g. Alexander 2000; Webb 2002; Stroud 2002) have observed that:

An English-mainly based educational system in South Africa is unworkable for the foreseeable future, since the majority of teachers are not highly proficient in English, and the majority of learners have very little access to the metropolitan language outside of school.

ii. **Lack of opportunities to practice**

Another challenge of using English as LoLT seems to be the lack of opportunities for learners to practice English, their L2, both, in the localities from which they come as well as in their schools where most of their teachers seem not to implement language policies. On the matter of locality, the majority of learners have very little access to the metropolitan language outside school as Pluddemann et al (2004:14) observe. As for the lack of opportunities in schools to practice English, it seems to be due to the lack of will power to use the LoLT as school language policies stipulate. Moyo (2002:150) has this to say on this matter:

After Grade 5 most schools have opted for English as the medium of instruction in higher education. By the same token we would argue that this, therefore, promotes a framework to develop multilingual models for schools, which lamentably thus far, have only received lip service and therefore there is evidence of mere posturing in terms of what the policy stipulates. There may only be a small number of schools that seriously attempt to develop a multilingual society for national unity and integration.

has been observed is that of resources. The DoE's (2005:32) puts it this way, in recognition of this challenge:

- **Resources**

Where material resources are hard to find, teachers and learners need to be resourceful and innovative to find substitutes and variations. For Learning Programmes, teachers should look beyond the classroom for other resources.

- **Rural and urban contexts**

Learning Programmes should be adapted to suit urban or rural contexts. For example, in rural areas without electricity, radio could be used to assess the impact of mass media in terms of the use of language, voice, sound, music and visualizations. Teachers need to expose learners to both rural and urban realities by arranging excursions and exchanges and twinning rural and urban schools.

Further more the DoE's Teacher's Guide (2003:7) states that, "Teachers will have to be familiar with the resources needed and the resources available as they develop their programmes." The Guide (ibid) goes on to advise that, "Care should be taken not to develop Learning Programmes where lack of access to resources will discriminate against learners."

Another confirmation of lack of resources in most schools for Black learners is offered by Pluddemann et al (2004:14) though they argue against the use of English in African schools. They say:

The maximal use of English . what Brock-Utne (2003), following Phillipson, calls the maximum exposure fallacy . is viewed by the majority of schools in the still impoverished townships as the best guarantee of educational success, economic security and social mobility. African-language speaking parents respond to the role-model effect of the Black elite, who enroll their children in better-resourced formerly "white" (alternatively "coloured") schools in the hope of equipping their children with "a foolproof English Education."

2.5.7 The language mismatch

Another factor that was worthy of consideration is that of language mismatch. According to Braam (2004:43), the mismatch phenomenon occurs when "the

the community is not part of the classroom practice of
et al (2004:37) offer a typical example of the mismatch

In the ex-HoR communities, for example, English is used increasingly as the LoLT despite the fact that Afrikaans is still used widely for local purposes in the community. Similarly, English has long replaced isiXhosa as the official medium in Xhosa-mainly ex-DET school communities.

In the case of the ex-HoR referred to in the above quotation, English would be considered the high and standard variety or status while Afrikaans or isiXhosa would be the low variety or lower-status, according to Braam (2004:43). Pluddemann et al (2004:37) further observe that:

Where speakers of the lower-status languages have their languages stigmatized, marginalized or even excluded from the curriculum, the mismatch phenomenon has negative pedagogic and social implications.

2.5.8 Age

Ellis (1994:484) states that there is a widely-held lay belief that younger L2 learners generally do better than older learners, which is supported by the *critical period hypothesis* that Spolsky (1989:90) claims was proposed originally by Lenneberge (1967). According to this theory, Ellis (1994:484) says that there is a fixed span of years during which language learning can take place naturally and effortlessly, and after which it is not possible to be completely successful. He (ibid) goes on to say that Penfield and Roberts (1959) argued that the optimum period for language acquisition falls within the first ten years of life, when the brain retains its plasticity.

It is said that the age issue is controversial and:

[It] remains an important one for theory building in SLA research, for educational policy-making, and for language pedagogy. If it can be shown that older learners are different from younger learners, the claim that adults have continued access to Universal Grammar is called into question. If it can be shown that younger learners do better than older learners, the case for an early start in foreign language education is strengthened if it can be shown that children learn in different ways to adults, language teachers will need to identify different approaches and

the two kinds of learners (Larsen-Freeman and Long,

Commenting on the effects of age on learners' second language achievement, Ellis (1994:489) claims that the majority of L2 learners fail to reach native-speaker levels of ability. A number of studies have investigated the relative effects of starting foreign language education in primary school as opposed to the secondary school on the levels of attainment, he says. The results of Singleton's (1989) school-based studies cited in Ellis (1994:489) is not supportive of the claim that children's level of attainment is greater than that of adolescents or adults, whereas, studies of learners in naturalistic learning situations provide the most convincing evidence that younger is better and, therefore, some support for the Critical Period Hypothesis. Logan and Logan (1974:167) offer what seems to be further support with their opinion that a child should have a minimum of 5000 words in his speaking and listening vocabulary before formal reading instruction is attempted.

Ellis (1994:90) reports that Singleton (1989:137) in his summary of these and other studies observes that:

Concerning the hypothesis that those who begin learning a second language in childhood in the long run generally achieve higher levels of proficiency than those who begin in later life, one can say that there is some good supportive evidence and that there is no actual counter evidence.

And, in summing up the issue of age, Ellis (ibid) claims that children generally enjoy an advantage over adults in L2 learning because of their age, particularly in pronunciation. However, this will only become evident after substantial exposure to the L2.

As different age groups seem to be a reality in most rural schools in the KZN Province, this factor was deemed relevant to the study as it might explain differences in motivation levels and attitudes towards the learning of English among the learners.

To sum up the literature reviewed above, Gardner (1985:11) has this to say:

achieve the goal and favourable attitudes toward the
the effort or the drive, then we have a motivated
organism.

2.6 CONCLUSION

This chapter has focused on what second language learning is; the reasons or motivation for learning a second language; attitudes and their effect on second language learning, as well as other factors such as second language learning contexts; the distinction between ESL and EFL, and age. The next chapter (Chapter 3) will focus on the methodology used in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter, the methodology adopted for the study is discussed. It is a descriptive method of research that was adopted through which questionnaires and surveys, among other ways of data collection, are used. Details of the method and the motivation of its use in the study are discussed.

3.2 RESEARCH METHODOLOGY

Ellis (1985:290) states that there is no consensus about the overall direction that SLA research should follow. Seliger and Shohamy (1989:23) fully agree with Ellis as they state that there is no one preferred research approach for the study of all second language acquisition phenomena. They go on to say:

Research methodologies may be determined by such factors as the philosophy of the researcher, the theory motivating the research, and objective factors such as the conditions under which the research is being conducted and the question being investigated (ibid).

And, Lightbown (1984), in Ellis (1986:290) argues that there is a place for both hypothesis-testing and hypothesis-generating research and, I would add, for research that attempts both.

According to Seliger and Shohamy (1989:88), there are various research methods and objectives that research might have. Some of these that they mention are experimental, qualitative, descriptive and heuristic or deductive objectives. Not all the methods mentioned were used in the study.

Briefly, a heuristic objective or in a hypothesis-generating research with, the researcher observes and records some aspect or context of a second language. There may be no theories or models to guide the researcher (Seliger and Shohamy, 1989:29). In the study there were theories that guided the researcher.

is-generating was not its objective, just as it was not methodology that is concerned with studying the effects of treatments to subjects usually formed into groups (1989:136).

Three main methodologies and objectives used in the study were deductive, descriptive and qualitative. The deductive objective or hypothesis-testing research, as observed by Seliger and Shohamy (1989:30), begins with a preconceived notion or expectation about the second language phenomena to be investigated. The study was deductive in nature as a hypothesis was being tested and not being formulated. In Gardner (1978:15), it was more concerned with treating and preventing social problems than with formulating theories and laws and that it might find out what was wrong and if necessary to arouse public opinion with a view to reaching a solution.

The quantitative methods, as Seliger and Shohamy (1989:118) observe, attempt to present the data from the perspective of the subjects or observed groups, so that the cultural and intellectual biases of the researcher do not distort the collection, interpretation, or presentation of the data. They go on to say that the research seeks to describe what is occurring and what it means to be a participant in an activity such as acquiring another language (119). In the study, the quantitative methodology was employed in that the researcher's biases did not distort the collection, interpretation or presentation of the data. The researcher merely described what was occurring in the selected schools from the rural parts of the KZN province with regard to motivation and attitudes.

Descriptive research methods, according to Seliger and Shohamy (1989:125-126), differ from qualitative in that they are often deductive rather than heuristic, and begin with preconceived hypotheses observe. They say that a descriptive research is used to establish the existence of phenomena by explicitly describing them and that data collection can use tests, survey and questionnaires, self-reports and interviews, and observations. In the study, the descriptive research methodology was used with a deductive objective in gathering the opinions of learners, educators and parents about the motivation and attitudes of rural high

their learning of English First Additional Language.

was adopted because the researcher began with a notion or expectation that there seemed to be a lack of motivation among the learners, subjects of the research.

Further more, Seliger and Shohamy (1989:122) say that data are collected from different sources using different means such as observations, tapes, questionnaires, interviews etc. Not all methods mentioned were used in the collection of data in the study like observations or tapes, as there were no audio or video recordings done. As discussed in detail in 3.3 below, data were collected from learners, teachers, parents and principals of schools using questionnaires mainly and interviews.

3.3 RESEARCH INSTRUMENTS

Seliger and Shohamy (1989:126) state that the methods used to collect data in a descriptive research can be categorized in terms of the relative degrees of explicitness, which the data collection instruments require in the response of the subject. Tests; surveys and questionnaires; self-reports and interviews; and observations, are the instruments used for data collection in descriptive research, which Seliger and Shohamy (1989:126) list. Of these instruments listed that are used in a descriptive research, surveys and questionnaires as well as interviews were used in collecting data as they were deemed suitable for the study since data had to be collected from large groups of subjects.

Mainly, the data collection instrument used in the study was questionnaires. As Forcese and Richer (1973:85) explain, the questionnaires were used as they elicit reliable data and save time and they have the ability to reach a number of respondents.

Four sets of questionnaires were constructed to elicit different information from four different groups: F1 and F1b questionnaire forms (see Appendix A1 and A2) elicited information from 269 high school learners mainly the 2007 Grade 12 learners from 20 different schools who converged at James Nxumalo Agricultural High School for their winter school sessions. F2 questionnaire forms (see

Information from 117 educators that were appointed to facilitate English First Additional Language examination spots at James Nxumalo Agricultural High School and Masibumbane High School marking centers respectively. F3 questionnaire forms (see Appendix D) elicited information from parents while F4 questionnaire forms (see Appendix E) elicited information from primary school educators.

Interviews were also used as a follow up, to obtain information from primary school educators and principals. Brief open interviews (see Appendix G) were conducted with a small sample population of 6 primary school educators.

The F4 (see Appendix E) was administered to primary educators. Despite its shortcoming . that of not knowing whether the interviewee was telling the truth or not - the brief interviews were conducted for the researcher to clarify issues and obtain further details on the issue of Home Language use in the foundation phase. Most interviewees were skeptical of being tape-recorded (did not allow the researcher to record them) fearing that the information they gave might be used against them in future and get victimized. However, notes were taken from which the interviews were reconstructed.

3.4 CONSTRUCTION OF THE QUESTIONNAIRES

It is advisable (Kidder and Judd, 1986:243-245) that questionnaires be not designed or constructed without consultation from experienced professionals, but that such advice is sought. The researcher, therefore, submitted the designed questionnaires to one professor of English for input, as well as to the supervisor of the study for suggestions and approval, before administering them to the intended respondents. Further more, as Kidder and Judd (1986:211) advise, the researcher conducted a pilot study at Ndlovana High School where he works, so as to identify flaws in the questionnaires. Thus, questions on the F1 questionnaire were rearranged to improve on it, which resulted in the construction of F1b questionnaire form (see Appendix A2).

ANALYSIS OF DATA

According to Abhilak (1999:216), involves both descriptive and inferential statistics. Descriptively, the data is summarized and reduced to few statistics for the actual sample. Sibaya (1993:165) adds that descriptive statistics serve as a tool for organizing, tabulating, depicting and describing, summarizing and reducing comprehensible form of an otherwise unwieldy mass of data.

Hand tabulations were used in the preliminary step of counting the responses for each item. Simple percentages were used where appropriate while descriptive responses were analysed and grouped to provide answers to each of the research questions. As Orlich (1978:136) suggests, frequency data was converted to percentages, indicating the number of respondents who responded in a particular pattern in relation to the total number of respondents.

3.6 RESEARCH POPULATION

A research population has been defined as a large group, which we wish to learn about (Borg and Gall, 1983:238). Frankfort-Nachmias and Nachmias (1992:171) further clarify that a population may be a group of people, houses or records legislators and that the specific nature of a population depends on the research problem.

As the objective of the study was to establish the factors that affect motivation and attitudes among rural high school learners towards their learning of English as their FAL, the target areas of the study were strictly the rural communities in the KZN Province. The study targeted schools from the Vryheid District, which is predominantly rural, and the educators whose workstations were schools in the rural community in the province.

Sixty seven percent of the learners (269 out of 400) who converged on the James Nxumalo Agricultural Winter School venue (July 2 . 7 2007) from 20 different schools were involved in the study. They were requested to complete the F1 questionnaire forms. This particular population was targeted because it was a suitable sample for the study in that they all were schooling in schools

deep rural areas of the KZN Province. Another population of learners was the expectation that they read and understand the questions in the questionnaire without much assistance and respond to the questions accurately as they were doing their final year of high school, Grade 12. Tabulated below is a list of the schools from which the learners that attended the winter school came:

SCHOOLS FROM WHICH THE POPULATION OF LEARNERS CAME	
1. Bantubaningi High School	11. Mathunjwa High School
2. Ekudubekeni High School	12. Mdumela High School
3. Imbilane High School	13. Mlokothwa High School
4. Impumelelo High School	14. Ndlovana High School
5. James Nxumalo Agricultural High School	15. Nende High school
6. King Bhekuzulu High School	16. Ngali High School
7. King Senzangakhona High School	17. Nsikayendlu high School
8. Konfoor Combined School	18. Stanger South High School
9. Mahlabathini High School	19. St. Victor Senior Secondary School
10. Masibumbane High School	20. Vryheid Comprehensive Sec. School

The second population was a group of teachers, 117 rural high-school-based educators, who were randomly-selected from over 600 educators that had been appointed from schools across the KZN Province and had converged at James Nxumalo Agricultural High School and Masibumbane High School to marking centers in December 2007, to mark English First Additional Language Senior Examination scripts. These educators were requested to complete the F2 questionnaire forms because of their involvement and experiences in teaching learners in KZN's rural schools, which was a suitable sample for the study.

The third population was a randomly selected group parents that had learners schooling in rural schools. Twenty-seven of the parents were requested to complete the F3 questionnaire forms. The parents were a suitable sample for the study as they were in a position to furnish information on their children who were involved in the actual learning of English as a Second Language.

Other participants in the study were six rural-based educators from feeder primary schools to some high schools in Mahlabathini and Mthonjaneni Circuits who completed the F4 questionnaire forms. These educators were targeted as

ished would confirm or disconfirm some of the
ady been collected.

Due to the unique role that this small sample played with regard to the study, some of the six educators were also interviewed in order to collect more data from them. Some of the Vryheid District officials, too, were interviewed to elicit official information and statistics.

The pyramid (Figure 3.1) and the pie chart (Figure 3.2) below are graphic representations of the research population in the study. The pyramidal presentation illustrates the distribution of the total number of questionnaires returned by the total population: 269 by learners, 117 by educators, 27 by parents and 6 by principals of primary schools, 419 in total, which is a 100% of the data collected in the study. The pie chart illustrates the response rate of each group in percentage.

