

**TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF
AFRIKAANS ADDITIONAL LANGUAGE TEACHING
METHODOLOGIES**

by

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DECLARATION

I, A. HORAK, Student Number: 64008592, declare that **TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF AFRIKAANS ADDITIONAL LANGUAGE TEACHING METHODOLOGIES** 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.

A HORAK

DATE

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ABSTRACT

In this increasingly diverse country (South Africa) that we live in the need for individuals to be able to speak more than one language, in other words, their home language and an additional language, has become more prevalent. Our schooling system or the curriculums used need to make provision for this need where learners need to be able to use a second language in a practical context. Every school according to South-African education laws need to offer two languages (one as an additional language) and in most schools in South-Africa the home language is English with Afrikaans as an additional language, with the exception of Afrikaans schools. The problem that led to this research dissertation is whether these second or additional languages are taught as efficiently as what the curriculum requires, leaving learners with the capabilities to be able to use the language practically as required in any social setting.

This research study adopted a qualitative research approach using observations and open-ended interviews to collect the necessary data. This data was analysed using the interpretive research approach which entailed analysing the data collected from the 12 Afrikaans Additional language teachers that formed the sample of this study. The study followed a multiple case study which entailed using three different schools, a co-ed school, girls and a boy's school. The data was analysed in to the different themes identified by the researcher deemed relevant to this study while keeping the aim of this study in mind. The aim of this study is to determine teachers' perceptions of the effectiveness of the approaches and methods used in teaching the Afrikaans Additional Language curriculum. The study attempted to understand through the interviews conducted and observations done which approaches are most effective in the additional language classroom, what obstacles additional language teachers experience in the teaching of Afrikaans as an additional language and what can be done to improve the teaching of an additional language.

The findings of this study revealed that there are a lot of improvements that can be made to curriculum documents to give additional language teachers more time to be able to teach learners more practical language use with regards to the additional language. Other main findings are that teachers are not fully equipped to teach an

additional language and collaboration between languages is needed to be able to teach an additional language effectively. At the end of the study there are certain recommendations that came to light for teachers as well as the Department of Basic Education. This study leaves room for future exploratory studies where focus can be placed on what teachers experience as well as what can be done differently in the classroom to benefit both learners and students in years to come.

Keywords: Additional language teachers, Methodologies, perceptions, Curriculum, Department of Basic Education, teaching

ISISHWANKATHELO

Kweli lizwe eliya lisanda yiyantlukwano (uMzantsi Afrika) esiphila kulo, iye yaxhapha kakhulu imfuneko yokuba abantu bathethe ulwimi olungaphezu kolunye, ngamanye amazwi, ulwimi lwabo lwasekhaya kunye nolwimi olongezelelweyo. Inkqubo yethu yesikolo okanye ikharithulam kufuneka yenze isibonelelo ukuze abafundi basebenzise ulwimi lwesibini kwimeko enokwenzeka. Eminye imithetho yethu yezemfundo yaseMzantsi Afrika, ikhuthaza ukusetyenziswa kweelwimi ezininzi. Umzekelo womthetho onjalo liCandelo 29(2) loMgaqosiseko elichaza ukuba wonke umfundi unelungelo lokufumana imfundo esisiseko ngolwimi alukhethileyo, apho kunokwenzeka. Ukufikelela kwinjongo yokusetyenziswa kweelwimi ezininzi, zonke izikolo eMzantsi Afrika kufuneka zisebenzise iilwimi ezimbini (olunye njengolwimi olongezelelweyo). Kwiizikolo ezininzi eMzantsi Afrika, ulwimi lwasekhaya sisiNgesi, kunye nesiBhulu njengolwimi olongezelelweyo, ngaphandle kweezikolo ezisebenzisa isiBhulu njengolwimi lokufundisa nokufunda. Olu phando lujolise kuhlalutyo lokuba ingaba iilwimi zesibini okanye ezongezelelweyo zifundiswa ngokufanelekileyo ngokwekharithulam, ngenjongo yokuba abafundi bakwazi ukusebenzisa ulwimi ngokunokwenzeka nanjengoko kufuneka kuyo nayiphi na imeko yentlalo.

Olu phando lusebenzise indlela yophandontyilazwi esebenzisa imigqaliselo kunye nodliwanondlebe oluvulelekileyo ukuqokelela idatha efunekayo. Le datha ihlalutywe kusetyenziswa indlela yophando yokucacisa, ebibandakanya ukuhlalutywa idatha eqokelelwe kootitshala bolwimi olongezelelweyo lwesiBhulu abali12 ababeyinxalenye yesivandlakanyi solu phando. Uphando lulandela isifundo ngomzekelo esiphindaphindiweyo kwizikolo ezintathu ezahlukileyo, isikolo esixubileyo, isikolo samantombazana kunye nesikolo samakhwenkwe. Idatha ihlalutywe ngokwemixholo echongwe ngumphandi nayibone ifanelekile kolu phando ngenjongo yolu phando engqondweni. Olu phando lumisele izimvo zootitshala malunga nokusebenza kweendlela nezikhokelo ezisetyenziswayo ekufundiseni uLwimi olongezelelweyo lwesiBhulu. Ngokusebenzisa udliwanondlebe nemigqaliselo, olu phando luzame ukuqonda ukuba zeziphi iindlela ezisebenza kakhulu ekufundiseni ulwimi olongezelelweyo kwigumbi lokufundela, imingeni efunyanwa ngootitshala bolwimi

olongezelelweyo ekufundiseni isiBhulu njengolwimi olongezelelweyo, noko okunokwenziwa ukuphucula ukufundisa ulwimi olongezelelweyo.

Iziphumo zolu phando zibonise ukuba kunokwenziwa uphuculo olungakumbi kumaxwebhu ekharityhulam ukunika ootitshala beelwimi ezongezelelweyo ixesha elaneleyo lokufundisa abafundi nokusebenzisa ulwimi olusebenzisekayo. Ngaphezu koko, uphando lubonise ukuba ootitshala kufuneka baxhotyiswe ngokupheleleyo ukufundisa ulwimi olongezelelweyo kwaye intsebenziswano phakathi kootitshala iyafuneka ukufundisa ulwimi olongezelelweyo ngokufezekileyo. Ukuqukumbela, olu phando lunikeze iingcebiso kootitshala nakwiSebe leMfundo esiSiseko. Olu phando lushiya ithuba lophando lokuphonononga lwexesha elizayo, apho ingqwalasela inokubekwa kumava ootitshala kunye noko kunokwenziwa ngokwahlukileyo kwigumbi lokufundela ukuze kuzuze abafundi kunye nootitshala kwiminyaka ezayo.

Amagama angundoqo: Ootitshala beelwimi ezongezelelweyo, Izikhokelo zophando, Izimvo, Ikharityhulam, ISebe leMfundo esiSiseko, Ukufundisa

OPSOMMING

Ons woon in 'n land (Suid-Afrika) met toenemende diversiteit en dit is het noodsaaklik geword dat individue meer as een taal kan praat, dit wil sê, hul huistaal en 'n addisionele taal. Ons skoolstelsel of die kurrikulum moet voorsiening maak vir leerders om 'n tweede taal in 'n praktiese konteks te kan gebruik. Sommige van ons Suid-Afrikaanse opvoedingswette bevorder veeltaligheid. 'n Voorbeeld van sulke wetgewing is Artikel 29(2) van die Grondwet wat bepaal dat elke leerder die reg tot basiese onderwys in sy of haar voorkeurtaal het, waar dit redelik prakties is. Om die doel van veeltaligheid te bereik, moet elke skool in Suid-Afrika twee tale aanbied (een as 'n addisionele taal). In die meeste skole in Suid-Afrika, is die huistaal Engels, met Afrikaans as 'n addisionele taal, behalwe vir Afrikaans-mediumskole. Die navorsing poog om te ontleed of die tweede of addisionele tale doeltreffend volgens die kurrikulum onderrig word, met die doel dat leerders die taal prakties en soos nodig vir enige sosiale omstandighede kan gebruik.

Die studie het 'n kwalitatiewe benadering en waarnemings en oopende-onderhoude gebruik om die nodige data te versamel. Hierdie data is deur die interpretatiewe navorsingsbenadering ontleed; dit behels die ontleding van die data wat versamel is van die 12 onderwysers wat Afrikaans as addisionele taal onderrig wat die steekproef van hierdie studie gevorm het. Die studie het 'n veelvoudige gevallestudie van drie verskillende skole, 'n gemengde skool, 'n meisieskool en 'n seunskool, gebruik. Die data is in temas ontleed wat die navorser geïdentifiseer en as relevant tot hierdie studie beskou het met die doel van die studie in gedagte. Die studie het onderwysers se persepsies van die doeltreffendheid van die benadering en metodes wat gebruik word om Afrikaans Addisionele Taal te onderrig, bepaal. Deur onderhoude en waarneming het die studie gepoog om te verstaan watter benaderings die doeltreffendste is om 'n addisionele taal in die klaskamer te onderrig, die uitdagings wat onderwysers van addisionele tale ervaar om Afrikaans as addisionele taal te onderrig, en wat gedoen kan word om die onderrig van 'n addisionele taal te bevorder.

Hierdie studie het bevind dat verdere verbeterings aan die kurrikulumdokumente gemaak kan word om onderwysers van addisionele tale meer tyd te gee om leerders te onderrig en vir praktiese taalgebruik. Die navorsing het verder aangetoon dat onderwysers volledig toegerus moet word om 'n addisionele taal te onderrig en dat samewerking tussen onderwysers nodig is om 'n addisionele taal doeltreffend te onderrig. Ten slotte het die studie aanbeveling vir onderwysers en die Departement van Basiese Onderwys gedoen. Die studie laat ruimte vir toekomstige ondersoekende studies wat kan fokus op wat onderwysers ervaar en wat verskillend in die klaskamer gedoen kan word om beide die leerders en onderwysers in die toekoms te bevoordeel.

Sleutelwoorde: Onderwysers van addisionele tale, Metodologië, Persepsies, Kurrikulum, Departement van Basiese Onderwys, Onderrig

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CHAPTER ONE: OVERVIEW OF THE STUDY

1.1 INTRODUCTION

In the South African school curriculum, the term *additional language* is used to describe any language other than the home language. The Miriam and Webster online dictionary describes an additional language as *a language that is learned in addition to the language a person first learned as a young child*. In the South-African context the term additional language instead of second language is used due to the fact that South-Africa has 11 official languages spoken by a variety of learners throughout the country. The Curriculum Assessment Policy Statement (CAPS) (grades 4–6) refers to a first additional language as a language that is not a mother tongue language, but which is used for certain communicative functions in a society, for example, as a medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching.

The main function of an additional language, according to CAPS (2011), is to ensure that learners have the basic communication skills necessary to survive and communicate in a society. The Afrikaans Additional Language curriculum (2011) is structured in such a way, including written, oral and literature components, that it makes it possible for teachers to use Afrikaans as a medium of teaching and instruction. This means that the additional language is not merely made up of words and phrases but entails every aspect of being able to use the language as a conversation language. Afrikaans for the purpose of this study is given as the only second language choice option that learners have in most schools today despite the political baggage that the language brings. A better variety of second language options in schools have only been phased in during recent years. The Afrikaans Additional Language curriculum empowers learners from primary school onwards to be able to use the language in a practical way to be able to communicate in the language if they, for example, decide to leave school at the end of grade 9.