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Completed Questionnaire Forms Returned by Research Population

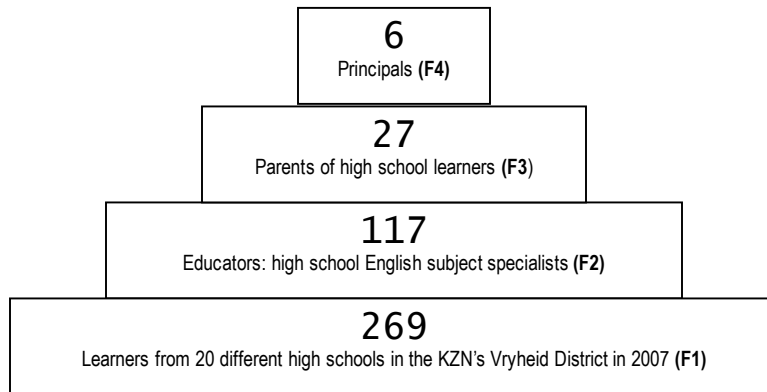
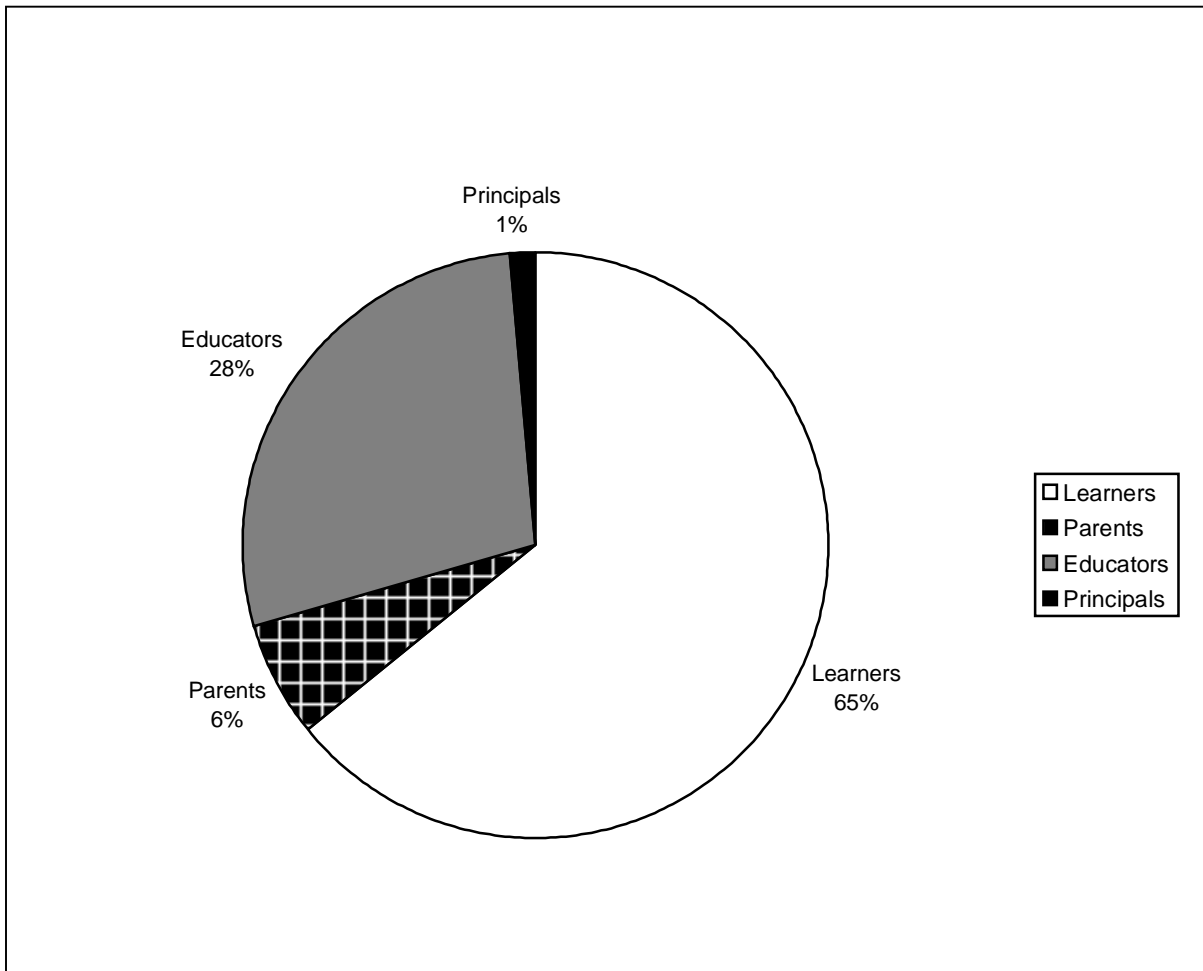


Figure 3.2: Illustration of the Research Population Percentages



ADMINISTRATION OF THE RESEARCH INSTRUMENTS

Permission to conduct the research was obtained at four different levels. A letter was written (see Appendix B) asking for permission to conduct a research at the Masibumbane and James Agricultural High School marking centers. Once it was granted (verbally), the F2 questionnaire forms were distributed to 117 of the educators from schools in the rural areas of the province.

Permission to distribute F1 questionnaire forms as a class activity to two hundred and sixty-nine of the learners that attended the winter school at James Nxumalo Agricultural High School in July 2007 was obtained from the winter-school principal. The researcher himself administered the forms to the learners in the classes which he taught as he was one of the teachers teaching English at the winter school.

Convenience and representativeness were the two reasons why F1 and F2 questionnaire forms were administered to the subjects of the study: learners and teachers, respectively. F1 questionnaire forms were administered to the learners that converged at James Nxumalo Agricultural High School for their Winter School studies in 2007 while the teachers had converged at Masibumbane and James Nxumalo Agricultural High Schools marking centers and were administered with F2 forms. The convenience for the researcher was in finding the subjects gathered in one place as it saved time and reduced travel expenses, which could have been incurred had the questionnaires been administered to the same subjects in their various schools. Secondly, the groups of the subjects that gathered both for winter school and marking sessions, were quite good samples for the study because they were quite representative of the target subjects of the study (rural KZN high school learners and teachers). Both groups, the 117 teachers and the 269 learners, were from the target areas of the rural KZN.

Permission to distribute or issue the F3 and F4 forms as well as to interview was requested from individual parents, educators or officials themselves save the unsolicited conversation in Appendix G1.



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This chapter has detailed the methods of data collection that were employed in the study. The research instruments as well as the planning for the administration of the research instruments have been presented. The different population groups chosen to which the instruments were administered and the justification of the thereof have also been discussed. In the next chapter (chapter 4), the data collected by the methods discussed above will be presented.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 INTRODUCTION

This chapter presents data collected from four distinct, sources as discussed in chapter 3, which are; the selected learners, educators, parents and principals of schools.

4.2 ADMINISTRATION OF THE RESEARCH INSTRUMENTS

As indicated in chapter three, questionnaires were used as data collecting instruments in the study as well as interviews that were conducted with some primary school educators, as well as some officials from the Department of Education under the Vryheid District (*see Appendix G*).

Four different questionnaires, F1, F2, F3 and F4, were distributed to over 300 rural high school learners, 150 high school educators (English subject specialists), 50 parents and 10 primary school principals, respectively. In total, 510 forms were distributed. However, only 419 forms were returned, which is 82% of the overall responses.

4.3 RESULTS OF THE STUDY

In the analysis of data, responses of the learners, educators, parents and principals of primary schools to each question on F1 and F1b, F2, F3 and Q forms respectively were analyzed.

4.3.1. RESPONSES OF HIGH SCHOOL LEARNERS (F1 AND F1b QUESTIONNAIRE FORMS)

These two similar questionnaire forms administered to high school learners (*refer to Appendixes A1 and A2*) consisted of the following 27 questions. The difference between the two was the order of some of the questions, as indicated in the analysis below.

Some high school learners seem to have no interest in learning or using English. Why?

Two hundred and thirty-five respondents cited ten different reasons numerated in Table 4.1 (see Appendix H) while only 34 (12.6%) of them were totally irrelevant or left the spaces blank. Two of the ten reasons cited by most of the learners, over 50 times each were, discouragement from other learners who laugh at other learners mistakes, tease or ridicule those who try to speak English and cultural pride and the love of isiZulu as their first (mother) language.

Question 2 (1 on F1b): *Do you get enough opportunities to practice English in your school?*

152 respondents (56.5%) answered YES while 116 (43.1%) answered NO. Only one learner left the spaces blank.

Question 3: *Should English be given more time than IsiZulu and other subjects in schools?*

An overwhelming majority of respondents, 210 learners (78.09%), answered YES while 59 of them (21.9%) answered NO.

Question 4: *Why?*

Six different responses were given by the majority (210 learners), which answered YES while those who answered NO (59) gave nine. The reason given by the majority of those who answered YES (22.3%) was that English was a medium of instruction and the language used worldwide for communication with people from other language groups. Refer to Table 4.2 in Appendix H for the other reasons given.

The most cited of the nine reasons given by the 59 learners for answering NO was that all subjects are equally important. Table 4.3 in Appendix H presents all the nine reasons given for answering NO.

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Do you get any opportunity to use English in your community after school?

A large majority (62.4%) of the learners indicated that they did not get any opportunity out of the class to practice English, as reflected in the table below:

Table 4.4: Learner and opportunities to practice English

Response	Respondents	Percentage
NO	168	62.4
YES	99	36.8
-	2	0.7
TOTAL	269	100

Question 6 (7 on F1b): *If your answer is YES in #5 above, mention the specific place(s) where you get this opportunity (e.g. church or home)*

Of the 99 respondents in question 5 who indicated that they got opportunities to practice English outside the classroom, 79 respondents mentioned eight different places in their communities where they practice English. The table below illustrates the distribution of the places and the number of respondents.

Table 4.5: Place where learners practice English in their communities

	Place	Times Cited	%
1.	Home with siblings and neighbors	57	57.5
2.	Church	13	13.1
3.	Youth camps	2	2
4	Library	2	2
5.	Sports field	2	2
6.	Town	1	1
7.	On their way home	1	1
8.	Hostel	1	1
	Irrelevant responses	12	12.1
	TOTAL	99	100

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Do you like or enjoy speaking English?

All but four learners indicated that they liked or enjoyed speaking English as reflected in table 4.6 below.

Table 4.6: Learners who enjoyed English

Response	Respondents	Percentage
YES	265	98.5
NO	4	1.5

Question 8 (9 on F1b): Do you like or enjoy writing English class and home work e.g. CASS creative writing pieces?

Two hundred and sixty-six learners (98.8%) indicated that they liked writing their English exercises as reflected below. Only two of them (0.7%) answered NO while one (0.4%) did not answer the question.

Table 4.7: Learners who liked writing CASS tasks

Response	Respondents	Percentage
YES	266	98.8
NO	2	0.7
NONE	1	0.4

Question 9 (10 on F1b): Is English an easy subject?

One hundred and eighty nine learners found English to be an easy subject while seventy-eight of them did not. The table below illustrates.

Table 4.8: Those who find English easy

Response	Respondents	Percentage
YES	189	70.26
NO	78	28.9
NONE	2	0.7
TOTAL	269	100

Do you normally pass English?

Two hundred and twenty six learners, which is 84.0% of them, answered YES, while forty-three of them (16%) answered NO.

Question 11: What is it that makes you to like English or to hate/dislike English?

Two hundred and twenty-three learners gave fifteen different reasons for liking English while thirteen of them gave five reasons for disliking it. Thirty-three of them (12.26%) were irrelevant or did not respond at all. The reason given by 100 learners (37.17% of them) for liking English was that, English makes it easier or enables them to communicate with people from different language groups. Table 4.9 in Appendix H presents all the reasons given for liking English and the distribution thereof.

The most cited of the five reasons given by six of the thirteen learners for disliking English was that, Some of the learners or people laughed at their mistakes when they tried to speak English. Table 4.10 presents all the reasons cited for disliking English.

Question 12 (13 on F1b): *Do you as a person have any special reason why you should learn English?*

Two hundred and forty-two respondents (89.96%) indicated that they had special reasons for learning English while only 27 of them (10.04%) had none.

Question 13: *Is there anyone else who encourages you to speak/use English (not your English teacher)? If YES: (A). Who? (B). Why?*

Two hundred and thirty-four learners (86.98%) answered YES while only 35 of them (13.02%) answered NO.

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four different sources of motivation or encouragement were cited by 233 (86.98%) of the learners who answered YES (see Table 4.11 in Appendix H). Of the family members mentioned by 140 (52.04%) of the learners, parents topped the list as illustrated below.

Table 4.12: Distribution of motivators

Family member	Respondents	Percentage
Parents	107	39.78
Siblings	31	11.52
Uncle/Aunt	2	0.74
TOTAL	140	52.04

Of the 41 learners who indicated teachers as their source of motivation to learning of English, 30 of them specified the subjects taught by the teachers who motivate them to learn English. Despite the stipulation for the learners to mention persons besides their teachers of English, 17 of the 30 learners cited their English subject teacher, which topped the subject-teacher motivator list, as illustrated in table 4.13.

Table 4.13: Teacher-motivator distribution per subject/role played

Teacher-motivator	Respondents	% Of 30	Overall %
English	17	56	6.31
Guidance	3	10	1.12
Biology	2	6.7	0.74
Maths	2	6.7	0.74
IsiZulu	2	6.7	0.74
Electronics	1	3.3	0.37
Agricultural Science	1	3.3	0.37
Principals	2	6.7	0.74
Other subjects	0	0	0
TOTAL	30	100	11.15

... cited by two hundred and thirty-three (86.61%) of the learners for the persons indicated in their responses above (Question 13A) to encourage them to learn English. Thirty-three of them gave no reasons or were irrelevant. The reason most cited 50 times by the learners for the need to motivate learners to use English was, *To be able to communicate with people from other linguistic groups.* Table 4.14 in Appendix H has all the nine reasons cited and the distribution of the learners.

Question 14 (16 on F1b form): *Should IsiZulu be used as a medium of instruction in the KZN high schools?*

The majority (151 learners, which is 56.16%) answered NO while 113 learners (42%) answered YES. Only five respondents (1.86%) did not respond.

Question 15 (17 on F1b form): *Should the government encourage South African citizens to use English?*

An overwhelming majority of 235 learners (87.36%) answered YES while 30 learners (11.15%) answered NO to the question. Only four (1.48%) of the learners did not respond.

Question 16 (18 on F1b form): *Why?*

Both, the 87.36% and the 11.15% of the respondents that answered YES and NO in question 15 respectively, cited an equal number of reasons (seven different reasons for and against encouragement of citizens to use English. Of the seven reasons cited by 176 of the 235 learners (the 87.35%) for the government to encourage its citizens to use English, the one that was cited the most (cited by 58 respondents, which is 21.56% of them) was that, *Citizens can communicate easily with different people in different provinces. A common official language can promote unity and harmony.* Table 4.15 in Appendix H sums the reasons cited for their answering YES.

y the learners for the government not to encourage
are presented in Table 4.16 in Appendix H. The most
cited by 5 of the 15 respondents) was that, ~~Everyone~~
must be free to use his/her own language that they know.q

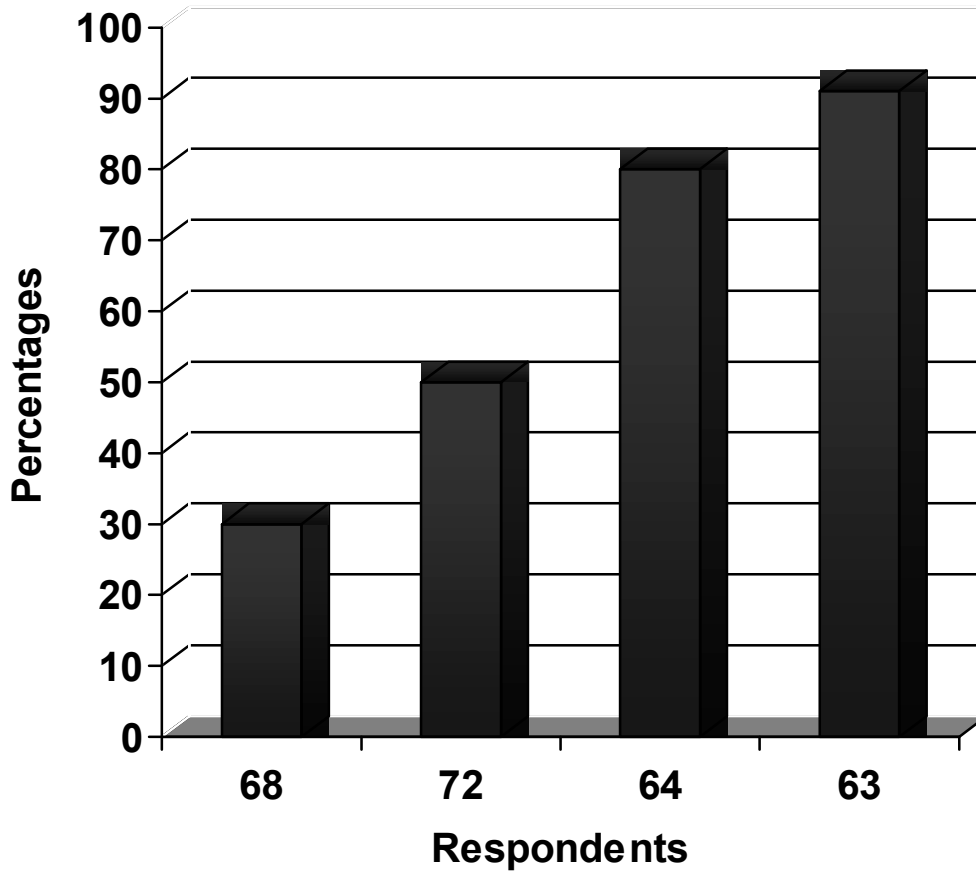
Question 17 (19 on the F1b form): *Have you ever come across a college or university graduate in KZN (e.g. a qualified teacher) who has a serious problem with English usage (expressing themselves in English)?*

One hundred and sixty-eight respondents (62.45%) indicated that they had not while eighty-seven of them 32.34%) indicated that they had. Fourteen of the learners (5.20%) did not respond to this question.