According to Mora (2020), there are different teaching methodologies and approaches that teachers use in the additional language classroom. For this study, the terms “methodologies” and “approaches” will be used interchangeably. Some of the

methodologies or approaches that will be discussed include the grammar–translation approach, the direct approach, the flipped classroom approach, the reading approach, and the silent way. These approaches will be briefly introduced here, and further investigated in section 2.4.3 of this study. Richards and Schmidt (*Longman Dictionary of Language Teaching and Applied Linguistics*, 2002: 231) have defined the grammar–translation method as “a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities”. According to Batool et al. (2017: 37), the direct method should be connected directly with the target language without translation into native language. The flipped classroom approach differs from the traditional model of instruction according to Renter (2020) as it makes learners responsible for their own learning due to the classroom being flipped and learners having to prepare work before class. The reading approach is when the learners are forced to read in the targeted language and soon develop a broader understanding of what they are reading. Accorded to Thomas (2017: 2), “Reading is, in my opinion, the most important activity in language learning”. The relevance and importance of these approaches are investigated in this study.

1.2 BACKGROUND TO THE STUDY

There are various languages across the world and many reasons why students should learn them. Although the teaching of additional languages is a major challenge, it can also be an opportunity for an educator to think innovatively and creatively, coming up with new ways to teach the language and interest learners in the subject. It was argued by Judd, Tan and Walberg (2020) that students should be taught how to use an additional language clearly, accurately and effectively for genuine communication. Learners should read and listen to live language; they should speak and write it in ways that can be understood by native and non-native speakers. As asserted by Judd et al. (2020: 6), “Learners, moreover, should eventually be able to produce and comprehend additional languages independently without the aid of a teacher”. This argument by Judd et al. (2020) links to the focus of CAPS on additional language learning, where the learners need to be able to use the language practically. According to Judd et al. (2020), there are certain principles that entail teaching an additional language in a communicative way. These are comprehensible input, language opportunities, language practice, learning strategies, listening, reading, writing, grammar, and

comprehensible pronunciation.

This researcher is an Afrikaans Additional Language educator at a high school in Cape Town, South Africa, and has been in the education sector for five years. The researcher works mostly with learners who have English as their home language, in the English school that she teaches at.

The researcher has an interest in the topic for the following reasons. The researcher believes that learners are not exposed enough to the language that is being taught (Afrikaans), which is due to teaching approaches within the classroom being focused on completing the curriculum and not on effective teaching and learning of the language. With the above in mind, Myburgh et al. (2004) argue that where learners do not speak the language of instruction, authentic teaching and learning cannot take place. This statement by Myburgh et al. refers not only to the teaching of an additional language where learners have to learn a language that is not their home language but to the teaching of all subjects in the learners second or third language. The researcher is also of the opinion that the current curriculum, methods, and approaches might be too similar to home language teaching and might not make sufficient provision to cater for additional language speakers, who require a more practical approach to the language (i.e., being able to speak or use it in any practical scenario).

1.3 PROBLEM STATEMENT

From personal experience in the Afrikaans Additional Language network, I know that teachers are not necessarily equipped with the requisite methods or approaches to teach the practical skills required of an additional language and instead revert to using the textbook as a method of instruction. Nel, Le Cordeur and Kese (2019) state that unless learning practices inform the pedagogical role of the additional language teacher as a strategic facilitator for those learning a new language, the implementation of curricular documents would be an injustice to learners who need support for the learning of additional languages. As seen from the statement of Nel, Le Cordeur and Kese (2019), it is important that teachers must adapt to the needs of additional language learners on a continuous basis and go above and beyond of what the curriculum expects.

Dilalmy (2000: 7) states that the selection of a suitable teaching method is also necessary for any planned situation, as there are differences between methods regarding second language acquisition. The choice of a suitable teaching method is important due to the interference of the learners' home language. Although using the home language detracts from being exposed to the additional language, Nel, Le Cordeur and Kese (2019: 593) state that "it is important that Intermediate Phase teachers of a first additional language should take heed of the importance of understanding and having an awareness of the linguistic backgrounds of learners when facilitating learning to allow them to use their home languages as a learning tool". It was also emphasised that learners' home languages need to be acknowledged within the additional language classroom for effective learning to take place. A planned situation, as referred to by Dilalmy (2001) above, refers to a planned lesson in a classroom setting. Most learners who learn Afrikaans as an additional language are not exposed to it in their home circumstances. "At home there is a lack of support for learners learning Afrikaans, therefore they struggle with comprehension of Afrikaans FAL" (Nel, Le Cordeur & Kese, 2019: 593). This problem of lack of exposure to the additional language requires teachers to adapt to their learners' needs on a continual basis.

From the above, the main problem investigated within this study is that in many cases, Afrikaans Additional Language teachers lack the necessary knowledge of methodologies and strategies to effectively teach an additional language.

1.4 RESEARCH QUESTION

Based on the research problem, the following research question and sub-questions were explored.

The main question was formulated as follows:

What are teachers' perceptions of the effectiveness of the approaches and methods used in teaching the Afrikaans Additional Language curriculum?

In assisting to address the main question, the following sub-questions were formulated:

- What teaching methods are currently used in teaching Afrikaans as an additional language?
- What teaching theories are crucial in teaching Afrikaans as an additional language?
- What teaching methods are advocated in the CAPS curriculum?
- What barriers do teachers experience in teaching the practical skills that are required of an additional language according to CAPS?
- What recommendations do teachers have in ensuring the effectiveness of teaching Afrikaans as an additional language?

1.5 AIMS AND OBJECTIVES

According to Lempriere (2019: 1), "Research aims are the answer to the question, 'What are you doing?'". The aim of this study is to determine teachers' perceptions of the effectiveness of the approaches and methods used in teaching the Afrikaans Additional Language curriculum.

As stated by Lempriere (2019: 1), "[Research] objectives answer the question, 'How are you doing it?'". From the aim of the study, the following objectives were formulated:

- To determine current teaching methods in the Afrikaans Additional Language classroom.
- To establish crucial teaching theories in teaching Afrikaans as an additional language.
- To determine the teaching methods that are advocated in the CAPS curriculum.
- To identify barriers teachers, experience in teaching the practical skills that are required of an additional language according to CAPS.

To determine teachers' recommendations in ensuring the effectiveness of teaching Afrikaans as an additional language.

1.6 RESEARCH DESIGN

A research design is a broad plan that states the objectives of the research project and provides the guidelines to realise those objectives. According to Jaideep (2021), it is, in other words, a master plan for executing a research project. Any guidelines for doing something help to structure the process and the same principle applies to this study. In this section, the research paradigm, approach and strategy are briefly introduced and then explained in detail in chapter 3 of this study.

1.6.1 Research Paradigm

In educational research, the term paradigm is used to describe a researcher's "worldview" (Mackenzie & Knipe, 2006). In general, it refers to the perspectives or thought process that determines how the researcher will approach or interpret the study. Saunders et al. (2009: 13) list research paradigms or philosophies as being made up of the following: positivism, realism, interpretivism, objectivism, subjectivism, pragmatism, constructivism, de-constructivism, functionalism, radical humanism, and radical structuralist approaches. Research paradigms have different elements that are appropriate to them, such as epistemology, ontology and methodology, which will all be discussed in detail in chapter 3 of this study (Tubey 2015: 1).

The interpretive research paradigm was chosen as the most suitable paradigm for this study, as it views reality and meaning making as socially constructed and it holds that people make their own sense of social realities. The interpretive research paradigm was chosen as the most suited, as the desired result from this study is to establish the perceptions of the different teachers as set out in the sample section, section 1.7.2.1 of this dissertation, and this guided the researcher to make the right conclusions. The end goal of this study is the interpretation of teachers' experiences within the additional language classroom, for which the interpretivist paradigm was regarded as an effective choice. The research approach chosen for this study will be discussed next.

1.6.2 Research approach

A research approach is defined by Grover (2015) as a plan and procedure for research that encompass the steps from broad assumptions to detailed methods of data collection, analysis and interpretation.

There are three different approaches to research, as confirmed by Grover (2015), namely, quantitative research (positivism and post-positivism), which deals with measurements and numbers; qualitative research (constructivism and transformative), which is an approach of words and images; and, lastly, the mixed methods (pragmatism) approach, which deals with measurements, numbers, words and images. Grover (2015) further highlighted that in selecting a suitable approach to apply in research, there are certain criteria to be taken into consideration, for example, the nature of the research problem, purpose of the project, availability of resources such as time and financial, sensitivity of the issue at hand, discipline of study, and the researcher's personal experiences, skills, interest and attitudes.

This study adopted a qualitative research approach. According to Bhandari (2020: 2), "Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research". This study collected non-numerical data about perceptions of teachers in relation to the problem statements in this study, as well as data on barriers teachers experience in the additional language classroom with regard to methodologies that are available for them to use.

The aim of qualitative analysis is a complete, detailed description. Morse and Field (1996: 1) state that qualitative research enables researchers to make sense of reality, to describe and explain the social world and to develop explanatory models and theories. Qualitative research is also the primary means by which the theoretical foundations of social sciences can be constructed or re-examined (Morse & Field, 1996). No attempt is made to assign frequencies to the linguistic features which are identified in the data accumulated in qualitative research, and rare phenomena receive (or should receive) the same amount of attention as more frequent phenomena. Ambiguities, which are inherent in human language, can be recognised in the analysis. The main disadvantage of qualitative approaches to corpus analysis, as identified by Altono (2009), is that their findings cannot be extended to wider populations with the same degree of certainty as quantitative analyses. This makes it difficult for the findings of the research to be tested or deemed valid. The aforementioned notwithstanding, the

purpose of this study is to explore the research problem within a specific context and come up with plausible solutions.

1.6.3 Research strategy

A research strategy refers to a systematic plan of action that gives direction to the researcher's thought process. Walia and Chetty (2020) state that it enables a researcher to conduct the research systematically and on schedule. According to Walia and Chetty (2020: 1), "The main purpose is to introduce the principal components of the study such as the research topic, areas, major focus, research design and finally the research methods". Once the research strategy is chosen, the research process will run much smoother for the researcher, as the guidelines or action plans are already put in place.

Figure 1 below illustrates the different types of research strategies available to the researcher. Some of the typical strategies normally used in qualitative research, as identified by Kakula (2014), are ethnography, which entails the observation of people in their normal cultural environments, grounded theory, which entails general research, and case study research.



Figure 1: Types of research strategies

Source: Saunders et al. (2009)

For this study, a multiple case study was chosen as the most effective research strategy from the list above. Multiple case studies can be used to either augur contrasting findings for expected reasons or augur similar results in the studies (Yin, 2003). In this way, the author can clarify whether the findings are valuable or not (Eisenhardt, 1991).

Yin (2003) explains that when the researcher chooses to conduct a multiple case study, he or she can analyse the data within each situation and across different situations, unlike when a single case study is chosen. According to Baxter and Jack (2008) and Stake (1995), another difference between a single case study and a multiple case study is that in a multiple case study the researcher studies multiple cases to understand the similarities and differences between the cases, as opposed to a single case.

Three different types of schools were chosen for the multiple case study, as each school type has a different context. The three different types of schools added value to the research and provided a sufficient variation of data to be able to make relevant conclusions due to the following reasons: the schools consist of learners from different backgrounds and communities, and the teachers from the three different schools also have different backgrounds and experiences in teaching an additional language in different contexts. For this reason, applying the multiple case research strategy affords the researcher a better understanding of the similarities and differences between the three schools (cases). The three different types of schools used for this study are a girls' school, a boys' school and a co-ed school, and one school is used to represent every context. The different schools are discussed in more detail in chapter 3, section 3.3.1.3.