Question 18: *What percentage of learners in your school has real interest in English (approximately)?*

The rough estimation of learners with real interest as indicated by 267 (99.26%) of the respondents is graphically illustrated below. Only two respondents (0.74%) did not indicate any percentage. 179 learners out of the 267 (66%) indicated that learners who had real interest in their schools ranged between 50% and 91%, roughly.

Estimations Of Learners With Real Interest in English in the Respondents' Schools



Question 19: *Do you think IsiZulu is emphasized more than English in your school?*

One hundred and fifty seven (58.36%) of the respondents answered YES while one hundred and ten (40.89%) of them answered NO. One respondent (0.37%) was not sure and another one (0.37%) did not write any response.

Question 20: *Does the emphasis put on IsiZulu affect your attitude towards your learning of English?*

(53.90%) of the respondents answered YES while 43.12% of them answered NO. Seven respondents response.

Question 21: *Should English share the equal status of “official language” with IsiZulu?*

One hundred and forty-six (54.27%) of the respondents answered YES while one hundred and twenty-one (44.98%) of them answered NO. Two of the respondents (0.74%) did not write any response.

Question 22: *IsiZulu is an official language just like English. Is there any real need then for you to learn English in this new South Africa?*

Two hundred and forty-six (91.45%) respondents answered YES while twenty-two (8.17%) of them answered NO. Only one respondent (0.37%) did not write any response.

Question 23: *Will English be useful to you (in your life) after your matriculation this year?*

Two hundred and fifty two (93.68%) of the respondents answered YES while fifteen 5.57%) of them answered NO. Two respondents (0.74%) did not write any response.

Question 24: *Why?*

Two hundred and three (75.46%) out of the two hundred and fifty-two (93.68%) respondents that answered YES in question 23, cited four different reasons while five reasons, as tabulated in table 4.17, were cited by only four (1.45%) of those who answered NO.

ish in learners' life after Grade 12

	Reason For Answering YES	Times Cited	%
1	They would use/need it at tertiary institutions.	85	31.59
2	For communicating with people from other language groups whom I will meet in other places e.g. out of the KZN	59	21.93
3	For employment purposes and to complete forms in English	40	14.86
4	When going for interviews	19	7.06
	Total	203	75.46
*	Irrelevant responses	43	15.98
	GRAND TOTAL	246	91.45

Table 4.18: Why English will be useless after Grade 12

	Reason For Answering NO	Times Cited	%
1	Families have no money to send respondents to a tertiary institution.	2	0.74
2	It is not their own language	1	0.37
3	Because they will not communicate with people from other language groups any way.	1	0.37
	Total	4	1.48
*	Irrelevant responses and blank spaces	19	7.06
	GRAND TOTAL	23	8.55

makes you to want to learn English?

For their answer, most respondents referred to their responses (reasons cited for liking English) in question 11 while others merely repeated their answers to question 11.

Question 26: *Should English be given more emphasis and a higher status than IsiZulu in KZN?*

One hundred and ninety-six of the respondents, which is 72.86%, answered YES while seventy of them (26.02%) answered NO. Only three respondents (1.12%) did not give any response/left blank spaces.

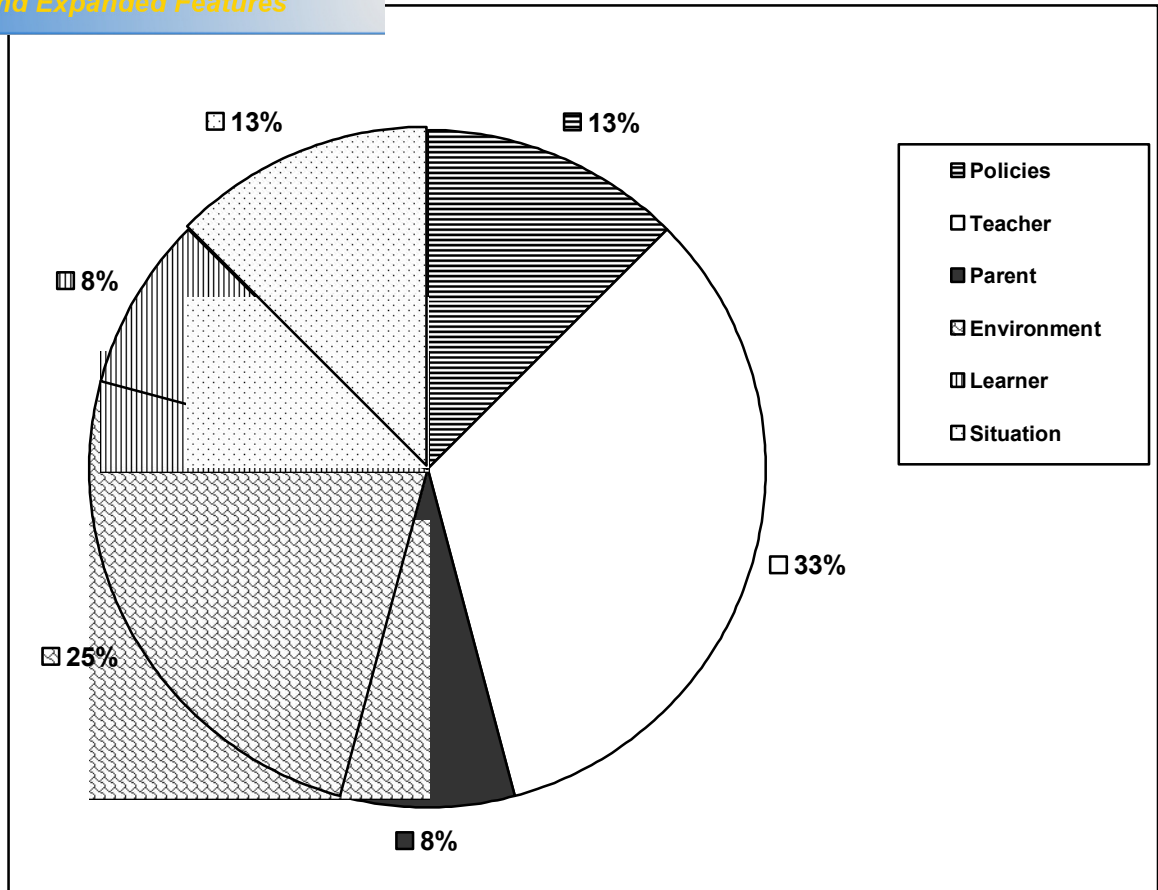
Question 27: *What factors do you think cause learners to have negative attitudes towards learning English? Please, list these factors, if any, in the space provided:*

Twenty-two different factors were cited by 215 (79.92%) of the 269 respondents. Fifty-four learners, which is a 20.07% of them, did not cite any causes or responded irrelevantly. Three of the most cited causes of negative attitudes towards their learning of English (cited by over 45 learners each) were, Peer pressure/peer discouragement/intolerance/criticism; Ethnic pride of home language and Difficulty of English as a subject. Table 4.19 in Appendix H presents all the 22 factors cited.

Further observation of the 22 factors cited is that Teacher-factor reflects more than other factors. These are factors in which teachers of English ironically cause negative attitudes among learners towards their learning of English. Figure 4.4 below presents a graphic illustration of this observation:

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Factors causing negative attitudes



4.3.2 RESPONSES OF HIGH SCHOOL EDUCATORS (F2 QUESTIONNAIRE FORMS)

This questionnaire form consisted of eight questions (refer to *Appendix C*). The responses to the eight questions are analyzed as follows:

Question 1: *Which language would you want to be the medium of instruction? Mention the levels.*

The overwhelming majority, 107 out of the total number of 117 respondents, wanted English while the rest wanted indigenous African languages, as tabulated below:

struction

	LANGUAGE	RESPONDENTS	%
1	English	107	91.45
2	IsiZulu	2	1.70
3	English and IsiZulu	3	2.56
4	IsiXhosa	1	0.85
*	Blank spaces	4	3.41
	TOTAL	117	100

Most of the respondents irrelevantly mentioned Grades (higher or standard grade) probably due to a misunderstanding of the term **level**'. Only 31 of the respondents (26.49%) mentioned the levels (phases) accordingly, as the distribution thereof is illustrated below:

Table 4.21: Level at which English should be used

	LEVEL	RESPONDENTS	% (Of 31)	Overall % (Of 117)
1	All levels/ Foundation Phase upwards/ 1 . 12	21	67.74%	17.95
2	Intermediate Phase/ 4 . 12	7	22.58%	5.98
3	Senior Phase	3	9.68%	2.56
*				
	TOTAL	31	100%	26.29

Question 2: a). Do your learners get enough opportunities to practice English in the classroom?

Seventy-six of the educators (64.96%) answered NO while thirty-eight of them (32.47%) wrote YES. Three of them (2.56%) left blank spaces.

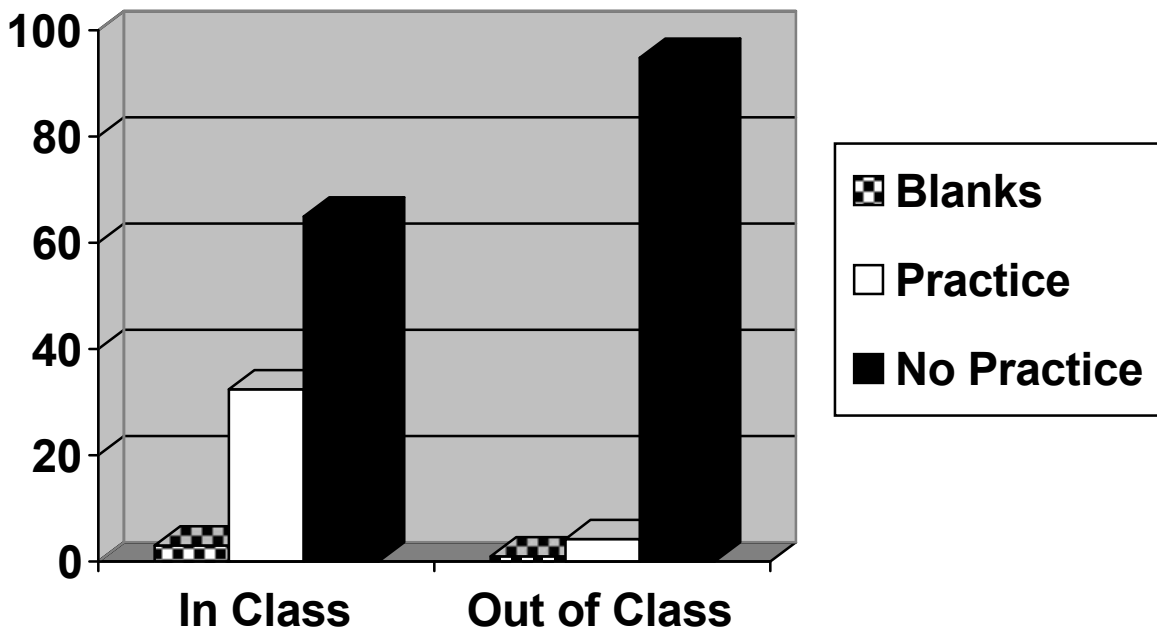
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Do learners get enough opportunities to practice English in the classroom?

One hundred and eleven educators (94.87%) answered NO while five (4.27%) wrote YES. Only one educator (0.85%) did not respond. The graph below illustrates.

Figure 4.5:

Learner Opportunities to Practice English



Question 3: Do learners want to learn English?

Of the 117 educators, 97 (82.90%) of them indicated that their learners wanted to learn English while responses of 20 educators, which is 17.09%, indicated that learners did not want to learn English.

o learners want/not want to learn English?

Eleven reasons tabulated below were given by 92 of the 97 teachers in whose schools learners want to learn English while the eighteen reasons were given by the 20 teachers in whose schools learners do not want to learn English in question 3 as well as other teachers who had not written any response to question 3. Table 4.22 below sums the 11 reasons cited for learners wanting to learn English.

Table 4.22: Reasons for learning English

	REASONS FOR WANTING TO LEARN ENGLISH	TIMES CITED	%
1	For tertiary institution use and to get career opportunities world wide/success at the market place/ key to doors of progress	25	21.37
2	It is an international language (lingua franca)	22	18.80
3	To communicate with their educators, friends from urban areas/ Pressure from fellow learners who already use it	17	14.52
4	It is a gate way to subjects/medium of instructions/LoLT	13	11
5	To improve their communication skills	7	5.98
6	They realize the importance of English as our ethnic group languages cannot work in the field of work as South Africa is a cosmopolitan state	6	5.12
7	They know that most learning areas are in English/depend on their understanding of English	5	4.27
8	To read and write	4	3.42
9	To be versed with contemporary technology used in computers and industries	1	0.85
10	Influenced by their educators	1	0.85
11	Most television programmes are in English	1	0.85
	TOTAL	92	

Of the 18 reasons cited by the teachers for learners not wanting to learn English, the most cited one (cited 12 times) was that, ~~Most~~ Most teachers, especially teachers

use English as LoLT/they teach in isiZulu and that
do not communicate properly with learners while
in teaching. Others are lazy/not creative. The 18
reasons are presented in Table 4.23 in Appendix H.

Question 5: *What other factors could be affecting the learners' motivation towards learning English?*

Thirty-five respondents cited 27 other factors, which could be affecting the learners' motivation in their learning of English. Of these factors, the most cited (the first cited 5 times and the second, 16 times) were, lack of solid background/foundation of English in the lower grades and lack of facilities like libraries and media resources like televisions. The 27 factors are presented in Table 4.24 in Appendix H.

Question 6: *Should English be given more time than isiZulu and other subjects in schools? Why?*

Ninety-two educators (79%) out of the 117 educators answered YES while 23 of them (19.65%) answered NO. Only two forms had no responses.

The educators who answered NO gave twelve reasons while those who answered YES gave ten. The reasons given are tabulated below:

Reasons Why English Should Be Given More Time

	REASONS FOR MORE TIME FOR ENGLISH	TIMES CITED	%
1.	Learners need to be proficient orally and otherwise through practice and a lot of exposure in the language, which is used as a medium of instruction.	32	27.35
2.	So as to teach the learners to be competent enough to pass most of their subjects done in English	25	21.36
3.	To be well prepared for the world of work, business or tertiary studies.	14	11.96
4.	To consume/practice the language at school because at home they have no opportunities to use it.	8	6.8
5.	There are many aspects (a wide variety of things) to be treated e.g. Papers 1, 2, 3 and 4.	8	6.8
6.	It is not as easy as the home language (HL)	7	5.98
7.	For learners to internalise/actualise English and enrich their vocabulary.	3	2.56
8.	No need to allocate more time for IsiZulu as it is acquired from their childhood, unlike English.	3	2.56
9.	Because English is important as it is used in most public places like banks, billboards, application forms, etc.	1	0.85
10	English is a prerequisite as it is a means by which learners acquire knowledge in schools	1	0.85

Table 4.26: Reasons why English should not be given more time

	REASONS FOR ENGLISH NOT TO BE GIVEN MORE TIME	TIMES CITED	%
1.	English already has enough time especially considering that other subjects are also taught in English except for IsiZulu	7	5.98
2.	It is equal to IsiZulu and not more important.	5	4.27
3.	So that they do not look down upon their mother language and culture	2	1.7
4.	Both languages must be used for the benefit of the learners.	2	1.7
5.	Learners are to be exposed to their mother language more	2	1.7
6.	There will be no difference	1	0.85
7.	Time for English is enough	1	0.85
8.	English is not the only problem subject. Other means could be used	1	0.85

Do you think the general English proficiency acquisition in rural communities has increased or is increasing post Apartheid South Africa?

Thirty-nine educators (33.33%) wrote YES while seventy-three of them (62.39%) wrote NO. Five of the educators (4.27%) did not write any response.

Sixteen reasons were cited by the 33.33% of the educators in explaining why they thought that the general English proficiency acquisition has increased while twenty-five explanations were cited by the 62.39%, which thought that there was no increase but a decrease. The 16 explanations and the distribution thereof are presented in Table 4.27 in Appendix H, the most cited one (cited 11 times) being that there is development in the rural areas e.g. the installation of electricity, which has made it possible for more homes to have TVs, radios etc.

Of the 25 explanations for the decrease of English proficiency acquisition cited, the most cited one (cited 28 times) was that, lack of exposure limits general proficiency: learners are still not exposed to materials / resources/ electronic media/magazines/news papers and programmes that can help them to acquaint themselves with language factors. Community setup does not compel English usage. Table 4.28 in Appendix H presents the 25 explanations and the distribution thereof.

Question 8: *Make any suggestions or comments on what could be done in cases where the levels of motivation are low.*

Thirty-two suggestions and comments were made by most of the respondents, which indicated a host of stake holders in the education system that they (the respondents) believe could do something about the low levels of motivation. The most cited of the stake holders were teachers and DoE officials (subject advisors). Table 4.29 in Appendix H presents these suggestions and comments in detail. The top ten suggestions most relevant to the study were: i) Enforcement of English use at every opportunity between learners and educators in all learning areas (subjects). ii) Motivational visits in schools - employment of qualified people to counsel and motivate learners. iii) Teachers to organize

and debates etc. iv) Policy change . English to be
on from foundation phase. (v) DoE officials (subject
mmes/set models in primary schools (vi) Teachers of
English in all phases to be motivated by giving them incentives so as to organize
extra classes of English. (vii) Excursions to be organized for rural schools to visit
with urban schools and some places of work so as to explore and to expose
learners to the reality out there. (viii) Organise more workshops for teachers of
English in which new demands and trends are addressed. (ix) All teachers
(members of staff) to be motivated to use English as language of communication.
(x) Government intervention . the government to provide necessary resources
like libraries.