Within the multiple case study, semi-structured interviews and observations were used to collect data. The research methods are discussed next.

1.7 RESEARCH METHODS

Research methods are the strategies, processes or techniques utilised in the collection of data or evidence for analysis to uncover new information or create better understanding of a topic (Booth, 2018).

In this part of the study, the population and sampling, data collection methods, data analysis processes and availability of data are discussed.

1.7.1 Research population and sampling

Troy (2020) states that a sample is a group selected from the target population when one aims to study a large population. This group is considered as representative of the

overall targeted population. The target population in this study is Afrikaans Additional Language educators.

The sample for this study consists of high school Afrikaans Additional Language educators in a district in Cape Town, South Africa. All teacher participants in this study teach Afrikaans as an additional language. There are 36 schools in this school district and the three schools selected for this study were chosen for the following reasons: The co-ed school was chosen due to the researcher having access to this specific school, and the all-girls and all-boys schools were chosen due to the schools being regarded as functional and having good reputations. There are also only two boys' and two girls' schools in this district; the rest of the schools are all co-ed schools (i.e., consist of both boys and girls). Four educators teaching Afrikaans Additional Language at each of the three schools in this school district were selected to portray a sample from a co-ed, girls only and boys only school. If there were more than four additional language teachers at each of the selected schools, in this study comprised the cases, the teachers were chosen based on their experience as an additional language teachers. Two teachers who have the most experience in teaching Afrikaans Additional Language and two teachers who are new to teaching Afrikaans as an additional language were chosen in each case study. This was done to obtain a clearer idea of how teaching methods as well as curriculum changes have impacted additional language teaching over time. This sample size gave a clear analysis of teachers' perceptions of the effectiveness of strategies used in the additional language classroom in different settings as well as the effectiveness of the current CAPS curriculum for Afrikaans Additional Language.

For this research, focus was placed on two sampling methods: cluster sampling and purposive sampling. Cluster sampling, as described by Troy (2020), is a kind of sampling where the population is converted into sub-groups called clusters. In this research, the clusters were the three different schools.

Purposive sampling is based on the aims of the research. Therefore, only such elements of the population are selected that accord to the research's purpose (Troy 2020). In other words, purposive sampling adds to the focus of the research by exploring the elements that are at the core of the research problem. The elements of the population, as referred to by Troy (2020), who were selected as the focus point for

this study are teachers who are teaching Afrikaans Additional Language. The research aimed at determining teachers' perceptions of the approaches used in teaching the Afrikaans Additional Language curriculum.

1.7.2 Data collection

The data collection strategies that were utilised during this research are non-participant observation and semi-structured interviews.

17.2.1 Observations

A method that Gichuru (2017: 4) points out for interpretive research is non-participant observation; this is a development of ethnography where the researcher becomes a non-participant in their observation, usually, but not always, without the knowledge of the other people involved. Observation was done in each of the three schools as listed above to collect a wide variety of data for the analysis aspect of this study that was conducted in chapter 4 of this thesis. Observation was done with two educators out of the four per school. At least two lessons of 35 minutes long were observed to obtain a good oversight of the teaching methods the participants use. This observation by the researcher gave better insight into teachers' experiences and barriers in teaching an additional language. The non-participant observation was set up and organised by the researcher at a convenient time for the participants. An observation guide was used to guide the observation in order to answer the research questions and make original conclusions that would lead to the desired results of the research. The observation had certain points that the researcher paid attention to, reflecting the opinions of teachers on certain issues related to additional language teaching, such as methods used within the classroom and whether these methods appeared to be successful or effective (chapter 3, section 3.4.2.3).

17.2.2 Semi-structured interviews

According to Gichuru (2017: 4), the primary methods typifying interpretive research are interviews. The essence of an interview is a real-time conversation between the researcher and participant to discover the participant's personal views. They range from structured interviews with a fixed set of questions to unstructured, open-ended discussions. They can also involve several people in focus groups. Semi-structured Interviews were held with two educators from each of the cases (three different

schools) to ensure the accuracy of the data collected in the observations. The use of more than one data collection method per school assisted the researcher to triangulate the data, ask follow-up questions and compare responses to the data collected from the observations done. Individual interviews were held with two educators from each of the three schools in a face-to-face setting. Using this method to collect data ensured a wider dataset in order to solve the research problem in an effective way.

Allen (2017) states that qualitative studies that utilise open-ended questions allow researchers to take a holistic and comprehensive look at the issues being studied, as open-ended responses permit participants to provide more options. Interviews with open-ended questions create more diversity within the study, as respondents are not limited to certain options for their answers, and this diversity of answers is able to assist the researcher to make accurate conclusions and recommendations. Interviews also create the opportunity for probing and follow-up questions if deemed necessary. Furthermore, Farrel (2016) stated that the most important benefit of open-ended questions is that they allow the researcher to discover more than one anticipates, i.e., people may share unexpected motivations and mention behaviours and concerns. In addition, people answer the questions with more than just a yes or no, which in turn provides deeper insight and better understanding of the topic of the research.

1.7.2.3 Data analysis

Data analysis in qualitative research is defined as the process of systematically searching and arranging the interview transcripts, observation notes, or other non-textual materials that the researcher accumulates to increase the understanding of the phenomenon (Wong, 2008). Analysing qualitative data predominantly involves coding or categorising the data.

Figure 2 below indicates examples of methods used to analyse different sets of data in a study. Narrative analysis, grounded theory, content analysis and thematic analysis are all common approaches used in qualitative studies.

Content analysis	•It is a method for subjective interpretation of content of text through the systematic classification process of coding and identifying themes or patterns
Narrative analysis	•These approaches typically focus on the lives of individuals as told through their own stories.
Discourse analysis	•It involves analyzing a naturally occurring language use and types of written texts.
Grounded theory	•is an approach for theory construction through the analysis of data. it is usually inductive in nature.
Thematic analysis	•It is a method for identifying and analyzing patterns (themes) in the data by means of thematic codes.
NVivo Software	•software used to organize and analyze interviews, field notes, textual sources, including image, audio and video files.

Figure 2: Different methods of data analysis

Source: <https://www.researchgate.net/profile/Abubakar-Abdulkareem>

Of the above methods of data analysis, thematic analysis was chosen to analyse the data in this study. This approach focuses on establishing the common themes in the data and guiding the researcher to be able to make relevant conclusions. There are various approaches to conducting thematic analysis, however, the most common form follows a six-step process as follows: 1. Familiarisation, which entails getting to know the data; 2. Coding the text to highlight important parts that are applicable to the study; 3. Generating themes applicable to the research by using the patterns created in the coding step of this process; 4. Reviewing themes to make sure they are useful and applicable to the data that stems from the study; 5. Defining and naming themes by making the data more understandable and applicable to the desired result; and 6. Writing up the analysis in an acceptable format with all of the research steps included (Caulfield, 2019). These steps were applied to the data collected and analysis process in chapter 4 of this study.

1.8 ETHICAL CONSIDERATIONS

Stichler (2014) states that the term “ethics” refers to norms of conduct or of action in disciplines of study. Research ethics or norms promote the “knowledge, truth, and avoidance of error” and protect against “fabricating, falsifying, or misrepresenting research data” (Resnik, 2020: 1).

Upon inception of this research, the required ethics clearance was granted by the University of South Africa and all related protocols from the researcher’s institute of

teaching and learning, as well as various accompanying authorities (i.e., Western Cape Department of Education) were observed.

According to Stichler (2014), some of the ethical principles that have been articulated as important for research integrity include honesty, objectivity, carefulness, respect for intellectual property, confidentiality, non-discrimination, transparency, social responsibility, respect for colleagues, and protection of human and animal subjects.

During this study, the risk of potential harm to the reputation of teachers needed to be minimised. This was achieved by obtaining consent from each person in the research sample by ensuring that they knew what they were agreeing to first. The identity of each participant is protected, as only numerical and statistical data was required and not the names of participants. When approaching research participants, the researcher made sure that every aspect of the study was explained and they knew exactly what they were agreeing to, thus ensuring that no deceptive practices were involved.

In addition, the consent forms contained a clause making sure that teachers involved knew that they had the right to withdraw from the study at any time.

The trustworthiness of the data in this study will now be discussed.

1.9 TRUSTWORTHINESS

Trustworthiness looks at the trust factor of the research. In looking at the trust factor, there are four characteristics that judge the research. The trustworthiness of qualitative research is often presented by using terms such as *credibility*, *dependability*, *conformability*, *transferability*, and *authenticity* (Elo, 2014).

Stenfors, Kajamaa and Bennett (2020) state that credibility refers to when the research findings are plausible and trustworthy. Stenfors et al. (2020) further state that credibility can be measured when there is alignment between theory, the research question/s, data collection, analysis, and results. A method used in this study to test the credibility and dependability of the research was triangulation. Triangulation in this context involved posing the questions to participants and using questions to guide observations, therefore using different methods to elicit desired responses (Terrel, 2016: 174). Triangulation within this study was done through the use of the two data

collection methods, namely, non-participant observation and open-ended interviews, and comparing the responses from both methods with the data collected through the literature study. Tobin & Begley (2004) states to achieve dependability, researchers can ensure the research process is logical, traceable, and clearly documented. Confirmability relies on the researcher ensuring their “neutrality in the study” and explaining how the results are reflective “of the participants with no outside influence” (Terrel, 2016: 174). Researchers need to be able to replicate the study without worrying about bias. To ensure the research had no bias or remained objective, an audit trail was used where the details of the data collection process and analysis process were outlined as precisely as possible. According to Terrel (2016: 174), “transferability is often compared to the idea of external validity in quantitative research (and) demonstrates that your findings are applicable in other contexts”. For the research to be considered trustworthy, it must be applicable to other contexts. In line with establishing the trustworthiness of research is establishing the authenticity of research. Authenticity according to a study done by Lehman, O’Connor, Kovacs & Newman, George. (2018) entails a verification process of whether or not someone or something is “real” or “genuine” or “true”. This, however, can be challenging for a small-scale qualitative study such as this one and cannot always be done effectively. The sampling strategy chosen, the depth and volume of data, and the analytical steps taken within the study are appropriate within the framework of the study when triangulation of the data takes place and leads to the same results.

1.10 KEY CONCEPTS

The following definitions of key terms used in this study are provided to ensure understanding of these terms throughout the study.

- **CAPS:** The National Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive and concise policy document introduced by the Department of Basic Education in South Africa for all the subjects listed in the National Curriculum Statement for Grades R – 12. CAPS give detailed guidance for teachers on what they should teach and how to assess (www.gov.za).
- **Proficiency:** A widely accepted definition states that proficiency refers to “what someone can do/knows in relation to the application of the subject in the real

world” (Council of Europe, 2001: 183). Harsh (2017: 250) stated that proficiency plays a fundamental role in language teaching, learning and assessment. Proficient second language learners can speak, listen, read and write confidently in the new language over a range of topics, with native-like speed and pauses and using native-like rules of correctness.