4.3.3 RESPONSES OF PARENTS (F3 QUESTIONNAIRE FORMS)

This questionnaire consisted of ten questions (refer to *Appendix D*). Having been administered on the first 30 parents who did not return the forms, 50 more copies were administered to another set of rural parents 27 of which were returned. The responses to the eight questions given by the 27 respondents are analyzed as follows:

Question 1: *Do you have a child under your care in high school currently?*

Twenty-five (92.59%) of the parents answered YES while only two (7.40%) of them answered NO.

Question 2: *Through which language would you wish your child to be educated?*

All the twenty-seven respondents (100%) wrote *English*

Question 3: *Would you like your child to learn through the medium of English?*

Twenty-four (88.89%) of the respondents answered YES while two (7.40%) answered NO. Only one of the parents (3.70%) did not respond to the question.

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below were cited by the 88.89% of the parents who answered YES while the 7.40% gave two irrelevant responses for answering NO.

Table 4.30: Reasons for choosing English

	Reason for choosing English	Times Cited	%
1.	To communicate with people anywhere in the world	17	62.96
2.	Most of the subjects are in English/It is a medium of instruction in schools	6	22.2
3.	For future career purposes/	6	22.2
4.	To broaden the children's minds.	2	7.4
5.	It is used by government workers	1	3.7
6.	A bridge to success in life	1	3.7
7.	South Africa is multiracial	1	3.7

Question 4: a) *Would you send your child to a high school, college or university, which uses isiZulu only?*

All the 27 respondents (100%) answered NO.

b) *Why or why not?*

All the 27 respondents cited fifteen reasons tabulated in table 4.31:

not sending children to a school using IsiZulu

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	Reason	Times Cited	%
1.	The child will be limited to the KZN Province (South Africa) only if IsiZulu only is used, as it is not global.	6	22.2
2.	Children will not be able to live with other children from other cultures.	2	7.4
3.	IsiZulu is an ethnic language. It is not of much use in the work environment.	2	7.4
4.	IsiZulu terminology is not suitable for science subjects.	1	3.7
5.	He might not be ready for interviews/ to pass them.	1	3.7
6.	Gone are the days when a person would be confined to one place.	1	3.7
7.	It would mean disadvantaging the child career wise and for tertiary studies purposes where English is used.	1	3.7
8.	English is understood by all/ medium of communication	1	3.7
9.	The child would be frustrated in the outside world.	1	3.7
10.	It would be insufficient to face the world.	1	3.7
11.	IsiZulu cannot take a child to the market place.	1	3.7
12.	IsiZulu can be acquired through informal learning.	1	3.7
13.	It is an economic abuse. The child would have problems in the economic world.	1	3.7
14.	He will not be able to communicate easily.	1	3.7
15.	English is not spoken in homes so it has to be promoted in schools, as it is beneficial.	1	3.7

Question 5: a. *Is isiZulu more important than English in education and for other activities for your child?*

Twenty-two respondents (81.48%) answered NO while three (11.11%) answered YES. Two (7.4%) did not write any response.

Do you say so?

Given by the twenty-two respondents for answering YES

while those who answered NO gave three, as tabulated below:

Table 4.32: Reasons for not agreeing

Reasons For Saying No	
1.	It is their mother tongue/their pride
2.	That's where one expresses oneself confidently
3.	Both are important . IsiZulu for basic principles.

Table 4.33: Reasons for agreeing

Reasons For Saying Yes	
1.	Most educational books and activities use English as a medium of instruction. This phenomenon is occurring internationally
2.	Limited vocabulary/ IsiZulu lacks vocabulary/ has fewer words than English.

Question 6: a. Do you think English proficiency (ability to use English) among the high school learners in the rural areas has increased or decreased in the post-apartheid South Africa?

Fourteen respondents (51.85%) wrote increased while nine (33.3%) wrote decreased. Three of them (11.1%) did not write any responses.

b. What do you think is/are the reason(s) for this?

Fourteen reasons were cited by the fourteen respondents for writing increased while the nine who wrote decreased cited six reasons, as tabulated below:

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the increase in English proficiency

Reasons for the Increase in English Proficiency	
1	Influence of the media and popular culture, which has become increasingly secular and global.
2	Access to newspapers.
3	Rural education has improved through improved facilities.
4	Job interviews are done in English therefore people realize the need to master the language
5	All subjects but IsiZulu are done in English
6	The teachers emphasise the use of English
7	Their children enjoy being taught in English. It makes them feel part of the new South Africa.
8	Teachers themselves can now speak English better than in the olden days they (parents) went to school.
9	It has become fashionable to converse in English.
10	Their children are more exposed to Technology e.g. television, which helps them understand English quickly.
11	Mostly, the working environment needs knowledge of English as medium of communication

Table 4.35: Reasons for the decrease in English Proficiency

Reasons For the Decrease in English Proficiency	
1	Changes in the education system: the old curriculum was better than the new. OBE left out all the bases for language learning, emphasizing speaking only.
2	Schools lack facilities to help learners in English usage.
3	Too much freedom.
4	Emphasis shifted from English being the only official language to the eleven official languages now.
5	Most high school learners were fluent before (long ago). But the new system of education is hard for our children/it does not make them fluent by the time they reach grade 12.
6	The policy stipulating that IsiZulu/Home Language ought to be used as a medium of instruction in the Foundation Phase has killed the foundation of English

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Does your child listen to any TV or radio programmes cast in English? If so, please mention them:

The response of all the twenty-seven respondents (100%) was YES. Listed below are the programs that they mentioned most of which are presented in English and those that are not presented in English carry English subtitles or captions:

Table 4.36: Programmes learners watch and listen to

No.	Television Programs	Times Cited	No.	Radio Programmes	Times Cited
1.	School/Yo TV land	6	1.	Metro	3
2.	News	4	2.	Eastcoast	2
3.	Generations	4			
4.	Takalani Sesame	3			
5.	Learning programmes	3			
6.	Soapies	3			
7.	Tyra	2			
8.	Special assignment	2			
9.	Oprah	2			
10.	Muvhango	2			
11.	Channel O	1			
12.	Let's talk/Asikhulume	1			
13.	Days of our lives	1			
14.	Passion	1			
15.	Seventh Heaven	1			
16.	Isidingo	1			
17.	Soul Buddies	1			
18.	Jam Alley	1			
19.	Las Vegas	1			

Question 8: *Does your child read any English newspapers, magazines or books apart from his or her schoolbooks? If 'Yes', please mention them.*

Twenty-four respondents (88.8%) wrote YES while three (11.1%) wrote NO. The reading materials, which were cited by the respondents, are listed below:

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h reading materials

No.	Newspaper	Times Cited	No.	Magazine	Times Cited	No.	Books	Times Cited
1.	Sunday Times	6	1.	Drum	6	1.	Church books	5
2.	Daily Sun	5	2.	True Love	4	2.	Harry Potter	2
3.	Mercury	5	3.	Move	3	3.	Comic books	1
4.	Sowetan	3	4.	People	2	4.	Novels	1
5.	Sunday Sun	3	5.	Teen	2	5.	Library books	1
6.	TV Plus	2	6.	Bona	2			
7.	Sunday World	1	7.	Soul	2			
8.	Sunday Tribune	1	8.	People Puzzle and You	1			
9.	City Press	1	9.	Babe	1			
10.	Mail & Guardian		10.	Top Billing	1			
			11.	Zoo Weekly	1			
			12.	Hype	1			
			13.	Kick-off	1			

Question 9: a. Does your child normally pass his or her English in school?

b. Why do you think he or she performs like this?

Twenty-six (96.29%) of the respondents wrote YES while only one (3.7%) of them did not write any response. The twenty-six respondents, explaining why they thought their children passed English, cited fourteen reasons tabulated below:

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Reasons why English is passed

	REASON WHY THE CHILD PASSED ENGLISH	TIMES CITED	%
1.	He/she liked English/ mostly he/she used it	10	37.03
2.	He/she watched television programs	6	22.2
3.	Exposure to English even after school	3	11.1
4.	They assisted their child by communicating with him/her in English	2	7.40
5.	The child had a good English teacher	1	3.70
6.	He/she knew the importance of English.	1	3.70
7.	Listened to radio programs.	1	3.70
8.	Participation at church in activities done in English.	1	3.70
9.	The child had mastered English in primary school	1	3.70

- Question 10:**
- a. *In South Africa, which language between English and isiZulu is widely used in society and in the work place and for international communication?***
 - b. *Give a reason or reasons for your answer.***

Twenty-five (92.59%) of the respondents indicated that it was English while one (3.70%) of them indicated that it was IsiZulu. Only one respondent (3.70%) did not write any response.

The respondent who indicated that IsiZulu is widely used in question 10 a. did not cite any reason for giving the response while 16 reasons tabulated below were cited by the twenty-five (92.59%) for indicating that it was English.

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saying English is widely used

	REASON FOR INDICATING THAT IT WAS ENGLISH	TIMES CITED	%
1.	It is used as a medium of communication internationally/ globally	11	40.74
2.	Interviews done in English	4	14.81
3.	Most things are written and are addressed in English	3	11.11
4.	Most jobs/posts are offered/advertised in English	2	7.40
5.	Work place bosses speak English	2	7.40
6.	It has become a norm/ It is most people's preference	2	7.40
7.	Most South African newspapers are in English	1	3.70
8.	Curriculum vitae are written in English.	1	3.70
9.	The new generation is inclined in adopting western civilization	1	3.70
10.	South Africa is a rainbow nation	1	3.70
11.	It was regarded as the only official language during Apartheid.	1	3.70
12.	English has rich vocabulary.	1	3.70
13.	English is all over, that's why the illiterate people hate it.	1	3.70

4.3.4 RESPONSES OF PRIMARY SCHOOL EDUCATORS AND PRINCIPALS (F4 QUESTIONNAIRE FORMS)

Ten questionnaire forms were administered to the principals of primary schools (refer to *Appendix E*), which consisted of seven questions. These were intended to getting more information on what was happening in the selected rural primary schools. Of the ten questionnaire forms administered, six (60%) were returned. The analysis of the responses given by the six respondents to each of the seven questions is as follows:

Question 1: *How many learning areas do learners in the foundation phase do in your school? Mention these learning areas:*

All six respondents (100%) indicated that they were doing three, namely Literacy, Numeracy and Life Skills.

At which grade/phase do learners begin to formally learn English in your school?

Five respondents (83%) indicated that English is introduced as a medium of instruction at Grade 4 in their schools while in one respondents school (17%) English is used as from Grade 1.

Question 3: *Since when (from which year) have you followed this policy in your school? (If you have changed from one school policy to another, please state the years in which each policy was operational in your school)*

In five schools of the 83% of the respondents the language policy had been followed since the Revised National Curriculum Statement got introduced in 2005 while it had been followed for a very long time and according to one respondent, since 1907 when the school was established.

In the five schools of the 83% of the respondents, their school policies had changed twice; in 1997 when Outcomes Based Education (OBE) was introduced and in 2005 when the RNCS was introduced, while according to one respondent (17%) there had been no change in the language policy.

Question 4: *Is this according to your school policy informed by the RNCS document or may be some advice from a departmental official e.g. subject advisor or out of your own concern?*

All the respondents indicated that policies in their schools were informed by the RNCS document while three of them added that strong advice from Department officials/ subject advisors was considered in making policies in their schools.

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Some primary schools learners are introduced to English from the foundation phase. In other schools learners are introduced to English from the foundation phase. According to your experience, when do you feel is the right time or grade or phase to introduce English to a primary school learner?

b. Why?

All the six respondents (100%) felt that English in their schools ought to be introduced or used earlier than the policies stipulated. None of the respondents preferred the introduction of English at Grade 4 as stipulated by their school policies. Two of them preferred English to be introduced in the Foundation Phase, which is Grade R . 3, while two specifically preferred it in Grade R. The other two felt that Grade 1 was the suitable time for English to be introduced.

Six different reasons listed/tabulated below were cited by the six respondents for indicating a time earlier than Grade 4 as being suitable for the introduction of English in the primary schools.

Table 4.40: Reasons for the early introduction of English

	REASONS FOR INTRODUCING ENGLISH EARLIER IN PRIMARY SCHOOLS	TIMES CITED	%
1	It gave (would give) learners a longer exposure to the language, making them understand better	1	17
2	It would help learners know vocabulary	1	17
3	Information will become familiar and will be retained from year to year	1	17
4	Learners have an ability to learn different languages while still young. In the past they used to learn three languages in the foundation phase but this did not retard the learners. The respondent served as an example of the product of that generation/system.	2	33
5	The period was a right and most relevant one because children could grasp things since it was the period of their discovery in life. It would be much easier to teach a child at that stage. Six extra learning areas introduced in Grade 4 in a new language (English) as it is happening currently, traumatise children.	1	17
6	Foundation phase was where foundation was to be laid for Grade 12.	1	17

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grade 8 teachers of English have complained that post-apartheid South-Africa most learners from the primary schools seem not to cope with high school/senior phase work because of poor background of English. Would you agree? (YES or NO?) Explain.

Five (83%) of the respondents agreed by writing YES while one (17%) disagreed and wrote NO.

In explaining their responses, the 83% of the respondents who agreed gave eleven explanations tabulated in table 4.41 the respondent who disagreed gave one explanation.

Table 4.41: Explanations for agreeing with the poor background of English from primary schools

	EXPLANATIONS FOR AGREEING	TIMES CITED	%
1.	Learners do not get enough exposure in English	1	17
2.	They don't know tenses, spelling, vocabulary and writing	2	33
3.	Lack of motivation/ time is very limited for enough motivation.	2	33
4.	At grade four children are introduced to many learning areas taught in a language (English) that is foreign/strange to them, of which they have no background, leading to their being traumatised.	1	17
5.	Lack of training in theoretical areas, teacher-centered education, lack of cooperative learning.	1	17
6.	Rote learning . learners memorise work without understanding it.	1	17

Table 4.42: Explanation for disagreeing with the poor background of English from primary schools

	EXPLANATION FOR DISAGREEING	TIMES CITED	%
1.	It is only now that they experience much difficulty because they lack so many language skills e.g. reading alone is a problem, even their mother tongue is a problem.	1	17

seems to be a general lack of motivation among high school learners for learning English in the post-apartheid South Africa. What do you think are some of the causes of this lack of motivation?

Each of the respondents cited what they thought was a cause of lack of motivation. Tabulated below, are the causes cited.

Table 4.43: Causes of lack of motivation

	CAUSES OF THE LACK OF MOTIVATION AMONG RURAL HIGH SCHOOL LEARNERS	TIMES CITED	%
1.	Too much work expected from learners /too many learning areas/subjects to be learnt yet no time to do revision/ drill work with children. Learners are overloaded in the intermediate phase.	3	50
2.	Their environment: lack of resources and teaching aids	2	33
3.	Learners come to high school without enough language skills.	1	17
4.	Unqualified educators, lack of infrastructure and poverty	1	17
5.	Teachers are de-motivated by the system	1	17
6.	It is not easy for one to teach a 5 year old child to crawl because one ought to demonstrate by kneeling	1	17

These are the results of the study; a complete analysis of the data collected through F1, F2, F3 and F4 questionnaires.

4.3.5 INTERVIEW AND OTHER RECONSTRUCTIONS

The reconstructed notes in Appendix F as well as follow up interviews in Appendix G (G1. 7), as already indicated, which were done with some primary school principals and educators at the time the completed F4 questionnaires were personally collected by the researcher from the respondents, are also to be considered together with the results and the data analysis presented.



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In this chapter, the findings of the study have been presented and reference has been made to the interviews conducted, reconstructed in Appendices G1-7. The next chapter (chapter five) deals with the interpretation and analysis of the findings of the study.

CHAPTER FIVE

INTERPRETATION AND ANALYSIS OF FINDINGS

5.1 INTRODUCTION

In this chapter the findings of the study are interpreted and analysed. The findings were quite unexpected. Contrary to the initial assumption or preconceived hypothesis that learners from the rural KZN high schools seemed not to be motivated towards their learning of English as a second language, the study found that learners from the selected schools were motivated. Furthermore, few factors which enhance their learning of English as well as several that negatively affect it were confirmed.

5.2 INITIAL ASSUMPTION

The initial assumption was that learners from the rural schools in the KZN province were not motivated and had negative attitudes towards their learning of English as a Second Language. The assumption was based on the researcher's teaching experiences and those of other educators shared in various ESL teacher forums; observations on some of the learners in a few rural schools in the KZN Province; the inability of some school leavers to express themselves in good English as well as the poor results at matric, which had shown on a declining trend, from 70.7% in 2004 to 66.6% in 2006 (Govender, 2008:13), most of the failures coming from the rural based high schools.

In a broader sense, this assumption has also been investigated by Tasch (1995:336); Tollefson (1991:7), also cited in Alexander (2004:14), as well as Baker (1995), Cummins (2001) and Meekorter in Braam (2004:36).

In the process of investigating the assumption, it was discovered that there were both positive and negative elements. First, the positive elements will be discussed, followed by the negative ones.

ere established by the study. These elements are discussed below:

i. Learner motivation and attitudes

Contrary to the initial assumption, the study found that learners from the selected schools in the rural parts of the KZN Province were motivated and had positive attitudes towards their use of English. In question 3, two hundred and ten learners, which was an overwhelming majority (78.09% of them), indicated that English should be given more time than isiZulu. Two hundred and sixty-five learners (98.5% of them) indicated that they enjoyed speaking English in question 7. In question 8, two hundred and sixty-six learners (98.8% of them) indicated that they liked writing their English CASS exercises.

The finding was in line with Ngidi (2007:87) finding from her study on the attitudes of learners, educators and parents towards English as a language of learning and teaching in Mthunzini Circuit in which it was established that learners, just like parents, had a positive attitude toward the use of English as LoLT in schools. Also, the finding, in a way, confirms Tasch (1995:336) finding in which the first of the three largest clusters (90% of all respondents) were students who had a positive attitude toward the new language situation in South Africa and viewed the cultural importance of the first language as essential, and English was accepted as language of national unity.

Table 4.9 further illustrates thirteen different reasons for liking English, which 82.89% of them (223 learners) cited. And, in question 12, two hundred and forty-two learners (89.96 % of them) had special or personal reasons why they were learning English.

Two hundred and thirty-five learners (87.36%) indicated that the government should encourage South African citizens to use English and cited seven reasons, as Table 4.15 illustrates.

3, 93.68% of the learners indicated that English would be used after leaving high school, the reasons of which are illustrated in Table 4.17. Figure 4.3 also illustrates that 179 learners (66.55% of them) estimated that the percentage of learners with real interest in English in their schools would range from 50% to 91%.

Lastly, in question 26, about 73% of the learners indicated that English should be given more emphasis in their schools. And, 82.9% of the educators in question 3 in F2 also confirm that learners wanted to learn English and, 11 reasons were cited. This seemed to be enough evidence to indicate learners' interest or motivation for learning English.

ii. Realisation of the importance of English

Again, contrary to the initial assumption that learners might not have realized how important English was, the study revealed that most learners had a clear understanding of the status or the role that English plays nationally and internationally. The parents, too, as well as the educators, realised that English was important in the lives of their children or learners, and that it should be learnt and used. This is confirmed in Giles' observation and prediction in Gardner (1985:xi) that bilingualism has always been of crucial importance worldwide given that the monolingual mortal is in actuality a somewhat scarce commodity and that we can expect that bi- and multilingualism will assume even greater importance as international contacts multiply.

Further more, in question 2 of F2, 91% of the educators indicated that they wanted English to be used as a medium of instruction while 100% of the parents indicated that they wanted English to be used in educating their children in question 2 of F3. This finding also agrees with Ngidi's (2007:87) results of an investigation on attitudes towards English as LOLT. Her findings revealed that parents had a positive attitude towards the usage of English as a language of learning and teaching and as an additional language in schools, given the role of the language as a global language and particularly of power for better employment prospects for learners. However, the study's finding that 91% of the

as a medium of instruction does not concur with the study that educators had a negative attitude towards learning and teaching and as an additional language in schools.

The educators cited ten reasons for choosing English, illustrated in Table 4.25, while the parents cited seven reasons, as illustrated in Table 4.30. The reasons cited by the learners, parents as well as the educators together for choosing English (the motive thereof) are comparable with the reasons which Gardner (1985:51) lists and refers to them as *the goal*. Some of the reasons he lists are comparable to the ones cited in the study are *to be able to speak with members of that language community, to get a job, to improve one's education, to be able to travel, to please one's parents, to satisfy a language requirement*.

According to Gardner's (1985:51) and Ellis's (1986:300) classifications, none of the reasons cited in the study for choosing English can be classified as *integrative, manipulative* or *machiavellian*. All of them can be considered as or falling under *instrumental* motivation.

iii. Learner motivators

The third positive finding of the study was that, of the 269 learners that participated in the study, 229 of them (85%) received some kind of encouragement (motivation) to learn English seriously while only 40 of them (15%) did not receive any kind of motivation. Further more, the study's finding revealed four distinct sources of motivation namely family members, friends and neighbours, teachers and, the media. Most of the learners (140 of the 229, which is 52% of them) were encouraged by family members; 46 of them (only 17%) by friends and neighbours; 41 of them (only 15%) by teachers and, the remaining 2 (0.74%) by the media. Table 4.11 (see Appendix H) illustrates this finding.

The motivation that the 52% of the learners received from their family members, as discussed above, can be equated to what Gardner (1985:110) distinguishes as an active role that parents play, *when they encourage their children to do*

their language learning performance and when they
identified by the school.

iv. Proficiency increase

The final positive revelation in the study was that according to the responses given by parents on F3 forms, the level of English proficiency among high school learners in the rural areas had increased in the post-Apartheid South Africa. The main reasons cited for the general increase in English proficiency of learners were related to the media, improved facilities and technology e.g. television. This finding is in accord with Moyo's (2002:151) observation on disparities in languages use in South Africa that:

All other nine languages are used for mass communication. It is also the case that English has the lion's share of the airtime on the television in comparison to the rest of the languages.

Similarly, the finding is in line with other findings about English in South Africa cited in Braam (2004:9) that:

Its prestige and status are being perpetuated via mass media, for example, 50% of SABC's programmes are imported from the United Kingdom and the United States (Kamwangamal'u 2001). English is also the language of science and technology.

14 of the 27 respondents to question 6 (51% of them) indicated that there was a general increase in English proficiency of the learners. Eleven reasons illustrated in Table 4.34 were cited, which accounted for the increase. The responses from parents to Question 6 on the F3 form did not confirm the initial assumption in the study that there was poor performance in the post-Apartheid South Africa.

5.4 NEGATIVE ELEMENTS

Unlike Tollefson's (1991:7) study, which established that inadequate language competences is only due to political forces of our own making and not the other explanations that are commonly proposed, the study established seven negative elements, which seemed to counteract or interfere with the motivation in the learners to successfully learn English. These are the factors that could seem to

motivation and the creation of negative attitudes that
towards their learning of English.

A further analysis the seven factors indicate that most of them were external, i.e. factors other than the learners themselves (initially not from within individual learners). For instance, 70% of the reasons cited by learners for their lack of interest to learn and use English (reason #1, 3, 4, 5, 6, 7 and 10 in Table 4.1) were external factors. Also, analysis of the 22 causes of negative attitudes towards the learning of English cited in Table 4.19 revealed that 92% of the factors were external, as Figure 4.4 illustrates. The following are the elements:

i. Conditions of learning

McDonough (1986:77) observes a complex nature of the learning atmosphere called 'classroom emotional climate' that is said to have a bearing on motivation and attitudes in a learning situation. In line with this observation, the study established learning conditions as a key negative element. Learners' mistakes being laughed at by other learners (peer pressure) when they tried to practice English, was the main barrier to the learning of English. Of the 22 different factors cited by 215 of the 269 learners (79.92% them), this negative element was the most cited, as Table 4.19 illustrates. The same negative element (the learners' tendency to laugh at one another's mistakes) was second most cited on the educators' F2 form, as Table 4.23 illustrates.

This finding demonstrated how vulnerable or unprotected the desire of most of the learners to learn English is from the cruelty of this natural but misplaced phenomenon called 'laughing' (how the practise to learn English is at the mercy of other learners) in some classrooms. According to the finding, this was carelessly engaged in mainly by learners who thought or felt that their knowledge of English was better than that of other learners (their victims). This kind of behaviour (unkindness to motivated learners) had been left unrebuked (uncontrolled) in some classrooms and, as if it were not enough, some teachers had made fun of the learners: de-motivating them even more.

selected schools in the study, who ought to have
classroom emotional climate, did little to motivate but
learn English.

ii. Teachers/educators

The second major negative element that the study revealed is, ironically, the Teacher factor. Figure 4.4 illustrates that the Teacher topped the percentage of the causes of negative attitudes, having analysed the 22 different causes of negative attitudes cited by learners in Table 4.19. Also, topping the list of reasons for learners not learning English successfully cited by educators in Table 4.23 was that of teaching practice, which encompasses many other negative elements. Some of those, cited by both the teachers and learners, were the way of teaching, the teachers' attitudes towards the learners and the use of isiZulu when teaching, especially by the teachers of other subjects or learning areas, instead of English, the medium of instruction (factor #1 Table 4.23) and, the inadequate motivation given to learners by teachers to use English, as Table 4.11 and Table 4.13 illustrate.

Probably, the de-motivation by the teachers themselves, as in Table 4.43, and their lack of qualification (factors #4 and #5 respectively), could explain why the educators were not good models to learners. The role that such educators played in the lives of the learners could be compared to the passive role that Gardner (1985:110) distinguishes, which he considers to be more subtle than the active role because educators may not be aware of it as it involves their attitude towards the second language and the community. Further more, the conduct of the educators revealed by the study seemed quite counter-productive in the education system. According to the DoE NCS Grades 10-12 (2003:11, 73) the aim of having two languages, a home language and an additional one (English) for learners whose mother language is not English was for the promotion of additive multilingualism.

However, the situations created by the educators who insist on using isiZulu, their mother language, in schools where English ought to be used as LoLT can neither be described as *additive* nor *subtractive* bilinguality, according to

(1989:9) relative status of the two languages did to be an additive bilinguality situation because the language does not involve the development of proficiency in English neither can it be described as subtractive bilinguality since English is not learnt by minorities to promote cultural assimilation. What exists in such situations is a condition that can best be described as a sociolinguistic dilemma, Rudwick (2004:168) term used to describe findings of his study on isiZulu and the use thereof in the post-Apartheid state. Rudwick (ibid) comparable description of findings similar and applicable to the analysis of the study findings about the educators is that:

The findings are indicative of the sociolinguistic dilemma many young South Africans find themselves in whose mother-tongue is not English. Those youngsters are faced with the fact that their mother-tongue is not, in fact, as equally valuable as claimed in the Constitution. IsiZulu merely exists as a L-variety in a diglossic relationship with English. This mismatch leads these learners to have seemingly contradictory views about the status and functions of languages in their lives.

What seems to be reported with regard to the use of isiZulu by educators in schools in the above quotation is what can be termed an unauthorized or illegal, open secret kind of mother tongue maintenance, which takes both forms, the weaker and the stronger, its goal uncertainly defined as additive bilingualism. Ethnocentrism might not be ruled out in this matter.

However, the teacher was one of the negative elements retarding the learning of English. This was also reported by Ngidi (2007:80) findings, which revealed that educators had a negative attitude towards English as a language of learning and teaching and as an additional language in schools.

iii. Lack of opportunities

Lack of opportunities to practice English was the third negative element the study revealed. Despite English being a medium of communication and instruction, 116 learners (43.1%) were not afforded enough opportunities to practice English in their schools, as indicated in question 2, while 62.4% of the learners did not get any opportunities to practice English in their communities, outside the classroom. Also Figure 4.5 illustrates that less than 40% of the learners, as indicated by

s in their schools while 94.87% of the learners did practice English in their communities.

The finding was in line with the dynamics of the language classroom, what was said to be a setting where the target language, English in this case, was taught as a subject only, as it was not commonly used as a medium of communication outside the classroom (Mcwango, 2004:25). The finding also confirmed what was said to be typical of most rural South African schools, where English ought to be the medium of instruction, but is spoken in class only during English periods (ibid).

Most educators, even the teachers of English, used isiZulu extensively in their schools. This situation or tendency deprived the learners of their only opportunity to practice English. The schools were located in a rural area where there were also no native speakers of English in their neighbourhood. Furthermore, the learners had no contact with the target language outside the classroom.

The assumption was that the rural high school learners were passive or not good or not well-motivated language learners in the light of Pride (1979:19) claim that:

The good language learner takes and creates opportunities to practice what he has learned while the poor learner passively does what is assigned him.

However, the findings indicated that most rural school learners were motivated to learn English. This does not mean that it is the locality that might not render the learners unmotivated and have negative attitudes. Most teachers used isiZulu in schools including some teachers of English, which took away the only opportunity for learners to practice, their only source of English. Their learning of English is what can be referred to as being unsuccessful due to the lack of opportunity an ingredient of successful learning. This description of the finding is in line with the observation by the NEPI Research Group (1992:19) that:

Successful learning of a language in the school situation depends on both motivation (which is influenced by attitudes) and on the

es for its use outside the classroom, and that there
es in this range in different rural and urban

Also, in line with Pride (1979:19) observation, the learning of English in the rural schools, as the finding revealed, can be referred to as *bad learning* because:

Good learning depends on at least three variables: aptitude, motivation and opportunity, which include all those activities both within and outside the classroom which expose the learner to the language and which afford him an opportunity to practice what he has learned.

If the interference of L1 (isiZulu) on the medium of instruction and communication (English) is allowed to grow, there by continue flooding learners with their L1, which they already know, it would appear that *opportunity* one of the three variables of good learning, will continue to diminish in the rural high schools. Other wise, *if* we want to enable the student of English, then we must put him in situations which demand the use of English *Pride (ibid) proposes.*

The study's finding on the issue of lack of opportunity is also summed well by Barkhuizen and Gough (1996:455) observation that:

With reference to English, the above scenario (as well as the fact that Blacks hardly used the language outside of the school context) resulted generally in a poor acquisitional context despite its popular appeal and support as the language of education and access and Black unity and liberation. In this way the language of choice, ironically enough, effectively discriminated against the majority. Although English was set to become the dominant medium of instruction in Black schools and compulsory subject in all schools, for such reasons it remained a problematic language in the African educational context.

iv. Poor background

The fourth negative element that the study revealed was that most learners came to high schools with very poor background of English language, especially vocabulary that was too little to enable them to cope with work at their level. This finding seemed to support Logan and Logan (1974:167) proposition that a child should have a minimum of 5000 words in his spelling and listening vocabulary before formal reading instruction is attempted.

...x primary school teachers (83% of them) agreed that school seemed not to cope with high school or senior phase work because of poor background. Table 4.43 illustrates that 50% of the primary school principals and educators indicated that one of the causes of the lack of motivation among rural high school learners was too much work expected from them or too many learning areas or so much to be learnt yet no time to do revision or drill work with them or that learners were overloaded in the Intermediate Phase. Table 4.41 also reveals that learners come to high school from primary schools without knowing tenses, spelling, vocabulary and writing.

One contributing factor to the poor background, which was revealed by the study is what educators indicated as a wrongful way in which circuit and ward managers implement the phenomenon called 'condonation' of learners in schools.

Further more, the study revealed that there was lack of motivation as time was limited for sufficient motivation. And, one of the 27 factors affecting learners' motivation cited by five educators in Table 4.24 was the lack of solid background.

v. Policies

The fifth negative element was policy issues in the DoE and the implementation thereof in different schools. Figure 4.4 of the study's findings illustrates that 13% of the causes of negative attitudes cited in Table 4.19 were policy related. An example of such policies is one of the Principles of the Revised National Curriculum Statement Grades R-9 (DoE Teacher's Guide, 2003:23), which states that:

Wherever possible, learners should have the opportunity to be taught in their Home Language as Language of Learning and Teaching and/or to learn them as well.

The Teacher's Guide (2003:20) also stipulates that:

Language(s) should be used for learning and particularly important in the Foundation Phase where read and write.

The reason behind the use of HL in the Foundation Phase might probably be that learning in the mother tongue from grade 1 . 3, as a medium of instruction, later on facilitates the notion of transfer from L1 to L2, when English becomes the instructional language from grade 4 onwards. This reasoning might have been based on Bruce's (1987:87) recent thinking in relation to children whose mother tongue is not English that has led to new views on acceptance of mother tongue use in schools. It is believed that if children are allowed to use their own language at home and in school, they seem to make better progress in the new language they are acquiring (ibid), thereby actively encouraging bilingualism.

However, findings of the study were contrary to Bruce's (1987:87) recent thinking on which the language policy of the DoE might be based. All the six primary school educators (100% of them) indicated that English ought to be introduced or used as medium of instruction as from the Foundation Phase (Grade R . 3) and not from Grade 4 as the policy stipulates.

Also, 21 of the 31 high school educators in their responses to question 5 on F4 and question 1 on F2 indicated that English ought to be introduced in the Foundation Phase. The respondents (educationists) seemed to ascribe to the widely-held lay belief that younger L2 learners generally do better than older learners, which is supported by Ellis (1994:484) *critical period hypothesis*. The reasons that they cited, as Table 4.40 and 4.21 illustrates, show that the learners' poor background (the fourth negative element discussed above) could worsen (get even poorer). Further more, interviews (see Appendix G4, 5, 6 and 7) as well as the data from F2 and F4 forms, revealed that the implementation of the language policy, which stipulates the use of Home Language (HL) in the foundation phase seemed to be an imposition and that it needed to be reviewed as it was viewed as a killer of the nation educationally. It seemed to have no support from several stakeholders like educators and even some Departmental officials.

s of the study to introduce English as early as the advantages thereof supports Daviesq (1982) (2007:188) that:

There are a number of children all over the world who acquire their education in a second language; and the acquisition of education in a second language does not necessarily retard the learner's academic achievement.