- **Afrikaans Additional language:** College SA (2022: 1) states that Afrikaans First Additional Language is aimed at students who are not necessarily familiar with the Afrikaans language. The language focuses on equipping students with listening, speaking, reading and writing skills that are used in everyday social conditions as well as cognitive academic skills for learning in Afrikaans.
- **Co-ed schools:** According to Jamil (2022), co-educational schools, often abbreviated as co-ed schools, are schools where students of both genders, male and female, study, learn and grow together. Co-ed schools have various benefits and disadvantages, with one of the benefits being that it boosts students’ self-esteem, as they learn to interact with the opposite sex.
- **Flipped classroom approach:** The flipped classroom approach is one that can be used to teach grammar or vocabulary. The flip evolved out of a history of experimentation with the concept of hybrid, or blended learning and problem-based learning, using active learning techniques and new technologies to engage students. The flipped classroom has two defining components: moving the lecture outside of class, usually delivered through some electronic means, and moving the practical application assignments, formerly homework, into the classroom (Ozdamli & Asiksoy, 2016).
- **Teacher:** A person responsible for transferring knowledge to learners. Webster Dictionary (2020) defines a teacher as one who teaches or instructs; one whose business or occupation is to instruct others; an instructor; a tutor. According to Alrubail (2015), being a great teacher means to be kind, compassionate, empathetic, positive, building learners up and, most importantly, to inspire everyone around them.

1.11 FINAL CHAPTER OUTLINE

The study comprises of five chapters as follows.

1.11.1 Chapter one – Introduction and overview of the study

This chapter establishes the research problem that needed to be investigated. It highlights the background of the research and provides the problem statement and the research questions. It explains the research design and research methods, and the key concepts associated with the research. The introduction and background reveal the challenges South African teachers experience in teaching Afrikaans Additional Language. This discussion progresses to the formulation of the aims of investigation and the methodology employed to find answers to the research questions.

Finally, this chapter gives an outline of different key concepts found in the research and it structures this research by providing an overview of what each chapter comprises.

1.11.2 Chapter two – Theoretical framework and literature review

In this chapter, the literature review and theoretical framework (i.e., the behaviourist theory and the social interactionist theory), as well as the policies (Language in Education Policy, the South African Schools Act and section 29 of the Constitution) that guide the teaching of Afrikaans Additional Language in South Africa are discussed. The purpose of this chapter is to focus on various issues related to challenges faced by Afrikaans Additional Language teachers and explore principles that can improve additional language learning and identify the gaps in additional language teachers' skillsets. The literature review analyses articles of previous research that are related to this research topic and research problem. The research projects in these articles were conducted within and outside of South Africa. The international and local policies concerning language teaching in South Africa are explored to understand the purpose and place of additional language teaching. However, special attention is paid to the analysis of previous studies related to the research problem. This provides a sound foundation, knowing what has been discovered and how it was discovered, as well as determining where the gaps in current research are.

1.11.3 Chapter three – Research methodology

The chapter provides an in-depth discussion of how the empirical study was conducted. The rationale for the choice of methodology of this research is discussed. The methodology consists of the research design, which includes the research paradigm, research approach, and the research type. The interpretive paradigm, qualitative research approach, and the case study type that was used in the study are described before describing the research methods employed. Purposive sampling as the sampling method used for selecting participants is then explained. This is followed by discussing how data were collected from the four participants per case study through semi-structured interviews using seven open-ended questions as well as data collected through participant observations. Thereafter, the steps taken for data analysis and trustworthiness are clarified, and finally, the ethical considerations for this study are addressed at the end of this chapter.

1.11.4 Chapter four – Data presentation, analysis, and discussion

The results of the study will be presented, discussed, and analysed in this chapter. In this qualitative study, data collected from the three different schools will be analysed using thematic analysis. Themes relating to the questions posed by this study will be developed from the dataset. Participants' feedback will be reported under each applicable theme and data will also be presented in the form of tables and figures. The major findings, similarities, or differences between the three cases of the study will also be discussed against the main issues that led to this study.

1.11.5 Chapter five – Summary, conclusions, and recommendations

In this last chapter of the study, the main research findings will be outlined, conclusions will be drawn based on the findings of this study, and recommendations for further possible studies will be made.

1.12 SUMMARY

This chapter established the foundation of this research and introduced the research topic which explained what is covered in each chapter. Firstly, the background of the research and problem formulation was discussed. Secondly, research questions were

developed that this research set out to answer along with the aims that this study intended to achieve. Thirdly, a discussion of the research design that included the methodology, ethical measures and trustworthiness that were adopted was presented. Finally, clarification of the keywords of this research was provided and an outline of all chapters of the research report was presented.

The second chapter of this study will discuss the theoretical framework used throughout this study and will also outline the literature review.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

There are different ways to acquire a new language, such as learning from one's environment, through interactions, from what one hears or through repetition of new words and phrases. These different ways apply to additional language teaching as well, which does not receive as much attention as home or native languages when it comes to language teaching due to various factors. These factors that influence the amount of attention given to a language include, for example, teachers not given the necessary methodologies to teach the additional language effectively, or lack of interest from institutions and learners. This statement is confirmed by Adendorff (2014), who stated that the implementation of a multilingual language policy in South Africa requires the teaching and learning of Afrikaans as an additional language, and especially the teaching of Afrikaans for specific purposes to adult learners. Adendorff (2014) argues that the latter has not received much attention in the South African context, especially research on task-based learning and teaching of Afrikaans in a university context. From the above, it is apparent that gaps still exist in the exploration of the practical use and application of Afrikaans in multiple settings. This study aimed to address some of those gaps.

This chapter discusses theories underpinning language acquisition and, more specifically, second language acquisition. It further looks at what the teacher's role is supposed to be in terms of methods used to teach an additional language. This chapter will also explore what educational policies and procedures are in place that deal with language in education as well as the different frameworks or acts applicable to language learning within a school. Regulations given by the Department of Basic Education in relation to language teaching are addressed. The principles of Outcome-Based Education (OBE) regarding language teaching and learning are compared to the current South African CAPS curriculum's principles on language teaching and learning and advantages and disadvantages of both curriculums will be given, as well as reasons why a change in 2012 from the OBE curriculum to the CAPS curriculum

was necessary. Lastly, relevant research already done on the topic will be discussed to indicate where the gaps exist as well as to confirm the relevance of this study.

2.2 THEORETICAL FRAMEWORK

2.2.1 The importance of a theoretical framework in research

Abd-El-Khalick and Akerson (2007) point out the difficulty of identifying an exact definition of a theoretical framework in the field of education. Nevertheless, LeCompte and Preissle (1993) define a theoretical framework as a collection of interrelated concepts that can be used to direct research, with the purpose of predicting and explaining the results of the research. Simply put, a theoretical framework is used to provide the rationale for conducting the research (Caliendo & Kyle, 1996; Radhakrishna, Yoder & Ewing, 2007). In educational research, theoretical frameworks have several roles, which improve the quality of research (Caliendo & Kyle, 1996). According to various authors, theoretical frameworks connect the researcher to existing literature (Smyth, 2004; Herek, 1995). Theoretical frameworks further provide assumptions that guide the research (Miller, 2007).

This is important to give the research some structure and make sure that research aims and objectives remain in line with what the research is trying to achieve. It helps the researcher to select appropriate questions for the study (Miller, 2007) to make sure that the study remains focused in order to answer the main research question at the end of the study. Furthermore, theoretical frameworks are also important to convince the reader of the relevance of the research question (LeCompte & Preissle, 1993; Mishra & Koehler, 2006). Theoretical frameworks also ensure that the reader is aware of the gaps in current research and emphasise why the study is necessary. The framework exists to guide the researcher towards appropriate data collection methods (Miller, 2007). Finally, one must keep in mind that basing research on a theoretical framework is important, as research is theory driven (Abd-El Khalick & Akerson, 2007) and the theory needs to be kept in mind throughout the research.

2.2.2 The theoretical framework for this study

This research will be based on two theories of learning that focus on language acquisition, namely, Stephen Krashen's monitor model as well as the social interactionism theory, which are discussed below.

2.2.2.1 Krashen's monitor model

Krashen's monitor model was chosen as a part of this study due to it being described as "one of the most used theories in classrooms" (Hajimia, Singh & Chethiyar, 2020: 88) today. The monitor model is described as "one of the most widely discussed and ambitious theories in second language acquisition" (Shehadeh, 2020: 437). The model consists of the five hypotheses outlined below by Gitsaki (1998: 90-92) which together, according to Krashen, constitute a theory that accounts for all phenomena in second language acquisition research and practice (Shehadeh, 2020).

i) The Acquisition versus Learning Hypothesis

This hypothesis states that acquisition is a subconscious process, much like first language acquisition, while learning is a conscious process resulting in "knowing about language" (Krashen, 1982: 10). Krashen (1976, 1982: 1) further states that learning does not "turn into" acquisition and it usually takes place in formal environments, while acquisition can take place without learning in informal environments. This emphasises the fact that picking up on or "learning" a new language can happen spontaneously.

ii) The Monitor Hypothesis

Krashen (1982: 15) states that learning has the function of monitoring and editing the utterances produced through the acquisition process. The use of the monitor is affected by time available to the learner to think about what they want to say, and it is further affected by the learner's knowledge of the language.

iii) The Natural Order Hypothesis

There is a natural order of acquisition of second language rules. Some of these are acquired early during primary school years and others are acquired late during high school years. This order does not necessarily depend on simplicity of form as it could be influenced by classroom instruction (Krashen, 1985). Evidence for the natural order

hypothesis was provided by a series of research studies investigating morpheme acquisition orders. An example of one of these studies are presented by Murakami & Alexopoulou (2016) where they investigated the L1 influence on the acquisition order of English grammatical morphemes. In this investigation it was suggested that L1 has a great influence on the acquisition and order of morphemes in L2.

iv) The Input Hypothesis

The assumption that second language acquisition proceeds in a 'natural order' through informal, implicit learning means that language input, rather than language use, assumes centrality. Providing learners with input "a bit beyond [their] current level of competence" that can be understood "with the help of context or extra-linguistic knowledge" enables them to acquire the underlying structures (Krashen, 1982: 21). Krashen recommends that speaking should not be taught directly, as it will "emerge" once the acquirer has built up enough comprehensible input" (Brown, 2000: 278).

v) The Affective Filter Hypothesis

According to Cordell (2019), Krashen's affective filter hypothesis argues that language acquisition can be affected by emotional variables such as anxiety, self-confidence, or stress about wanting to "do better". These factors can, in Krashen's view, prevent material from being retained or internalised by language learners.

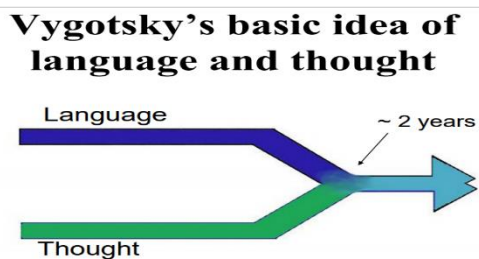
Krashen's theory sets an important tone for second language acquisition. The second theory, social interactionism theory, will be discussed next.

2.2.2.2 Social interactionism theory

The second theory applicable to this study is the social interactionism theory based on the work of Bruner (1983). Bruner was one of the main social interaction theorists, who claimed that the interactions that take place between a developing child and linguistically knowledgeable adults are crucial in shaping language acquisition (Emmit, et al., 2015). These knowledgeable adults consist of teachers as well as parents. A prominent psychologist at the forefront of the social interactionism theory is Lev Vygotsky. According to the social interactionism theory, learners take the relevant lessons or content from their interactions with the efficient partners as mentioned above and add their own personal value to it. Children do not only copy what has been

offered by the teachers, but also transform what teachers offer them during the learning process. Learners transform the information they receive from the teachers and form their own patterns of understanding with it. As stated by Topciu (2015), “According to the social interactionism theory, the interaction between teachers and children has a dynamic nature and learning happens because of this interaction”. Learners adding their personal value to the content that stems from their interactions with teachers makes the learning process more valuable.