Still on the issue of policy, contrary to what 14 of the 27 parents (52%) indicated in F3 forms, in question 7 of F2 form, 73 of 117 educators (62.39% of them) indicated that English proficiency acquisition in the rural areas had decreased and cited 25 reasons, as Table 4.28 illustrates. Most of the reasons cited by the educators for the decrease (e.g. reason #6, 8, 10, and 24), together with 5 of the 6 reasons for the decrease (see Table 4.35) cited by 3 of the 27 parents (reasons #1, 3, 4, 5 and 6), revealed that the implementation of some policies had contributed to the decrease in the proficient acquisition of English in the post-Apartheid era. This view or finding seem to tally well with the down ward trend of the results obtained at the National Senior Certificate level cited earlier in Govender (2008:13), which dropped from 70.7% in 2004 down to 66.6% in 2006 and continued to drop further down to 61% in 2007. A sample of the rural based institutions in Mahlabathini Circuit in the predominantly rural district of Vryheid referred to in the statement of the study's problem also follows the national trend.

Finally, in question 6 on F2, 79% of the high school educators (92 out of 117) indicated that English should be given more time than isiZulu and other subjects in schools as it is a medium of instruction and a language used in examinations, besides being a subject or learning area, as supported by the 10 reasons cited in Table 4.25. It has to be noted that norm times and time allocation for each subject and learning area is a policy issue and, in order any changes to be effected, policy would have to be changed.

vi. Lack of resources

Lack of resources is the sixth negative element, which the study found. This finding of the study confirms the disadvantage or discrimination the DoE

observed (and warned against) to which learners resources would be subjected, if care was not taken in exams. Also, the finding confirmed the observation of Pluddemann et al (2004:14) that a majority of schools that were still impoverished could not offer quality English education that better-resourced formerly white schools could offer.

In question 5 of F2 form, lack of resources was the most cited of the 27 factors that affect learning attitudes in the rural areas, as Table 4.24 illustrates. And, as illustrated in Table 4.28, it was the second most cited of the reasons for the decrease in the general English proficiency acquisition in the rural areas. Items No.2 and No.4 in Table 4.43, too, reflect this element as a cause of the lack of motivation among rural high school learners.

vii. Language constitutional rights

The seventh and final negative element that the study found was how the exercising of a constitutional right for some learners and teachers to use isiZulu (their mother tongue) impacts negatively on (or is in conflict with) the learning of English and its use as LoLT in the rural schools. The constitutional right (1996:4) for all the 11 official languages in South Africa to enjoy parity of esteem and to be treated equitably has enabled some teachers and learners to easily undermine the use of English even when it has been agreed upon to be used. This finding confirms Moyo's (2002:151) observation that:

After Grade 5 most schools have opted for English as the medium of instruction in higher education. By the same token we would argue that this, therefore, promotes a framework to develop multilingual models for schools, which lamentably thus far, have only received lip service and therefore there is evidence of mere posturing in terms of what the policy stipulates.

The study's finding also seemed to be a confirmation of the negative pedagogic and social implications that are a direct result of the mismatch phenomenon (between isiZulu and English) observed by Pluddenmann et al (2004:37). Further more, the study's finding seemed to be some kind of a confirmation of Rudwick's

sociolinguistic dilemma in which some South African learners) find themselves:

The findings are indicative of the sociolinguistic dilemma many young South Africans find themselves in whose mother-tongue is not English. Those youngsters are faced with the fact that their mother-tongue is not, in fact, as equally valuable as claimed in the Constitution. IsiZulu merely exists as a L-variety in a diglossic relationship with English. This mismatch leads these learners to have seemingly contradictory views about the status and functions of languages in their lives.

What is considered and referred to as isiZulu interference on English as the medium of instruction - the way in which some teachers use (overuse) isiZulu in their teaching of learners as discussed earlier under the teacher factor as one of the negative elements revealed - seemed to have a constitutional backing. Thus, the enforcing of the use of English was no longer easy, as Table 4.28 (point # 3, 4, 18 and 22) illustrates.

Further more, as Table 4.1 and Table 4.19 illustrate, cultural or ethnic pride and their love or preference of IsiZulu as a mother language to English, which is their constitutional right, was cited 56 times (#2, second most cited) in question 1 and 58 times (#2, also second most cited) in question 19 on F1 and F2 forms respectively, as one of the reasons for the lack of interest and a cause of negative attitudes towards the learning of English among the rural high school learners.

The process of elevating the status and advancing the use of the previously marginalised indigenous languages, which includes IsiZulu in the KZN, seemed to have some side effects. Contrary to the realistic and most balanced approach recommended by the NEPI Research Group . the simultaneous pursuit of both, increasing the use of African languages and extending access to English - access to English seems to be diminishing in the selected rural high schools of the KZN Province instead of being extended, as suggested.

In question 19, one hundred and fifty-eight (59%) of the learners thought that isiZulu was emphasised more than English in their schools and 53.9% of them

put on isiZulu affected their learning of English. 63% of the learners felt that English should be given higher status than isiZulu in the KZN Province.

Finally, Blajberg (1993:145) observation in Tasch (1995:337) also match the finding of the study that:

It is not enough to emphasise the equality of all languages in the constitution without practically fighting the obvious inequality in status and function they are faced with every day.

5.5 CONCLUSION

In this chapter, findings of the study have been analysed and interpreted. Four positive and seven negative factors were found, which affect the motivation and attitudes of the learners in the selected rural KZN high schools towards their learning of English. The next chapter details the summary of the whole study, formulates the conclusion and suggests recommendations.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter summarises the findings, formulates the conclusions and suggests recommendations based on the findings of the study.

6.2 SUMMARY OF FINDINGS

The study sought to investigate the factors that affect the attitudes and motivation among the selected rural high schools learners in the KZN province towards their learning of English as the first additional language.

The researcher's observation as a practicing educator in one of the rural high schools was that the levels of motivation among high school learners towards their learning of English First Additional Language (FAL) had dropped, comparing with those of the learners that were taught in the 1990s and in the first few years after 2000. Thus, learners, educators, parents as well as some officials from the department of education were to state their views on the matter in an investigation.

The outcome of the investigation was that the change in attitudes and the lack of motivation among the rural high school learners towards their learning of English as the First Additional Language was not of the learners' own accord but a direct outcome of change. The modification and implementation of some policies and approaches to teaching in the education system, coupled with those in the world of politics (the constitution) and several factors at play in the rural communities. Specifically, peer pressure; misunderstanding constitutional rights; lack of adherence to language policies in schools; teachers' de-motivation and negative attitudes towards teaching; lack of resources and lack of opportunities to practice English, were the key negative elements, which accounted for the low levels of

des among the selected rural high school learners

English.

6.3 CONCLUSIONS

The results of the investigation led to the following conclusions:

- i) Learners were intrinsically motivated because most of them indicated that they wanted to learn English and, their goal was instrumental since they wanted to further their studies at tertiary institutions and to secure good jobs after their tertiary studies.
- ii) While there were some positive elements, seven clusters of negative factors, which affected the motivation and attitudes of the learners in the selected rural KZN high schools towards their learning of English were found, namely peer pressure; teacher factor; lack of opportunities to practice language; poor background from primary schools; policy issues; lack of resources and, the constitutional right (freedom) to use any official language.
- iii) Finally, the rural high schools could be enabled to successfully produce the learners that would be envisaged by systematically dealing with the seven negative factors, as recommended below.

6.4 RECOMMENDATIONS

Ten recommendations have been made based on the findings of the study:

- i) The Department of Education through its subject advisors, in conjunction with school principals and teachers, should schedule and monitor the implementation of activities that expose learners to both rural and urban realities. This could be achieved by arranging excursions and exchanges and twining rural and urban schools, as suggested in the Learning Programme Guidelines for English

(1985:85) bicultural excursion programmes aimed at attitudes in learners of a second language, could be

- ii) The blanket condonation of learners from one grade to another and the additions of marks to the low marks obtained by learners when they fail, as was reportedly done by some circuit managers, should be investigated and stopped. Some educators had claimed that circulars had been issued to schools stating that schedules with less than 80% pass rate would not be approved. The pressure under which teachers were put to adjust marks unworthily should be stopped, as it was an act of ~~killing~~the nation, as one interviewee put it.

Learners had been condoned to higher grades without really having achieved what the curriculum intended them to achieve in a particular grade. This seemingly had presented a false picture to the society (parents and guardians) and even to the learners themselves of what it really took to achieve what they falsely achieved. The illusory pride of being in a higher grade than they deserved (the false feeling of having achieved) could result in frustration and discouragement in the next or higher class, when the learners could not cope or measure up to the expectations of the new class. Learners, therefore, lose their confidence and motivation.

- iii) The use of isiZulu (a Home Language) as a medium of instruction in the Foundation Phase (Grades R-3) ought to be reviewed since the learners need a foundation of English, which is the medium of instruction as from Grade 4 upward. It would appear intuitively clear that the current Grade 4 learners are overwhelmed by English, the medium of instruction, when they get introduced to it for the first time. As Leeper, Skipper and Witherspoon (1979:233) point out below, this is what might initiate the formation of negative attitudes towards English among learners in the KZN rural schools:

The young child who does not speak English is unable to understand the language of the teacher or to express his or her feelings in a strange language. The child's reaction may be one of frustration, fear, aggression, or a feeling of inferiority.

successfully by learners in the rural schools and results to use isiZulu or any official language (as the constitution provides) and the application thereof ought to be reviewed by principals, School Management Teams and School Governing Bodies. This could enable schools to adhere to or implement their language policies effectively. In schools which opt to use English First Additional Language as their Language of Learning and Teaching (LoLT), freedom to use isiZulu (Home Language) ought to be restrained, reduced or effectively monitored in the best interest of the learners' success. This could afford the learners sufficient time to practice English. The reality is that learners are disadvantaged if they are assessed in a language that they do not understand well and they are not fluent to express themselves in. If this was done, balance could be maintained in the use of the two official languages in KwaZulu Natal . between isiZulu as a Home Language and English as a subject and as a medium of instruction. If not done, the poor acquisitional context and effective discrimination experienced during the Apartheid era, as observed by Barkhuizen and Gough (1996:455), might be effectively worsened and English might remain a problematic language.

- v) Protection of learners from the cruelty of peer pressure should be taken as a priority and be linked with the NCS principle of inclusivity and diversity. During class discussions and whenever learners are participating or presenting orally, the teachers of English ought to safeguard the right of all learners, especially the reserved, to learn. In Byrne's (1976:1) words, a teacher is there to provide the best conditions for learning. The teacher is a means to an end: an instrument to see that learning takes place. This could be achieved through various awareness campaigns staged by schools to promote tolerance of other learners from different disadvantaged backgrounds among learners.
- vi) Schools ought to adhere to their language policies, which should enable learners to have opportunities to practice English in their schools, as the school is the only place where most learners can practice English. It would appear that the mammoth task of teaching the whole curriculum in English in different subjects have been unfairly left to the teachers of English only. The teachers of other

discouraged to use the medium of instruction when
switching to the medium of instruction and sympathising
with the learners of the exposure they desperately need.

- vii) If exams are to continue being taken in English, interviews done in English and English be maintained as a medium of instruction, then English ought to be made compulsory or some form of a prerequisite to learning in schools. This would eliminate common situations where it is only assumed that learners understand the medium of instruction. Establishing and promoting English laboratories in schools in which learners could undergo some induction into English by immersion at each and every entry point in a phase e.g. Grade 8 in high school, could achieve this. Through such an orientation or ritual, a learner would be equipped with survival skills in a learning situation, which enable him or her to have a meaningful learning experience. The survival skills would include statements commonly used in class when engaging e.g. asking for clarity. A meaningful learning experience would entail the ability to freely converse with educators and fellow learners, the ability to comment and ask questions or lodge a complaint in case of unfair treatment in the learning process in the medium of instruction without fear.
- viii) Special motivation sessions ought to be arranged for educators, parents as well as learners severally in which celebrities, speakers from local communities as well as officials from the department of education could promote the use of English. Emphasis should be put on its importance academically and its use provincially, nationally and internationally. Also, the parents and the educators should be motivated to motivate the learners.
- ix) Extra classes ought to be organised, which should help to address the problem of poor background of English. Experts of the language should be involved in determining the exact needs of the learners and develop materials specifically tailored for the rural school, which could be used for a specific period of time in addressing the problem. Examples of such an undertaking would be the Thuthuka Project or the Operation Gijima, which have been organized before by the KZN Department of Education together with some Non-Governmental Organisations like

same to address special curriculum needs of the

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- x) Both, the national and the provincial governments should be seen to promote the use of English language, affording it its rightful (global) status, as 87% of the learners in question 15 and 17 of F1 and F1b respectively indicated the need of the language.

6.5 FINAL REMARK

The study achieved its objective in finding the factors detailed, analysed and interpreted above, which might be of great value in improving the learning of English First Additional Language among learners in the rural high schools of the KZN Province. A systematic implementation of the nine recommendations made above might aid in addressing or eradicating the negative factors that bring about the problem of negative attitudes and lack of motivation towards the learning of English, which exist among some high school learners in the rural schools of the KZN Province.

Appendixes

- Appendix A1: High School LearnersqQuestionnaire (F1)
- Appendix A2: High School LearnersqQuestionnaire (F1b)
- Appendix B: Request To Conduct Research (letter)
- Appendix C: High School EducatorsqQuestionnaire (F2)
- Appendix D: ParentsqQuestionnaire (F3)
- Appendix E: Primary School Educators/PrincipalsqQuestionnaire (F4)
- Appendix F: Notes From a Grade 10 . 12 English TeachersqWorkshop
- Appendix G: Reconstructions of Brief Interviews with the following:
1. KZN Member of Parliament -*Unsolicited Conversation*
 2. District Director
 3. Former Model C (Multiracial) Primary School Principal
 4. Principals Of Black, Rural Primary School Principals
 5. Primary School Educator 1
 6. Primary School Educator 2
 7. Subject advisor for English First Additional Language
- Appendix H: Tables of Data Presented in Chapter 4
(Tables 4.1 . 4.29)

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of instruction in the KZN high schools?

outh African citizens to use English?

17. Why?

18. Have you ever come across a college or university graduate in KZN (e.g. a qualified teacher)

who has a serious problem with English usage (expressing themselves in English)?

19. What percentage of learners in your school has real interest in English (roughly)? %

20. Do you think IsiZulu is emphasized more than English in your school?

21. Does the emphasis put on IsiZulu affect your attitude towards your learning of English?

22. Should English share the equal status of %official language+with IsiZulu?

23. IsiZulu is an official language just like English. Is there any real need then for you to learn

English in this new South Africa?

24. Will English be useful to you (in your life) after your matriculation this year?

25. Why?

26. Should English be given more emphasis and a higher status than IsiZulu in KZN?

27. What factors do you think cause learners to have negative attitudes towards learning English?
Please, list these factors, if any, in the space provided below:

Thank you!

Your school address:

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15. Is there anyone else who encourages you to speak/use English (not your English teacher)? ...

If YES: (A). Who? (B). Why?

16. Should IsiZulu be used as a medium of instruction in the KZN high schools?

17. Should the government encourage South African citizens to use English?

18. Why?

19. Have you ever come across a college or university graduate in KZN (e.g. a qualified teacher)

who has a serious problem with English usage (expressing themselves in English)?

20. Do you think IsiZulu is emphasized more than English in your school?

21. Does the emphasis put on IsiZulu affect your attitude towards your learning of English?

22. Should English share the equal status of official language with IsiZulu?

23. IsiZulu is an official language just like English. Is there any real need then for you to learn

English in this new South Africa?

24. Will English be useful to you (in your life) after your matriculation this year?

25. Why?

26. Should English be given more emphasis and a higher status than IsiZulu in KZN?

27. What factors do you think cause learners to have negative attitudes towards learning English?

Please, list these factors, if any, in the space provided below:

Your school address:

Thank you!

APPENDIX B REQUEST TO CONDUCT RESEARCH

P.O. Box 800
Ulundi
3838

01 December 2007

The Chief/Deputy Chief/Senior Makers (English) 2007
James Nxumalo and Masibumbane High School Marking Centres
Ulundi
3838

Dear Sirs/Madams

REQUEST TO CONDUCT RESEARCH

I write to request you to allow some of your English Paper 1 and 2 markers, especially those that teach English in high schools situated in the rural areas of our province, to take a few minutes of their teatime to complete the enclosed F2 questionnaires.

F1 was administered to some of the 2007 Grade 12 learners while F3 was designed to collect data from parents. This F2 was designed to collect data from the educators who are directly involved with English FAL high school learners in the post-Apartheid and democratic South Africa.

The information gathered from the teachers in this research will not only benefit most of us teaching in rural high schools, as it will help to establishing the root causes of what seems to be a lack of motivation among the rural high school learners of our province to acquire English proficiently, but also some of the leading rural-based comprehensive universities, which aim at providing quality, career-focused undergraduate and postgraduate education in partnership with the local communities.

I thank you in anticipation for your assistance.

Your colleague and comrade,

T. J. Kanjira
Senior Marker: English Paper 2 HG
Student Number: 200712269
ID Number: 6510185729086
Persal Number: 61135143/PG24

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APPENDIX D

F3

PARENTS' QUESTIONNAIRE

Ref: 200712269

Factors Affecting the Acquisition of English Language in the post-Apartheid South Africa among the rural KZN high school learners

Dear Parent/Guardian, please be kind enough to fill in the blank spaces and write **YES** or **NO** in the boxes on the right hand side below. Your honesty in doing this will be highly appreciated.

1. Do you have a child under your care in high school currently?

2. Through which language would you wish your child to be educated?...

3. Would you like your child to learn through the medium of English?

Why?

4. Would you send your child to a high school, college or university, which uses isiZulu only?

Why or why not?

5. a. Is isiZulu more important than English I education and for other school activities for your child?

b. Why do you say so?

6. a. Do you think English proficiency (ability to use English) among the high school learners in the rural areas has **increased** or **decreased** in the post-Apartheid South Africa?

b. What do you think is/are the reason(s) for this?

7. Does your child listen to any TV or radio programmes broadcast in English?
If so, please mention them:

8. Does your child read any English newspapers, magazines or books apart from his or her school books? If 'Yes', please mention them:

9. a. Does your child normally pass his or her English in school?
Why do you think he or she performs like this?

10. a. Which language between English and isiZulu is widely used in society in the work place, in South Africa and for international communication?
b. Give a reason or reasons for your answer.

APPENDIX F

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OPEN BY THE RESEARCHER IN A GRADE 10 – 12 IOP CONDUCTED AN ENGLISH SUBJECT ADVISOR FROM VRYHEID DISTRICT FOR EDUCATORS TEACHING IN MAHLABATHINI CIRCUIT

DATE: 31 January 2008
VENUE: Masibumbane High School
TIME: 09H00

PROGRAMME OF THE DAY:

1. 2007 National Senior Certificate Examination (Matric) Results and Analysis
2. Discussion on the Causes of failure in English: (Serious concern)
3. 2008 prescribed set works and new developments
4. Distribution of study guides and other material
5. Formation of clusters
6. Announcements about planned NCS workshops ahead
7. Closure

PERSONAL/DIARISED NOTES:

- *Subject Advisor's opening remark = a concern: There is a serious drop in the English results. Learners failed English in 2007, especially English First Additional Language, as they have been failing for the past few years: in 2004, 2005 and 2006. "Why?" She asked.*
- **Causes of failure and concerns voiced by teachers:**
 - *Learners lack spelling, writing and language skills*
 - *Lack of exposure*
 - *The environment: They hear English words only in the classroom*
 - *Other teachers teach in IsiZulu these days.*
 - *Lack of standardization of reading material: There are no prescribed set works for Grades 8 to 11 and as a result there is nothing that compels the teachers to enforce reading in these grades, unlike in Grade 12.*
 - *Condonation: Circuit managers send out circular saying if a mark list or schedule has a certain number of failures it will not be approved. So undeserving learners are passed or promoted to the next classes. So, what do you expect? Disaster! We are reaping what we sow.*

* *Grade 12 set works (Sounding Wings, A Handful of Life, Mosaic and Romeo and Juliet) remains unchanged.*

APPENDIX G

INTERVIEW RECONSTRUCTIONS

This appendix consists of sub-Appendixes (Appendixes G1 to G7), which contain reconstructions of brief interviews. Appendix G1 is a reconstruction of a brief unsolicited but informative conversation between the researcher and a KZN member of parliament, which preceded a planned interview with a district director (Appendix G2). Appendixes G3 . G6 are reconstructed interviews conducted with some of the six respondents to F4 (questionnaire for Primary School Educators/Principals) at the time the researcher personally collected the completed questionnaire forms from the respondents. The spontaneous questions asked were intended to follow up on some of the responses given by the respondents on the completed questionnaire forms. Extra information and valuable details not furnished on the F4 were obtained through these interviews. And, Appendix G7 is a reconstruction of an interview with a subject advisor for English First Additional Language. The reconstructions thereof are as follows:

THE UNSOLICITED CONVERSATION WITH A KZN MEMBER OF PARLIAMENT (MP)

Date of conversation: 07/01/08

The MP was an elderly male and former teacher in the KZN Province who was concerned about the dropping pass percentage rate at matric. As Zulu men usually and generously do, he initiated the conversation recorded below with the researcher, as he came out of the district director's office and met the researcher at the steps, about to enter the office for a planned interview with the director.

MP: ***Have you come to see him, too?***

RESEARCHER: *Yes, I have come to see the district director. I would like to briefly interview him. Results have dropped in 2007 again. We seem to be on a downward trend, nationally.*

MP's RESPONSE: ***Things are quite bad. But, it is because of we, ourselves. We do not want to accept the reality about our system of education.***

RESEARCHER: *What do you mean by saying 'ourselves'?*

MP: ***I am referring to this issue of adding marks to the failures so as to create an impression that our education system is working. We are just fooling ourselves. When we talk about these things there but some of these guys are quite stubborn. They don't want to listen. And, this national drop shouldn't come as a surprise.***

RESEARCHER: *Is that so?*

MP: ***Poor Africans. What should the white man say when he sees us destroy our own education and future instead of improving it? Cry, beloved Country!***

RESEARCHER: *This is quite sad.*

MP: ***Sad indeed. Anyway, I have to go. Let me talk to you another time. By the way, you said you are --?***

INTERVIEW WITH DISTRICT DIRECTOR

Date of interview: 07/01/08

The interviewee was a male education specialist who directed all activities of a district with a large number of schools situated in rural areas.

Q.1: *I would like to find out from you, as you are in charge of the whole district, what would you say might be the causes of what seems to be the lack of motivation among the rural high school learners to learn English?*

ANS: *Generally, I would say it is the system being used to teach the learners.*

Q.2: *What do you mean, Sir?*

ANS: *What I mean is that children can't spell anymore. I go around different schools and do come across pieces of writing that are quite horrible. One just can't read it. Children aren't prepared enough to cope with their schoolwork. So, it is the way they are being taught.*

Q.3 *So, what do you think is the solution to this problem?*

ANS: *Probably going back to the old methods of teaching, which were making a child able to read, speak and spell right. I think that's about it. Is there anything else?*

Q.4 *Well, when did you start noticing this poor performance in schools?*

ANS: *Each year we compiled a comprehensive analysis of results, per subject, per school etc. The 2007 analysis of results is almost ready. If you don't mind you could come by sometime next week before schools open to have a copy. Actually, I've got to go. I have another meeting.*

Q.5 *Well, thanks for your time. Yes, I will be glad to have a copy of your analysis of results for 2007. But, is it possible for me to have your analysis of results like for 2006, 2005, or even 2004.*

ANS: *Yes, I just need some time to arrange all that. Come by next week, I'll have them all ready for you. And, if I'm not in the office, as is most likely since we will be out... ask my colleague to give them to you.*

Closure: *Thank you, Sir; I really appreciate accommodating me in your tight schedule today.*

APPENDIX G3

RECONSTRUCTED INTERVIEW WITH PRINCIPAL OF A FORMER MODEL C (MULTIRACIAL) PRIMARY SCHOOL

Date of interview: 08/01/08

The interviewee was a male principal of a formerly white/model C now multiracial primary school. The interview was conducted at 9:45 a.m. in his office a week before schools re-opened for the year.

Q.1 *So, what do you think might be some of the causes of lack of motivation among learners to learn English?*

ANS: ***I am not quite sure about the situation in the black school. But what I have noticed is that a large number of the kids we are receiving from black school battle quite a lot to cope with work in general and our medium of instruction, which is English. I suppose it is due to their poor background of English.***

Q.2 *So, what do you do then?*

ANS: ***Well, as we are aware that many parents make a choice to bring their children to our school, we accommodate their children by using extra lessons and devising suitable methods of teaching to fill in the gaps, which exist in their learning due to their background.***

Q.3 *What is your view on the issue of teaching Grade R to Grade three in their first language/mother tongue?*

ANS: ***It is not a problem in our case as we have used English forever – since 1907. My home language is Afrikaans but it is quite sensible that we use English as a common medium of communication. In fact, the sooner we reach a compromise on some form of a monolingual culture the better it will be for us all.***

Q.4 *Has your performance remained constant the in the post Apartheid South Africa?*

ANS: ***Not quite. We are facing new challenges, with the influx of children from black schools. But we are doing our best to maintain the standard by employing the most effective methods of teaching the children we have.***

CLOSURE: *It is quite impressive to find you in your office during holidays, a week before schools re-open this year. Thanks for giving me some of your time, sharing the information about your school and for accepting to complete the questionnaire.*

RESPONSE: ***Well, I am supposed to meet some teachers and we have to organize our work. It's time to get back to work again. Just give me few minutes now to complete your questionnaire so that you don't have to come back later.***

APPENDIX G4

RECONSTRUCTED INTERVIEW WITH PRINCIPAL OF A PRIMARY SCHOOL

Date of interview: 14/01/08

The interviewee was a female principal of a rural primary school. The interview was conducted in her car at 15H15 at a car park in a shopping center.

Q.1 *So, do you adhere to the policy, which stipulates that you must teach learners in IsiZulu from Grade R to Grade 3?*

ANS: ***We just do it for the subject advisors and some departmental officials who tell us that we will be in trouble if they ever find us using English. But, I think any principal who loves his school children finds a way of exposing the children in the foundation phase to more English for the sake of the children's background of English, which they need in grade 4. Otherwise, it's quite tough to balance the policy with the reality we face.***

Q.1 *What do you think should happen, then?*

ANS: ***It would be good if parents were given the right to decide for their children. That is why those who can take their children to the multiracial schools where English is used as a medium of instruction from Grade R. Actually, if all parents had money like the politicians have, we would lose all our learners to the white schools.***

CLOSURE: *It seems quite difficult indeed. Anyway, thank you for all the information you have shared and for completing the questionnaire. I really appreciate it.*

APPENDIX G5

RECONSTRUCTED INTERVIEW WITH PRIMARY SCHOOL EDUCATOR 1

Date of interview: 16/01/08

The interviewee was a female educator teaching Grade 6 in a rural primary school. The interview was conducted at her home from 7:45 pm on the day schools re-opened for the year.

Q.1 *In which grade do you introduce English as a medium of instruction in your school?*

ANS: ***According to the policy it should be in Grade 4 but we do not – we teach our kids in English right through.***

Q.2 *Why don't you follow the policy?*

ANS: ***Our principal tells us what the policy stipulates but he also says for the sake of the future of the children in our school he expects us to teach in English. He says he does not want to destroy the children's futures and putting them at a disadvantage.***

Q.3 *But, do you think your principal is doing the right thing?*

ANS: ***I think so, Sir, because our children need English and teaching them in IsiZulu up to Grade 3, we delay them in their understanding of things in school. So, it is right. In fact we send our children to white schools to avoid this thing. And parents of our school children are happy with what we do.***

Q.4 *So is this like a secret of success for your school, as we know that yours is the main feeder school of one of the top/ most successful high schools in the circuit?*

ANS: ***In a way, we can say so.***

CLOSURE: *Thank you for sharing the information about your school with me.*

APPENDIX G6

RECONSTRUCTED INTERVIEW WITH PRIMARY SCHOOL EDUCATOR 2

Date of interview: 10/01/08

The interviewee was a female primary school educator who had taught Grade 5 learners for a number of years in the past and had an experience of teaching Grade 4 for the first time in 2007.

Q.1: *So, how have you been doing in your classroom with your learners, teaching them in their home language?*

ANS: ***I have been fortunate all along that I have been teaching Grade 5 and 6. It was only last year that I taught Grade 4 for the first time and did realize how challenging it is. Children look at you; they do not understand a word of what you say in English.***

Q.2: *What do you mean? How come?*

ANS: ***You know, these poor kids, it is their first time to be taught in English in their life and, they just don't understand whatever you try to do. You get frustrated as much as they do, I suppose. And, they keep wondering why you can't just teach them in IsiZulu as was done since Grade R.***

Q.4. *How do you cope then? Do you resort to mother tongue?*

ANS: ***Most teachers do in order to cover the syllabus. It is quite traumatic, you know, to be taught nine learning areas, having been doing only three from grades R to 3, and you are taught in a foreign language – a new medium of instruction. It's hard for those poor souls.***

Q.5: *What would be the best way forward in this situation or what would you suggest to departmental officials if you had an opportunity?*

ANS: ***Because this mother-language medium of instruction is so frustrating even to some teachers who themselves are not fluent in IsiZulu, I would suggest that the policy be amended. Let the teachers teach Grades R to 3 in English, or at least mix the two, so that the children are not totally overwhelmed by English as a medium of instruction when they are in Grade 4. I just wish the government officials would experience what I did last year so that they could understand it all.***

APPENDIX G7

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RECONSTRUCTED INTERVIEW WITH A SUBJECT ADVISOR FOR ENGLISH FIRST ADDITIONAL LANGUAGE (FAL) FROM A KZN DOE DISTRICT

Date of interview: 06/03/08

The interviewee was a subject advisor for English First Additional Language. The interview was conducted at a venue for a Grade 12 Educators' NCS workshop after some educators had expressed concerns about the lack of English grammar background among high school learners. The researcher was a co-facilitator.

Q.1: *Is it really true that learners in the Foundation Phase are taught in their mother language?*

ANS: ***Yes, it is true and, this is killing the nation in a big way.***

Q.2: *I just wanted to confirm this because it is a serious concern for some teachers. But, is it a matter of policy or...?*

ANS: ***It is. The advisors in the foundation phase work from the same offices we do. We know they emphasize this issue of teaching in IsiZulu in the Foundation Phase. We do not like it because of what it is doing to our kids but there is nothing we can do. We cannot say anything as we will be overstepping or interfering in some other people's territory.***

Q.3. *Actually, I have interviewed some primary school educators and it seems to be as frustrating to them as it is to us, high school educators. Do you know that the primary school educators in the Foundation Phase are told by these advisors, your district office colleagues, to teach in the mother tongue but they just do it because they were told that if they are ever found teaching in English they would find themselves in a hot soup?*

ANS: ***We know that but there is nothing that we can do. They are doing their job, too, though it affects the learners' background of English. They have to follow policy.***

Q.4: *Is this also happening in the other provinces or it is just here in the KZN?*

ANS: ***Well, I don't know. I'm not sure about that.***

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What something ought to be change drastically?

ANS: *I think they need to revisit the issue of this policy. Otherwise, curriculum is quite good and it is here to stay. I like it so much because everything you ought to teach is clearly written down in your NCS documents. Just as I emphasized to the teacher in my previous presentation, you need to teach the rules of grammar. There is nowhere it is stated that teachers should not teach grammar.*

Q.6: *But, where will the high school teachers get the time to teach what the learners were supposed to have learnt in the primary school? This is one of the things that is frustrating high school teachers. We work under a great pressure and, expectations are high at Grade 12.*

ANS: *Hey! Let's leave it, sir. Otherwise it is a problem indeed. Teachers are supposed to do all they can to address the need of the learners as per the curriculum.*

CLOSURE: *Well, today you've officially confirmed something very important about the background of English the high school learners have. Actually I asked my Grade 9 learners myself this year and they told me the same thing: "We were taught in Zulu from Grade R to Grade 3". Thanks.*

APPENDIX H

DATA PRESENTED IN CHAPTER 4

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Table 4.1:

Reasons for the lack of interest in practicing English in schools

No.	Reason	Times Cited	%
1	Discouragement from other learners who laugh at other learners mistakes, tease or ridicule those who try to speak English	57	21.1
2	Cultural pride and the love of IsiZulu as a first language	56	20.8
3	Seeing no need of using English as there is nowhere to apply the language in different communities.	44	16.3
4	The difficulty in acquiring English (spelling, pronunciation and vocabulary)	46	17.1
5	Poor background from primary schools and lack of opportunities to practice	39	14.4
6	Lack of motivation/encouragement by teachers and other people.	17	6.3
7	Teachers using IsiZulu when teaching or lack of good English models in schools.	13	4.8
8	Lack of confidence	6	2.2
9	Drug abuse and carelessness.	2	0.7
10.	Lack of resources/books.	2	0.7

Table 4.2:

Six reasons for saying English should be given more time than isiZulu and other subjects in schools.