Ellis (2000) believes that the social interactionism theory of learning starts during interaction with others. While interacting in the second language with others you acquire certain aspects of the language. While interacting with others is important in second language acquisition, a major element of learning an additional language is associating certain words learnt, through socially interacting with others, with different objects (thoughts), as illustrated in the figure below. This is evident in any classroom environment and, for the purpose of this study, the additional language classroom.



Source: http://www.psychology.sunysb.edu/hwaters/psy327/slide%20sets/327set2b_langdev.pdf

Figure 3: Vygotsky’s basic idea of language acquisition

Vygotsky argues that language and adding a value or thought to the language (word or phrase) or making associations with their native language is how children acquire a language, and, for the purpose of this study, a second language. Vygotsky outlines several other differences between the processes of learning a native language and learning a foreign (second) language, including affective and emotional concerns, and concludes by stating, “The child already possesses a system of meaning in the native language when he begins to learn a foreign (second) language. This system of meanings is transferred to the foreign language” (Vygotsky 1987: 221). The learning

of a second language is aided further by Vygotsky's zone of proximal development and the use of the knowledgeable other in any interaction. Mcleod (2023) states that the zone of proximal development (ZPD) refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner. For the purpose of this study it will be with the use or guidance received from teachers / parents / guardians / fellow learners in the additional language learning environment.

As seen through the above explanation of some of the most effective second language acquisition theories according to Delbio and Lankumaran (2018) the conclusion can be made that these theories fit the research within this study. It fits this study as Afrikaans Additional Language teachers need to understand how to use the right methodologies to effectively teach a second language to their learners, since theories guide practice within the classroom. The second language acquisition theories explained above aids in a more effective second language learning experience.

2.2.2.3 Critique on social interactionist theory and Krashen's monitor model

Although the above theories when applied correctly are very effective when it comes to teaching a second language, there are also negative aspects to any theory. Bakhsh (2015) argues that the application of the social interactionism theory in practice is problematic. Shayer (2002) states that Vygotsky failed to provide much about the effective use of social interactionism theory in classrooms. In the article by Bakhsh (2015), it is also made clear that the knowledge structures that the child builds during their interactions with a knowledgeable adult will be negatively impacted if the child is not ready to interact on that knowledgeable level yet. Moreover, Lambert and Clyde (2000) felt that the role of the child when it comes to this theory becomes the role of "passivity and dependence upon the adult" (Lambert & Clyde, 2000: 29). The learner becomes passive due to him / her depending on the intellectual input and interaction with the knowledgeable adult, such that he / she tend to stagnate when it comes to building his / her own ideas and frame of reference.

Although Krashen's theory has been widely popular in second language acquisition, it has also received some criticism, such as being seen "as nothing more than historical footnotes" (Hassan, 2022: 1). Each of the hypotheses within the monitor model has

received criticism, however, for the purpose of this discussion the focus will be on criticism of the theory. A major criticism that Krashen's theory received is that one struggles to define it based on how it is compiled. The focus of the model is merely on the hypothesis and little or no attention is paid to a larger definition of the model. Gitaski (1998) argues that Krashen's paradigm cannot be precisely defined or empirically examined. As noted by Hassan (2022: 4), "Another argument against the monitor model theory holds that, in everyday conversation, speakers just don't have the mental bandwidth to focus on the structure of their words and make minute adjustments as they go". There is no time to monitor the way one talks, as this would otherwise reduce the speed at which people converse with one another.

Despite the above criticism, these two theories are still important and significant within the additional language acquisition sphere. Educational policy and practice linked to the teaching and learning of an additional language are detailed next.

2.3 EDUCATIONAL POLICY AND PRACTICE

There is a variety of educational policies and acts applicable to this research, the most important of which will be discussed in this section. These acts are the Language in Education Policy, section 29 of the South African Constitution, and the South African Schools Act.

2.3.1 The Language in Education Policy

The Department of Education (DoE) introduced a Language in Education Policy (LiEP) (Department of Basic Education, 1997) which stresses multilingualism as an extension of cultural diversity and an integral part of building a non-racial South Africa. The underlying principle is to retain the learner's home language for learning and teaching, but to encourage learners to acquire additional languages as well. The LiEP deals with such matters as language(s) of learning and teaching in public schools, school curricula, and the language-related duties of provincial departments of education and school governing bodies (Department of Basic Education, 1997).

According to the LiEP (1997), the norms and standards regarding the Language Policy Act published in terms of section 6 subsection 1 of the South African Schools Act recognise that diversity is an asset, which the state is required to respect. According

to Bengu (1997: 2), the aim of these norms and standards is the promotion, fulfilment and development of the state's overarching language goals in school education in compliance with the Constitution. This includes the protection, promotion, fulfilment, and extension of the individual's language rights and means of communication in education, and the facilitation of national and international communication through promotion of bi- or multilingualism through cost-efficient and effective mechanisms.

In addition, "the aim of the Language in Education Policy is to redress the neglect of the historically disadvantaged languages in school education" (Bengu, 1997: 2). The teaching of an additional language extends the individual's language rights in education, and the facilitation of effective mechanisms when teaching the language is applicable within this research.

2.3.2 Section 29 of the Bill of Rights in the Constitution

According to Churr (2015), section 29 of the Bill of Rights in the Constitution guarantees the right to basic education. Churr (2015) further states that the Bill of Rights is required to protect, respect, promote and fulfil every learner's right to education. This can be achieved only if laws and regulations are passed by government, policies are developed, and relevant programmes are established. This section of the Constitution is applicable to this study, as part of the basic education that learners are entitled to is language education and, more specifically, they are required to be taught more than one language, as advocated by the South African Constitution and language policy (Department of Basic Education, 1997). Learners can only be taught more than one language or, for the purpose of this study, an additional language if teachers use effective teaching methods to help grant learners their right of being multilingual.

2.3.3 The South African Schools Act (SASA)

Section 6 of the South African Schools Act (SASA) (RSA, 1996b) prescribes several preconditions in relation to the determination of language policy in public schools. Some of these preconditions according to the (DOE; 1997) are that the school governing body must stipulate how the school will promote multilingualism through using more than one language of learning and teaching, and/or by offering additional languages as fully-fledged subjects, and/or applying special immersion or language

maintenance programs, or through other means approved by the head of the provincial education department. Of importance for this report is the power that the act confers on school governing bodies to determine the language policy of a school and, per definition the medium of instruction and the additional languages that will be offered, albeit subject to the Constitution, SASA and any applicable provincial law (South Africa, 2010: 8).

2.3.4 CAPS and other curriculum documents

Despite the various laws and policies above that are applicable to language teaching and learning and which are important in understanding the current ways languages are being taught in schools, it is also worth referring to the curriculum documents that set out what needs to be taught in schools. Although it might not be applicable to language teaching directly, this is still relevant to this study, as policies guide practice and the methods teachers use in the classroom is supposed to be guided by the curriculum documents. Mckinney and Guzulu (2019: 1) argued that CAPS does not work for people's rights as well as for the principles outlined in the national language policy due to it supporting neither teaching through the home language (where this is not English or Afrikaans) beyond grade 3, nor bilingual education. By not supporting bilingual education, CAPS demotivates learners and teachers in learning an additional language due to it not being inclusive of all languages. According to the First Additional Language CAPS document, "Inclusivity should form a part of organising, planning and teaching by every school. This can only happen if teachers thoroughly understand how to recognise and approach learning obstacles as well as how to plan for diversity within their classrooms" (CAPS Afrikaans First Additional Language, 2011: 5).

Some aims of an additional language outlined by CAPS that will be explored throughout this study are discussed below (CAPS, 2011: 9).

The purpose of a first additional language is, firstly, to develop language skills which are necessary and suitable to communicate, keeping the target group, purpose and context in mind. Secondly, to use the additional language for academic purposes over the whole curriculum. Lastly, to listen, talk and read with purpose and for people to be able to express their ideas, views, and emotions either orally or written.

According to the First Additional Language CAPS document (Department of Basic Education, 2011: 8), the first additional language comes from the viewpoint that learners do not have the necessary knowledge of the language when they start school. The curriculum in the first school-going years has the purpose of developing the learners' skills of talking and understanding the language, which leads to basic interpersonal communication skills.

To be able to understand how the demands placed on teachers to teach something in a certain way have changed over time, further discussion of past curriculums is needed. This will aid in determining how the effectiveness of teaching methods has changed.

The change from Competency-based to OBE to finally CAPS today was due to a variety of reasons. A competency-based curriculum according to UNESCO (2017), is a curriculum emphasizing what learners are expected to do rather than mainly focusing on what they are expected to know. It emphasizes the idea that learners need to use their skills, values and knowledge and apply it to any situation. Mosha (2012) in Kabombwe & Mulenga (2019 ; 20) also pointed out that a competency-based curriculum contains the specific outcome of statements that show the competencies to be attained. According to Fitzpatrick (1991:18) an outcomes-based education focuses on "what learners should know at the end of their schooling career, what learners must be able to do, and what do learners need to feel or believe?" By putting the focus on outcomes it leaves little room for any specific focus on the learners individual needs when compared to CAPS.

According to Jansen (1995: 3), "OBE as curriculum policy is implicated in problematical claims and assumptions about the relationship between curriculum and society". Amongst advocates, OBE policy claims in South Africa are either associated with, stated as a prerequisite for, or sometimes offered as a solution to economic growth. Jansen (1998: 5) explains that OBE is offered as a solution to economic growth, as one can tailor the curriculum to the skills needed for the workforce. Amongst these skills are language usage and bilingualism, both having the potential to be more advantageous to any employee. Later, Jansen (1998) states that OBE was proven to have no actual impact on economic growth. Jansen (1998: 7) further states that the management of

OBE will multiply the administrative burdens placed on teachers. These are just some of the relevant reasons given why a change from OBE to CAPS was necessary.

When compared to other curriculums, the CAPS curriculum shows the following differences. Contrary to CAPS, the underlying philosophy of past curriculums in the education sector, such as Curriculum 2005 is an outcomes-based approach to education and learning. This, in simple terms, means clearly focussing and organising everything in an educational system around what is essential for all learners to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for learners to be able to do, then organising the curriculum, instruction, and assessment to make sure this learning ultimately happens (Botha, 2002: 1). According to Biggs and Tang (2007), OBE is a statement of how one would recognise if or how well students have learned what is intended they should learn, not a prompt list of topics for teachers to “cover” in a curriculum, which simply means that the students have learned what one wants them to learn and do. There was no standard list nor spectrum of skills that learners needed to master. CAPS (2011) specify what skills students need to master at the end of a certain activity or term. Research within the relevant field will be discussed below.

2.4 RESEARCH IN THE RELEVANT FIELD

2.4.1 Language and the teaching of a language

This literature study explores what language and the teaching of a language consist of. It further looks at the teaching process in additional language instruction and the methodologies used according to different studies. Different barriers that prevent teachers in effectively teaching an additional language will be explored, and this review will end by discussing different methods for overcoming these barriers.