No.	Reason	Times Cited	%
1.	It is a medium of instruction and the language used worldwide for communication with people from other language groups	60	22.3
2.	All subjects they do in their schools are taught and examined in English except IsiZulu and Afrikaans	47	17.4
3.	They need to practice more/make up for the lost/misused time	36	13.3
4.	They already know IsiZulu, their first language and need more time for the second language, which they don't know.	33	12.2
5	English is a language that opens the doors to opportunities after high school	17	6.3
6	It is more important than IsiZulu	7	2.6
	Blank spaces and irrelevant responses	12	4.4

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sh should not be given more time than other subjects in schools

No.	Reason	Times Cited	%
1.	All subjects are equally important	22	8.1
2.	We must use IsiZulu	7	2.6
3.	It will not make any difference as they will still use IsiZulu	6	2.2
4.	It is not as important as their first language	5	1.8
5.	English is not difficult	3	1.1
6.	They are already learning most subjects in English	2	0.7
7.	They need more time for Maths, science and for study	2	0.7
8.	Some teachers are afraid to teach in English	1	0.3
9.	Spare time must be used for English, not normal school time.	1	0.3

Table 4.9:

Reasons for liking English

	Reasons for liking English	Number Of Learners	%
1	English makes it easier or enables them to communicate with people from different language groups	100	37.17
2	It is a medium of instruction and key to communication	24	8.9
3	It is used at tertiary institutions, used in interviews and opens doors to job opportunities	21	7.8
4	English is an important subject in South Africa	16	5.9
5	Just like it	11	4.08
6	It is a good language/second language/not their mother tongue	11	4.08
7	It is easier for them to express themselves/things in English	9	3.3
8	English is an easy subject/language	8	2.97
9	It is fun to use English	8	2.97
10	English makes them understand most subjects in school	5	1.85
11	The way the our English teachers use it	3	1.11
12	Their parents speak it well	2	0.74
13	It makes them more appreciated	2	0.74
14	They sound civilized when using English	2	0.74
15	Exams are in English	1	0.37
	TOTAL	223	82.89

	Reasons for disliking English	Number Of Learners	%
1.	Some learners/people laughed at their mistakes when they tried to speak English	6	2.23
2.	They do not practice it	3	1.11
3.	English is not an easy language/subject	2	0.74
4.	People who speak it think they are better than others	1	0.37
5.	English abuses their mother language by making them forget their culture as Zulus	1	0.37
	TOTAL	13	4.83
1.	Irrelevant responses, incomplete responses or no reasons given	33	12.3
	OVERALL TOTAL	269 Learners	100

Table 4.11:
Sources of motivation

	Source of Motivation	Number Of Learners	%
1	Family members	140	52.04
2	Friends/classmates/other learners	46	17.10
3	Teachers	41	15.24
4	Media/Television	2	0.74
	None mentioned/blank	5	1.85
	TOTAL	234	86.98

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learn English

	Reason for motivating learners to learn using English	Times Cited	%
1	To be able to communicate with other people	50	18.58
2	To get somewhere in life/To get a good job/to increase chances of getting employed/To face the world/ To fill in forms/To attend interviews	45	16.73
3	In order to master it as practice makes perfect	31	11.52
4	It is an important language of communication in the world/SA	21	7.8
5	They just like English	21	7.8
6	It is a medium of instruction/gives access to information/To pass other subjects	17	6.32
7	To be ready for studies at the tertiary institutions	10	3.72
8	They don't want the learners (their children) to be in trouble /to suffer like them/experience problems they themselves have experienced due to the inability to use English	4	1.48
9	To help them	1	0.37
*	Irrelevant responses and blank spaces	33	12.27
	TOTAL	233	86.61

Table 4.15:

Reasons why government should motivate citizens to use English

	Reasons	Respondents	%
1	Citizens can communicate easily with different people in different provinces. Common official language can promote unity and harmony.	58	21.56
2	Doors will be opened for more people/ language barriers will be removed and more people will be able to develop their skills/have access to the internet/trade and travel freely/the country's economy will improve.	31	11.52
3	Job interviews are mostly done in English and many Black people will be able to pass interviews and get jobs	26	9.66
4	It's a common medium of instructions in schools and most books are in English.	24	8.92
5	More South Africans will be able to communicate with people who come from other countries e.g. during the 2010 soccer world cup	18	6.69
6	Pass rate in examinations will increase and illiteracy will be reduced	14	5.20
7	Students from the rural areas will have no problems at tertiary institutions.	5	1.86
	Total	176	65.42
*	Irrelevant responses and blank spaces	59	21.93
	GRAND TOTAL	235	87.36

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t should not motivate citizens to use English

		Respondents	%
1	Everyone must be free to use his/her own language/that they know.	5	1.86
2	Black people are a majority and they like to speak IsiZulu.	3	1.12
3	There is no institution that can help do this in the community.	3	1.12
4	Most people do not understand English	1	0.37
5	White people are not encouraged to speak IsiZulu	1	0.37
6	Some people are not educated	1	0.37
7	People will forget their culture/roots.	1	0.37
	Total	15	5.57
*	Reasons not given	15	5.57
	GRAND TOTAL	30	11.15

Table 4.23:
Reasons for not learning English

	REASONS FOR NOT WANTING TO LEARN ENGLISH	TIMES CITED	%
1	Teaching practice: Most teachers, especially teachers of other learning areas, do not use English as LoLT/ they teach in IsiZulu. Some teachers of English do not communicate properly with learners while others have no confidence in teaching. Others are lazy/not creative	12	10.25
2	The tendency of laughing at one another, which discourages them or hampers their self-esteem/makes others feel embarrassed who then resort to their L1 in which they can express themselves well.	9	7.69
3	Lack of guidance and encouragement/motivation from teachers and parents, leading to reluctance, lack of confidence and enthusiasm to learn English.	7	5.98
4	They prefer to be taught in IsiZulu, their home language.	6	5.12
5	Their perception that English is a difficult language, which results in their developing of negative attitudes.	6	5.12
6	Family background: poverty resulting in the lack of resources e.g. TVs	5	4.27
7	Limited/Lack of exposure: most of them are exposed to English only at school	5	4.27
8	Poor background/they did not acquire all necessary basics (background rules of language) at primary level (foundation phase), which leads to frustration.	4	3.41
9	It is not their mother tongue/They do not want to promote other people's cultures	4	3.41
10	Limited vocabulary/shyness, resulting in their lack of understanding when reading etc	3	2.6
11	Lack of local role models in their environment/African ness (however skewed).	3	2.6
12	Their environment is dominated by home language	3	2.6
13	Discouraged by those unemployed after leaving school and those working on farms where English is not required	3	2.6
14	Condonation/moving to next classes without passing/the buying of reports to move to other schools	2	1.71
15	Learners are too committed in their private life (love affairs/pregnancy)	1	0.85
16	Learners are lazy to practice/engage in activities that help acquire English skills	1	0.85
17	They do not see the dominance and the unique status of English because all 11 languages in South Africa are official and equal	1	0.85
18	High levels of illiteracy in the rural communities	1	0.85
	TOTAL	76	64.9%

Learners' motivation for learning English

	OTHER FACTORS	TIMES CITED	%
1.	Lack of solid background/foundation of English focus in the lower grades/limited exposure during early years resulting in no confidence to express themselves.	5	4.8
2.	Learners are involved in things outside school and look for shortcuts in life.	2	1.7
3.	School environment does not encourage them to speak.	1	0.9
4.	Watching too much television.	1	0.9
5.	Lack of facilities like libraries and media resources like televisions, which gives one an idea of what is happening out there and how the lack of English is going to affect their lives outside their home or environment.	16	14
6.	They do not want to learn/they are de-motivated.	1	0.9
7.	They are not exposed to the world media at large.	7	6
8.	They do not get opportunities anywhere else other than the classroom.	1	0.9
9.	Low self-esteem: regarding themselves as being potentially unable to learn it.	1	0.9
10.	Failure to associate English subject with English as being part of daily life.	1	0.9
11.	Lack of parental involvement in stressing the importance of learning English.	3	2.6
12.	The annual condonation of learners.	1	0.9
13.	Language policy in the South African constitution	1	0.9
14.	Lack of activities to stimulate the language e.g. readerthorn, language societies and symposiums	5	4.8
15.	Educators are de-motivated.	1	0.9
16.	Lack of intergration among subject specialists. Only the English teachers are perceived to be the only ones responsible for language	1	0.9
17.	Under qualified educators in the foundation phase offering teaching-learning activities, which do not help learners to acquire communication skills	1	0.9
18.	Learners are young parents	1	0.9
19.	Lack of workshops for teachers and follow up measures to ascertain proper implementation of the curriculum in schools.	1	0.9
20.	PPN (Post Provision Norm): Teachers of English are easily redeployed or displaced as English is not considered a scarce skill thus less qualified educators offer English.	2	1.7
21.	Zulu-speaking teachers of English easily compromise when learners do not understand by switching to mother tongue.	1	0.9
22.	The issue of the equality of languages as entrenched in the South African constitution poses tremendous problems of attitudes.	1	0.9
23.	Large classes: (pupil-teacher ratio) . unlike teachers of other subjects, teachers of English normally teach all learners of the classes and they do not have enough time for individual attention.	3	2.6
24.	Communities are traditional, so are the learners. English is not spoken in their environment, so they have no motivation to learn it. English is foreign to them.	3	2.6
25.	Most learners in rural areas walk long distances to school.	1	0.9
26.	Most parents are unemployed and uneducated so they cannot motivate accordingly	1	0.9
27.	Some learners are orphans who face challenges in life that de-motivate them.	1	0.9

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	EXPLANATION FOR SAYING THERE IS AN INCREASE	TIMES CITED	%
1.	The development in the rural areas e.g. the installation of electricity, has made it possible for more homes to have TVs, radios etc	11	9.40
2.	Influence of learners from urban areas who come to live in rural areas	3	2.56
3.	Increased exposure to different kinds of music genres on radio has necessitated the need to understand English	1	0.85
4.	More rural people are now learning in ABET (Adult Basic Education and Training) centers	1	0.85
5.	Dedication of educators and learners has enabled them to fit in the changing South Africa.	1	0.85
6.	Job opportunities have been limited to those who are fluent in English and have been compelled to remain in rural areas.	1	0.85
7.	More enlightened people use English now	1	0.85
8.	OBE and NCS implementation has provided for more English periods	1	0.85
9.	English Oral Moderation sessions involve all schools, rural and urban.	1	0.85
10.	Rural learners no longer look down upon themselves as they have changed their paradigm.	1	0.85
11.	More books are delivered to rural schools now and more English teachers redeployed than in the past.	1	0.85
12.	The new curriculum established urges learners to engage parents to use English	1	0.85
13.	Increase of libraries built and centers of learning.	1	0.85
14.	Our country becoming more cosmopolitan.	1	0.85
15.	Media has boosted the competition to converse in English.	1	0.85
16.	The influx of learners in the ex-White schools has had great influence	1	0.85

Table 4.28:
Explanations for the decrease

	EXPLANATION FOR SAYING THERE IS NO INCREASE	TIMES CITED	%
1.	Lack of exposure limits general proficiency: learners are still not exposed to materials / resources/ electronic media/magazines/news papers and programmes that can help them to acquaint themselves with language factors. Community setup does not compel English usage.	28	23.93
2.	Lack of basic infrastructure: rural communities are adamant because they see no reason of acquiring such linguistic abilities when most of their poor infrastructure is not being attended to. Imbalances of the past still outstanding.	7	5.98
3.	Mother-tongue interference: Schools do not adhere to language policies . teachers no longer teach in English due to the constitutional language equality.	5	4.27
4.	Democratic rights: people are now interested in their L1 since all the eleven indigenous languages in the country are official languages and, teachers are unable to force learners to practice English as they say they cannot be forced to speak English.	4	3.41
5.	Lots of learners come to high school illiterate from primary schools unlike during the Apartheid time. Some cannot write even one correct word in English while others cannot even write their own language.	4	3.41
6.	Pass requirements have been lowered to about 30% and incompetent learners are promoted to next levels or grades.	3	2.56

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	g and their future in general.	3	2.56
	E has stipulated a number of things to be ed with a lot of paper work and there is	2	1.71
	istent in their schools coupled with the	2	1.71
	lack of discipline		
10.	Group discussions used in the OBE (Outcomes Based Education) approach cause learners to become more reserved as a result of the misunderstanding of the demands and underlying principles.	2	01.71
11.	Standards in education have been lowered: Since the introduction of OBE curriculum in 1997, spelling of English words and reading have not been emphasised. Spelling is appalling.	2	1.71
12.	People seem to see no purpose of mastering English because of unemployment and the HIV & AIDS problems.	1	0.85
13.	The number of the unemployed young people staying in their homes or are merely domestic workers after Grade 12 discourages learners.	1	0.85
14.	Educators in the rural areas are de-motivated by shortages of resources and many other factors and need to be motivated themselves before they can motivate learners.	1	0.85
15.	Education to our youth seems to have no value	1	0.85
16.	High numbers of unqualified teachers in the rural areas.	1	0.85
17.	The education system/OBE approach does not promote English proficiency	1	0.85
18.	There is more emphasis on Home Language acquisition than English besides the fact that all languages have been given equal status.	1	0.85
19.	The disparities between the poor rural communities/parents and the urban seem to be getting wider. Rural parents cannot afford to buy reading materials like magazines and newspapers.	1	0.85
20.	With the advent of cellular phones, writing skills are in turmoil due to Short Message Services (SMS).	1	0.85
21.	With the use of Home Language (IsiZulu) as medium of instruction at the Foundation Phase in the primary schools, there is no solid foundation laid for English, unlike before, which happens to be the medium of instruction from Grade 4 upwards.	1	0.85
22.	The general misunderstanding of human rights on the part of learners, neglecting the responsibility part of it, has had a negative impact on their conduct in schools in general, affecting language acquisition, too.	1	0.85
23.	There has been an exodus of good/qualified and motivated teachers from the rural areas to urban areas, leaving the unqualified and unmotivated ones.	1	0.85
24.	The methods of instilling English to the learners are poorer and less effective than the methods used during Apartheid.	1	0.85
25.	Learners in the rural areas do not have dreams and are passive beings.	1	0.85

Table 4.29:
Suggestions on motivation

	SUGGESTION/COMMENT ON HOW TO MOTIVATE	TIMES CITED	%
1.	Enforce English use at every opportunity between learners and educators in all learning areas	12	10.26
2.	Motivation visits: -Employ qualified people to introduce programs to counsel and motivate the learners, giving them facts about the importance of English to lift up the morale and remind them of their responsibilities.	8	6.83
3.	Government intervention is crucial: to build libraries and communication/ mass media centers in the rural areas/ supply audio-visual aids to increase learner exposure to English.	8	6.83

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	ke talk shows and debates, speech and g and competitions thereof and reward	8	6.83
	vide medium of instruction from foundation ere the reception level is high/ reading, vocabulary and spelling to be re-enforced.	7	5.98
6.	DoE officials/subject advisors to monitor the programs/set models of the teaching of English language/ focus more at the primary schools as done at Grade 12 level.	7	5.98
7.	Teachers of English in all phases to be motivated by giving them incentives so as to organise extra-classes of English.	5	4.27
8.	Resources: -Supply/donations of more books/dictionaries and newspapers	5	4.27
9.	Rural schools to organize excursions and cross-school visits with urban schools and some places of work so as to explore and to expose them to the reality out there.	4	3.41
10.	All teachers/members of staff in schools to be encouraged/motivated to use English as language of communication/to be exemplary in the school premises so as to influence the learners.	3	2.56
11.	Learners to be supplied with interesting story books, which they can relate to e.g. about high school life, to read and to retell.	3	2.56
12.	More English workshops for educators/ on going development of the teachers to meet new demand and trends.	3	2.56
13.	The KZN DoE to organize tutors and encourage English academies/ English societies led by learners in schools.	2	1.71
14.	Give learners projects that will make them search for information from other learners e.g. symposiums.	2	1.17
15.	Principals of schools to be encouraged to purchase TVs and incorporate their use in their schoolsqactivities e.g. showing interesting English movies for teens would make them interested to follow.	2	1.17
16.	Communities through their leaders should plant a positive attitude towards English	1	0.85
17.	Learners to participate in community awareness of children who are involved in crime.	1	0.85
18.	Reading laboratories to be established in schools	1	0.85
19.	Specialisation: learners need to be given specific preferences.	1	0.85
20.	Having special English promotions in schools e.g. English week, once a month.	1	0.85
21.	Inviting motivational speakers from the rural communities to motivate learners and parents	1	0.85
22.	Teachers to be encouraged to further their level of education in English as a subject	1	0.85
23.	Use of interesting methods of teaching learners.	1	0.85
24.	Successful methods of teaching from the old system of education to be brought back	1	0.85
25.	Increase the number of English language specialists in schools or consider providing assistants to the language teachers to cope with the demand of teaching English successfully.	1	0.85
26.	Parents should be work-shopped in meetings to have interest in the learning of their children even if they might not be educated.	1	0.85
27.	Community members should be motivated to engage in the Adult Basic Education and Training (ABET) so that they will realise the necessity of learning English as a language of communication.	1	0.85
28.	Sensitizing all stake holders to come up with constructive ways of motivating the learning and teaching of English	1	0.85
29.	Workshops for learners on prescribed books to be conducted by Circuit/Region/District officials.	1	0.85
30.	Language policies in schools must be enforced/adhered to.	1	0.85
31.	Give incentives to learners who speak English with teachers.	1	0.85
32.	With the lack of discipline in schools, the government should relax laws and allow teachers to instill discipline appropriately.	1	0.85

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