The choice of language or languages of instruction in schools presupposes the existence of language varieties suitable for the task. In any model of schooling, such a language of instruction is expected to be highly standardised and both prestigious and widely used, for education to promote economic mobility and intergroup communication (Corson, 2009). The choice of a relevant language used within an

institution supports the statement that CAPS makes about teaching an additional language in order that it may be used in a practical manner (CAPS, 2001). An important part of being able to use an additional language in a practical way is having the necessary vocabulary for the use of the language.

Cambridge and Wilkens (1997) state that without grammar very little can be conveyed, and without vocabulary nothing can be conveyed. Alqahtani (2015) further states that “vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication”. It is evident that additional language learners need to be taught vocabulary to be able to achieve the necessary language skills. They need these necessary language skills to be able to use the additional language in a more practical way, instead of focusing on the home language standard currently evident in the curriculum. Alqahtani (2015) states that vocabulary learning is an essential part in foreign language learning, as the meanings of new words are very often emphasised, whether in books or in classrooms. He further emphasises that vocabulary learning is central to language teaching and is of paramount importance to a language learner.

For vocabulary learning to be as efficient as possible their needs to be looked at the different types of syllabi. Robinson (2009) states that Grammatical syllabi emphasized the controlled presentation of grammatical structures and oral practice following classroom presentation, grammatical syllabi have featured prominently in programs for second and foreign language learners. Learners need to be made aware of where they need to still correct their grammar use in the second language. Furthermore Robinson (2009) states that the task syllabus focuses on what learners need to be able to do after an activity has been completed. Robinson (2009) said that Tasks do not implement a covert grammatical or lexical syllabus; tasks alone are the units of syllabus design. The sole purpose of any syllabus is that learners need to have certain skills and knowledge upon completion of that syllabus. Lastly, Yalden (1987: 21) states that the synthetic approach to syllabus design is one in which the different language items are taught step by step. Language acquisition is thus a gradual accumulation of small parts, and it is the responsibility of the learner to "resynthesize" (Yalden, 1987: 21) the language that has been taught. The responsibility to ensure the practical use of a language is put to the learner, and if

the smaller parts have not been taught sufficiently, the synthesising of the language will not be effective. As noted by Yalden (1987: 26), “However, in the synthetic approach to syllabus - *meaning* (other than lexical meaning) did not play a very important role in language. In this type of syllabus semantic meaning was thought to be self-evident and was not taught as such”.

2.4.2 Barriers in teaching an additional language.

Barriers to learning are things that stand in the way of effective learning taking place. Barriers to learning may be understood to fall into three broad, but intersecting categories, as identified by Boles (2010: 3) in Figure 4 below.

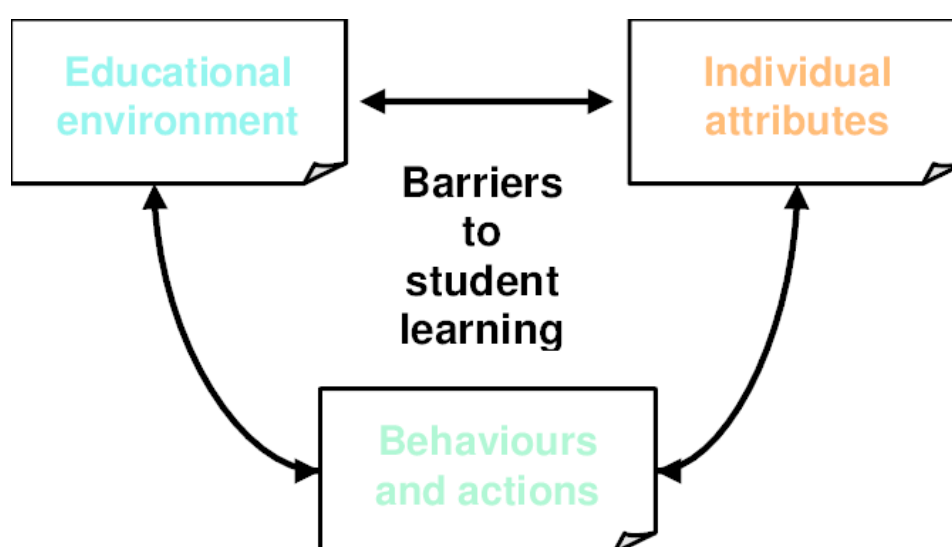


Figure 4: Barriers to learning an additional language

Source: Boles (2010)

These categories are: educational environment, which are the external influences on the students due to the environment within which education is taking place; behaviours and actions, which entail what behaviours and actions the student demonstrates in a learning situation, as can be observed by learners doing or not doing their work or having the necessary resources as required in the classroom; and the individual attributes, which entail both the internal and external attributes that the students bring to their learning – for example, are they positive and open to learning new things, or are they negative and closed off to new experiences and learning?

Some of the barriers to learners not being able to learn more vocabulary of the additional language are due to insufficient exposure to the additional language in the

classroom and outside of the classroom. Pretorius and Machet (2004: 129) argued that learners can accomplish better reading and understanding if teachers use two languages (the learner's home or native language and the foreign or second language) in teaching First Additional Language in their classrooms. Although using the learners' home language in the additional language classroom assists learners in understanding the language better, it restricts the exposure they have to the additional language. Owen-Smith (2010) supports this statement, stating that any learner who cannot use the language he/she is most familiar with (usually the home language) is disadvantaged and unlikely to perform to the best of his/her ability.

Another barrier to the teaching of an additional language is that teachers do not teach an additional language effectively due to their tendency to stick to the language of instruction, and do not use the learner's home language or language known to them to assist in developing an understanding. Haukås (2016) states that teachers think that collaboration across languages could enhance students' language learning; however, no such collaboration currently exists. Agnihotri (1995) observes that multilingualism should widely be used in a classroom setup. He further argues that teaching materials, methods of language teaching, and teacher training methods will undergo radical changes to make provision for multilingualism within the classroom. These changes with regard to methods of language teaching and teacher training methods need to be implemented from the primary school years of learners. Teachers need to use the multilingualism approach from the start of primary school in teaching an additional language (Nyamayedenga, 2022).

Shayne (2020) states that instruction in the primary school years, where critical concepts should be thoroughly consolidated, can take place largely in a language that some children barely understand or, in other words, the foreign or additional language. The above statement made by Shayne (2020) pertains to learners not being as skilled in using the additional language verbally or written when entering high school, which hinders learners from being able to learn to use the language in a practical way, as the CAPS document states. "Die Eerste Addisionele Taal-vlak verwys na 'n taal wat nie 'n leerder se moedertaal is nie, maar wat gebruik word vir kommunikatiewe funksies in die gemeenskap, te wete, as medium vir onderrig en leer" (Department of Basic Education, 2011). A study conducted by Lawrence (2011) revealed that grade 3

learners were struggling to read, as they were taught by teachers who lack the skill of teaching them to read.

Another barrier to learners not being able to learn the practical application of an additional language is their inefficiency to read the language as pointed out by Lawrence (2011). This is emphasised by primary school teachers not being able to teach the learners how to read the additional language due to lack of knowledge on how to teach students, or lack of overall sufficient knowledge of the language. This is due to primary school teachers being required to teach more than one subject in most cases. As noted by Van der Wal (2004: 5), “In the classes and teacher workshops conducted it became apparent that the learners and many of their teachers did not have a functional command of Afrikaans”. If teachers do not have a functional command of the language (Afrikaans) it will make it difficult to teach learners to use the language practically.

Although teachers in Lawrence’s study (2011) mentioned above were excited about the new curriculum, they struggled to pronounce words from certain texts, understand language structure and use correct methods of teaching reading. Teachers also revealed “that they were lacking the in-depth skill of teaching learners to understand what they were reading” (Zama, 2014). All these barriers above form the aim of this study, i.e., to establish what teachers’ experiences are in terms of teaching an additional language and what barriers they encounter within the classroom.

2.4.3 Approaches to second language teaching

Different approaches in second language teaching are used, such as the flipped classroom approach, communicative language teaching and the grammar–translation method (Delbio & Lankumaran, 2018). Some of these approaches were mentioned in the introduction of this study (See Chapter 1, Section 1.1). All three of these approaches will be discussed below. The first approach is a new innovative approach used in teaching and especially in the teaching of grammar or vocabulary, namely, the flipped classroom teaching approach. This approach will be explored next. According to Wilkens (1972), “The flipped classroom teaching model brings a new horizon to the field of vocabulary teaching”. It brings about innovative ways of teaching, putting the responsibility of learning on the learner, as described below.

The flipped classroom approach can also be used over multiple disciplines (Garza, 2014). This approach requires learners to prepare before class and it “makes this action more intentional by alerting students that they will be expected to know enough when they come to class to engage with each other and the instructor through activity” (Garza, 2014: 2). In an additional language classroom this can be applied to both literature and language instruction by giving the learners adequate work to prepare for discussion in class. According to Renter (2020), the flipped classroom approach differs from the traditional model of instruction, as it reverses the process of instruction and transforms learning into an interactive learning environment that supports active learning. This approach puts the learning of an additional language in the learner’s hands. The more learners interact with the language, the more they learn the vocabulary and the practical use of the language.

According to Renter (2020), there are four pillars of a flipped classroom. These four pillars are: a flexible learning environment, learning culture, intentional content, and a professional educator (Renter, 2020). The four pillars are indicated diagrammatically in Figure 5 below.

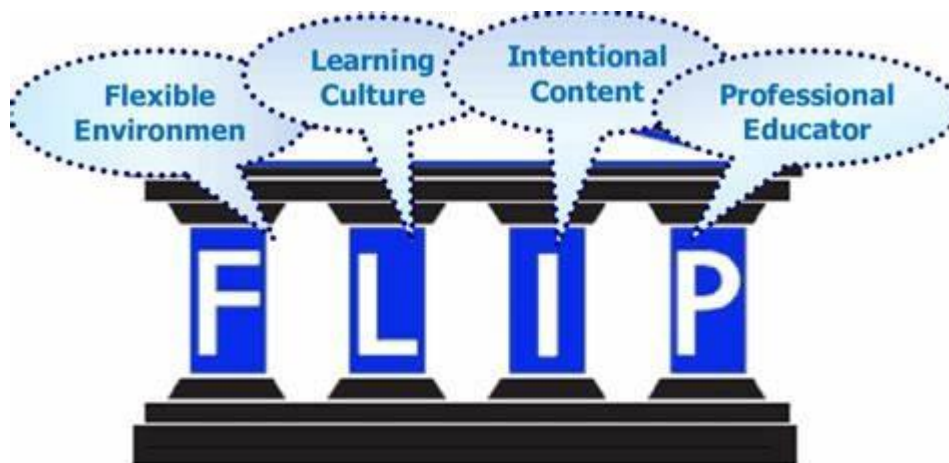


Figure 5: Four pillars of a flipped classroom (adapted from Hamdan et al., 2013)

The first pillar, **flexible learning environment** means to provide fluid timelines for student work and comprehension. Teachers should adjust to the pace of their students in the class, as not all learners are on the same level. The second pillar is a learning culture. **A learning culture** includes a rich environment that allows students to delve further into topics and provides them with opportunities for self-reflection and hands-

on activities. The third pillar entails the **intentional learning content** that teachers want to include in their lessons: teachers decide ahead of time what direct instruction to pair with in-class activities. Students should feel challenged but able to understand the material on their own. Lastly, a **professional educator** is someone who monitors students during lessons and offers feedback on work done to ensure that no gaps in student knowledge occur.

The pillars of the flipped classroom approach create an overall positive environment in a classroom and school environment, as learners are more motivated to improve their work due to feedback received from their teachers. Tustin (2020) states that a flipped classroom also provides another key benefit for students in that it helps them become self-directed learners in a traditional classroom. Flipped classrooms can effectively promote higher-order thinking processes and in-depth, cohesive discussion in the content-based second language. Vitta and Al-Hoorie (2020: 1) state that flipped learning has become a popular approach in various educational fields, including second language teaching. In this approach, the conventional educational process is reversed, in that learners do their homework and prepare the material before going to class. Class time is then devoted to practice, discussion and higher-order thinking tasks to consolidate learning. It also creates better relationships between teachers and learners and creates better opportunities for teachers to give feedback to parents on their child's performance. Tustin (2020) states that a flipped classroom assists teachers to differentiate to groups of students who all have different needs, and possibly different ability levels, in order for them to succeed in the classroom.

The second approach, communicative language teaching (CLT), or also known as the direct method according to Scott (2005: 5), had a shift in focus away from a learner's mastery of grammar structures (which had been the emphasis of the grammar–translation method, and to a large degree the audiolingual method), towards a focus on a learner's communicative proficiency. The audiolingual method is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the audiolingual method drills students in the use of grammatical sentence patterns (Larsen-Freeman, 2000). According to Alemi (2016) shaping and reinforcement was used to assist learners to use the correct sentence patterns by helping them correct their mistakes. The types of learning and teaching activities used

in the direct method according to Scott (2005) may include those that include a great deal of information sharing, negotiation, and interaction. The principles of CLT are summarised as follows: firstly, to make real communication the focus of language learning; secondly, to provide opportunities for learners to experiment and try out what they know in their different social contexts; and thirdly, to be tolerant of learners' errors, as they indicate that the learner is building up their communicative competence. He further states that CLT aims to provide opportunities for learners to develop both accuracy and fluency within a specific language. According to Richards (2006), CLT normally links the different skills such as speaking, reading and listening together, since they usually occur together in the real world. Lastly, it aims to allow students to induce or discover grammar rules through their interactions with each other in different contexts.

For CLT to be applied effectively there are certain characteristics according to Richards (2006) that teachers can apply in the classroom environment like seeking to develop students' communicative competence through linking grammatical development to the ability to communicate. Grammar is constructed through communicative contexts between learners. The second thing teachers can apply according to Richards (2006) is to create the need for communication, interaction, and negotiation of meaning using activities such as problem solving, information sharing, and role play. This can be done by setting up group work activities and letting learners learn through their interactions within these groups. Lastly, Richards (2006) states that teachers can make use of content that connects to students' lives and interests and allow students to personalize learning by applying what they have learned to their own lives. By allowing learners to personalize their knowledge improves retention of the new knowledge. Contrary to the CLT approach the grammar-translation differs to an extent.

The grammar–translation approach, up until the mid-20th century, was primarily used in Western education for the teaching of the so-called “great works” in Latin and Greek. According to Scott (2005: 10), “This approach made little claim to be communicative, as most of the learning was text based. The aim was to be able to translate written texts”. Although the aim of the approach is to work with texts as stated by Scott (2005), it also focuses on correcting the learner of the additional languages’ verbal grammar structures. Larsen Freeman (2006: 19-20) listed some techniques used to implement

the GTM like reading comprehension questions where the students answer questions in the target language based on their understanding of the passage they are read. Another example of a technique used is memorization where students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. A last example of a technique used with the implementation of GTM as outlined by Larsen Freeman (2006) is when the teacher teaches the students to recognize cognates by learning the sound patterns or spelling that correspond between the languages.

Out of the above advantages and techniques used it emphasizes the fact that this approach helps the learner by using the home language to make sense of the second or foreign language. The objectives of this approach, as outlined by Marcias (2019), are that students will be able to read literature written in the target language, they will be able to translate from one language to another, and it will help students to develop reading and writing skills. Advantages of using the grammar–translation approach, as identified by Gorzky (2014), are that it reduces the teacher’s stress, the students translate the text from the target language into the native language and, lastly, the method focuses on grammar, sentence structure and word meaning. Gorzky (2014) also states that it can help the students to learn how to read and write in the target language.

This study investigates whether additional language educators use any one of these approaches in the classroom.

Table 2.4: Summary of approaches to second language teaching

APPROACHES	PRINCIPLES
1. Flipped classroom	<ul style="list-style-type: none"> - Learners need to prepare work before class - Lightens teacher load - Responsibility is put to the learner - Learners’ understanding of work is improved

<p>2. Communicative language teaching (direct method)</p>	<ul style="list-style-type: none"> - Focus is placed on the learners' communicative skills in the target language. - Little focus on grammar, more focus on using the language practically - Learners' exposure to the target language is greater - Learners can add their own meaning to the content
<p>3. Grammar–translation approach</p>	<ul style="list-style-type: none"> - Learners use their home language to make sense of the additional language - Improvement in understanding of the target language due to learners being able to link concepts to their home language

This study explores teachers' experiences in terms of teaching an additional language and what barriers they experience. It also aims to uncover whether the relevant teaching methods currently used are effective in achieving the end goal stated in the CAPS curriculum, which is to ensure that learners can use the language in a practical way to communicate.

2.5 SUMMARY

As laid out in this chapter's introduction, the baseline for learning a new language is through social interaction with different people and imitating their words or what they do. It was made clear that it is the learners' responsibility to synthesise what they have learnt and organise it in different personal frames of references in order to create a meaningful learning experience. The theoretical framework for this study was discussed as well as certain educational policies applicable to language learning, specifically the LiEP that focuses on learners' rights to learn more than one language and thus extend their language capabilities. Section 29 of the South African Constitution is one of the policies that was discussed that focuses on learners' rights to education that entail the right to language education as well.

Other policy documents outlined in this chapter that are applicable to this study are the CAPS document and the OBE policy document. These two documents were compared

to establish what the best outcome is for education in modern times. Lastly, a literature study of all applicable research related to the research topic (methodologies and approaches used in additional language teaching) was carried out.

In the next chapter, the research design and research methodology for this study are outlined. The next chapter also addresses the ethical measures taken in this study as well as the notion of trustworthiness.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the previous chapter the theoretical framework and literature review of this study were discussed. A literature review was carried out, indicating the different barriers that can prevent a learner from learning a language efficiently, and the importance of choosing the right method was emphasised. Chapter three starts with outlining the context of the study by discussing the research design, methodology, ethical considerations, and trustworthiness. This chapter further details every step of the data collection process and leads to the next chapter where the findings will be presented and discussed.

3.2 RATIONALE FOR THIS STUDY

The literature explored in chapter 2 and throughout this study supports the importance of having the right approach to language acquisition and learning so that learners will be able to use the second language practically, as outlined in the CAPS curriculum for Afrikaans First Additional Language. It further supports the fact that the learners' home languages need to be used to support their acquisition of a second language, as stated by Dixon (2018: 1), who noted that learners' understanding and performance in the additional language is likely to improve should they be able to use their home language in the acquisition process. Being able to move between two languages lessens the cognitive load (the brain having to do too many tasks at once) and improves the learners' morale and motivation in terms of what they feel they can do.

From the research done in this study it is also evident that there are various theories that apply to learning. Examples such as Krashen's monitor model that deals with how learners learn a language like receiving an input (input hypothesis) or the social interactionist theory by Vygotsky that deals with learning a language through interactions with others, to name just two. To assist teachers to use the right methods to help learners acquire the second or foreign language efficiently, two language learning theories have been identified for this study, namely, Krashen's monitor model and the social interactionist theory. A study done by Lenyai (2011: 3) indicated that a lack of knowledge of what theories, methods and approaches are needed to teach could lead to teachers' choice of inappropriate content and the use of unsuitable

teaching approaches to reach their desired result. This lack of knowledge that teachers have on appropriate methods and approaches as outlined by Lenyai (2011) creates the basis of this study, where this statement made by Lenyai will be tested to establish what other barriers aside from the lack of knowledge on appropriate teaching methods, exist to teaching an additional language.

It is important that teachers follow through on teaching an additional language effectively to their students, as knowing how to speak an additional language entails many benefits, other than being able to communicate more meaningfully with people of other languages. Some of these benefits of learning a new language, according to the University of the Potomac (2021: 1), include the fact that it stimulates the brain through the learning of new rules, words and phrases that stimulate one's thinking and cognitive development. It also improves one's attention span due to having to switch between two languages and maintain continuous focus to understand what is being said or written in the new language. Furthermore, it improves one's first language, as when a second language is learnt, it improves the speaker's home language due to having to make sense of what the words or phrases in the foreign language mean by using the home language knowledge. It also improves memory, as one has to learn new words or phrases, and constantly trying to make sense of what these mean amounts to rigorous exercise for the brain. Considering that learning a new or additional language carries so many benefits, the purpose of this study is to establish whether teachers are taught the necessary skills to teach Afrikaans Additional Language and to ensure that relevant solutions are formulated to improve additional language teaching in the future.

The relevant research design is discussed next.

3.3 RESEARCH DESIGN

A research design starts with selecting a topic and then choosing a suitable paradigm to guide one's research. Kakula et al. (2009: 2) stated that knowledge from one's research begins with collecting facts and then trying to find some order in them in a process known as inductive reasoning. Inductive reasoning begins with observations and measures, detects patterns and regularities, formulates some tentative hypothesis that can be explored and finally ends up developing some general conclusions or

theories. Kakula et al. (2009) further stated that inductive reasoning is open-ended and exploratory and, where the knowledge sought is inseparable from the situational and personal aspects of those involved, some degree of generalisation can be achieved by making allowances for local and personal influences.

Advantages of research design, according to Kabir (2016: 3), are that it helps researchers to prepare themselves to carry out research in a proper and a systematic way, and it also ensures that the project time schedule remains in place. A research design further consumes less time and ensures better documentation of the various activities while the project work is going on. Kabir (2016: 3) further states that a research design provides satisfaction and confidence in the process, accompanied with a sense of success from the beginning of the work of the research project. A research design also helps in proper planning of the resources and their procurement in the right time.

From the above the term research design can be defined as the outline, plan or strategy that a researcher is going to use to obtain an answer to the research question. The research design of this study will be discussed by referring to the research paradigm, research approach and research type.

3.3.1 Research paradigm

A research paradigm consists of four distinct components: (i) ontology, (ii) epistemology, (iii) methodology, and (iv) methods (Scotland, 2012: 9).

Ontological assumptions, according to Scotland (2012, cited in Scheepers, 2022: 56), are concerned with “what constitutes reality, in other words what is”. Researchers are required to take a stance regarding “how things really are and how things really work” (ibid).

Epistemological assumptions are concerned with “how knowledge can be created, acquired and communicated, in other words what it means to know” (Guba & Lincoln, 1994: 108). Epistemology asks questions about the “relationship between the would-be knower and what can be known” (ibid).

Methodology, explains Scotland (2012: 9), is concerned with “why, what, from where, when and how data is collected and analyzed”. Guba and Lincoln (1994: 108) argue

that methodology asks the question: “How can the inquirer go about finding out whatever they believe can be known?”

Methods are the techniques and procedures used to collect data, which will either be quantitative or qualitative in nature (Scotland, 2012).

An interpretivist research paradigm was chosen as the most suitable paradigm for this study and the reasoning for this choice is explained below.

3.3.1.1 An Interpretivist approach

According to a post in the iNtgrty journal which appeared as Research Paradigms (Nel, 2016: 1), the interpretive perspective is based on the following assumptions:

Interpretivism leans towards qualitative research. Precise, systematic and theoretical answers to complex human problems are not possible. Because of the specific social, political, economic and cultural experiences underpinning each study, the findings cannot be generalised; they do, however, provide greater clarity on how people make meaning of phenomena in a specific context, thus aiding greater understanding of the human condition.

Human life can only be understood from within. Human activities cannot be observed from some external reality. Interpretivism therefore focuses on people’s subjective experiences, on how people “construct” the social world by sharing meanings, and how they interact with or relate to each other. Social constructions such as language (including text and symbols), consciousness and shared meanings are used to gain access to and understanding of reality.

Interpretivism therefore emphasises that social reality is viewed and interpreted by the individual according to the ideological positions that she or he holds.

The reasoning for choosing an interpretivist approach will be discussed and linked to this study below by using the four components of a research paradigm as outlined above.

Ontological assumptions: Bryman (2008) stated that ontology relates to the values a researcher holds about what can be known as real or what a researcher knows as

facts. For this study, the researcher had to assume that all participants interviewed or observed have their own views and opinions of their work environment. The use of focused questions and observation points helped to guide and focus those views.

Epistemology assumptions: Crotty (2003: 3) stated that epistemology is “a way of understanding and explaining how we know what we know”. In this study, interpretivism was used to analyse through observations how the participants know what they know in terms of content and teaching. Epistemology assumptions was further used to analyse the participants’ response through their answers to be able to make assumptions at the end of this research study.

Methodology: As stated earlier in this chapter, Guba and Lincoln (1994: 108) argue that methodology asks the question: “How can the inquirer go about finding out whatever they believe can be known?” In this study, case study research approach was used. Data was collected from Afrikaans First Additional Language teachers from three different types of schools (cases). These teachers were chosen, as the study is about the perspectives of additional language teachers of the methods used in Afrikaans Additional Language classrooms. Data was further collected in person from the participants at the three different schools.

For data collection, a qualitative approach was used in this study to give the researcher a better insight into the topic, as the participants could thereby provide their own opinions. Two methods to collect data were used, namely, open-ended interviews as well as participant observation.

3.3.1.2 Research approach

Chetty (2016) states that a research approach is a plan and procedure that consists of the steps of broad assumptions to detailed methods of data collection, analysis and interpretation. The approach chosen for any research project depends on what the research is about and what type of data needs to be collected. Grove (2015) states that there are three approaches to research: quantitative, which entails positivism and post-positivism, and can further be explained as an approach of measurements and numbers; qualitative, which entails constructivism and transformation and is an approach of words and images; and, lastly, the mixed methods approach, which entails pragmatism and is an approach of measurements, numbers, words and images.

Quantitative research often translates into the use of statistical analysis to make the connection between what is known and what can be learned by research (Chetty, 2016). Analysing data using a quantitative approach requires drawing conclusions between variables using statistics. In qualitative research, the primary concern is with what Lincoln and Guba (1985) call “the human as instrument” approach. In other words, the focus turns to understanding human beings’ richly textured experiences and reflections about those experiences, rather than relying on a set of finite questions to elicit forced-choice responses with little room for open-ended replies to questions as quantitative research does. In qualitative research, the researcher can collect in-depth responses from participants, thereby obtaining a better insight into the research problem. The last research approach is the mixed method approach. Schoonenboom and Johnson (2017) described the mixed method approach as the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, and inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.

Comparative View of Approaches

	Quantitative	Mixed methods	Qualitative
Scientific method	Deductive or ‘top down’, tests hypotheses and theory with data	Deductive and inductive	Inductive or ‘bottoms up’, generates new hypotheses and grounded theory from data obtained
View of human behavior	Behavior is regular and predictable	Behavior is somewhat predictable	Behavior is fluidic
research objectives	Description, explanation and prediction	Multiple objectives	Discovery, exploration and discovery
Focus	Narrow-angle lens, testing specific hypotheses	Multi lens focus	Wide-angle and deep angle lens, examining breadth and depth of the phenomenon

Figure 6: Comparative view of research approaches Source: Grover (2015). Research approach [slideshare.net])

As seen above, a quantitative approach deals with testing of theories and practices and qualitative approaches deal with making new theories and practices from the in-

depth data collected. The desired end-result of this research is to come up with new ideas for additional language teachers that will work in the classroom. The objectives of the three approaches, as depicted in Figure 6, state that quantitative research aims to explain certain phenomena and qualitative research aims at exploring a problem. In this research, the objectives were to explore different perspectives of the participants involved. The focus of qualitative research is to examine all aspects of the problem identified. This focus also led to choosing qualitative research as the approach for this study, as all aspects of methodologies used in the additional language classroom were to be examined and explored.

Criteria identified in choosing the correct research approach, as noted by Grover (2015), and which will justify the reasons for the approach used in this thesis include, firstly, the nature of the research problem. The nature of the problem addressed in this research involves having to deal with people and their opinions or perceptions. Secondly is the purpose of the research, and in this study the purpose was to establish what teaching methods work for certain teachers and what methods do not work. The research also aimed to establish teachers' perceptions of obstacles in teaching an additional language, which could only be done through in-depth questioning with open-ended answer possibilities. This type of data collection is only used in qualitative research.

As mentioned in chapter 1, section 1.6.1.2, and considering the above explanation, the most appropriate approach to choose for this study was the qualitative approach.

3.3.1.3 Research type

A case "can be an individual, an event, or an entity", as described by Alqahtani and Qu (2019: 1). With case study research, as described by Alqathani (2019), there are two variants: a single case study and a multiple case study.

For this research, a multiple case study design was deemed more suitable due to its function, as described by Yin (2017). Yin (2017) stated that when the purpose of the study is to compare and replicate the findings, the multiple case study produces more compelling evidence, hence, such a study is considered more robust than the single case study. For this research there were three cases identified: an all-girls school, all-boys school, and a co-ed (mixed boys and girls) school. The purpose was to observe

whether teachers from the different schools choose different teaching methodologies. This will be further explained in chapter 4 of this thesis.

There are various advantages to choosing a multiple case study. According to Baxter and Jack (2008), the evidence that is generated from a multiple case study is strong and reliable, which makes one's research more trustworthy. Yin (2003) explains that when the researcher chooses to do a multiple case study, he/she is able to analyse the data within each situation and also across different situations. The ability to analyse the data within each situation gives the research more depth and makes for a more reliable study. These reasons all support the choice of this research type for this study and research problem under investigation. In the next section the research methodologies chosen will be explained.

3.4 RESEARCH METHODOLOGY

Research methodology, as stated by Remenyi, Swartz, Money and Williams (1998), is the logic the researcher uses in the development of the process used to generate theory. It helps the researcher to organise, plan, design and conduct research in a structured and orderly way. The research methodology discussion of this study that follows below was structured by referring to the selection of participants, data collection and data processing.

3.4.1 Selection of participants

According to Koenig (2018), qualitative research looks at reasons for human behaviour, and analyses specific cases in more detail than a quantitative study. He further states that to select participants for a qualitative study, researchers use purposive or purposeful sampling, choosing people who fit the characteristics they wish to study.

Selecting participants for this thesis was done using purposeful sampling. The participants were selected for the sample pool if they taught Afrikaans Additional Language from grade 8–12.

According to Koenig (2018), there are six steps to follow when selecting participants for research. Firstly, a list needs to be made of the characteristics that one's participants need to have, such as age, gender, teaching experience, etc. In this study,

as mentioned in chapter 1, section 1.7.2.1, four participants were selected from each school, with two of the four teachers having just entered the additional language teaching sphere and the criteria for the other two being that they need a couple of years of additional language teaching experience to be able to contribute successfully to the outcomes of the study. Secondly, a researcher needs to identify and sample every person in the research pool. In this study, this was done by reaching out to school principals and subject heads to identify suitable participants for the study. The third step, according to Koenig (2018), is to identify a location to select the participants. For this study the obvious location was the three different schools chosen to participate in the study. The fourth step was to ask participants to recommend other suitable participants. The subject heads of the three cases as mentioned above were asked to help identify suitable participants within their different Afrikaans departments within their schools. The fifth step, according to Koenig (2018), is to contact people involved. In this study the school principals were contacted to indicate who the right people for the research would be. The last step is to refine the sample that has been accumulated thus far. This was done by eliminating any participants suggested who did not fit the purpose of the study.

Cresswell (2012) states that the researchers need to keep a focus on learning the meaning that the participants hold about the phenomenon, not the meaning that the researchers bring to the study. This means that the researcher should be careful to not force their opinion of the topic or try and influence the participants in any way during the data collection process, as this will negatively influence the results of the study.

The participants in this study were involved in different data collection methods, which are discussed below.

3.4.2 Data collection

As argued by Cypress et al. (2015), qualitative researchers use rigorous data collection procedures by talking to participants face to face, interviewing, and observing them (individuals, focus groups, or an entire culture) to be able to explore the phenomenon under study.

The discussions and observations in qualitative research are structured in such a way that they allow participants their full range of beliefs, feelings, and behaviours.

The research instruments used to collect data for this study were interviews and observations of lessons. The data collection process was preceded by a pilot study, which is explained below.

3.4.2.1 Pilot study

During this study a pilot study was conducted as the first stage of data collection.

Junyong (2017) states that a pilot study asks whether something can be done about the research problem, should the researchers proceed with it, and if so, how. However, a pilot study also has a specific design feature; it is conducted on a smaller scale than the main or full-scale study. The overall focus, as indicated by Junyong (2017), is to establish whether the study is worth pursuing and whether the research instruments are effective in assisting to reach the goals of the research. In this research, the pilot study was done to test whether the interview questions and observations would assist the researcher to answer the research problem. Two additional language teachers who formed a part of the possible participant group but were not part of the chosen sample were asked to participate in the pilot study. This pilot study was an applicable measure of the time needed to complete each observation and also helped to evaluate whether participants would be able to answer the interview questions comfortably. The outcome of this pilot study was that no changes were necessary, as the interview length and questions together with observation points sufficiently guided the researcher to the answers needed. The two research instruments used for data collection are discussed in the next section.

3.4.2.2 Interviews

Interviews are described by Stuckey (2013: 56) as a primary way of collecting data in qualitative research to direct the participant in responding to a specific research question. Three types of interviews that are used in qualitative research were identified by Stuckey (2013) as: (1) structured, (2) semi-structured and (3) the narrative interview. The difference between these is how one can control what the participants answer. For this study, semi-structured interviews were chosen, as they have several advantages, as discussed below.

Firstly, the researcher can critically scrutinise the conversations and superficial responses during the semi-structured interviews to arrive at multi-layered conclusions.

As noted by Ritchie and Lewis (2003), “A researcher can further follow up most of the times, all verbal and non-verbal responses, such as hunches, laughter and silence, to reveal hidden information that may turn out to be helpful in the final data analysis of different themes extracted from the conversation”. Weller, Vickers, Bernard, Blackburn, Borgatti, Gravlee and Johnson (2018) state that open-ended questions in one-on-one interviews are used alone or in combination with other interviewing techniques to explore topics in depth, to understand processes, and to identify potential causes of observed correlations. Open-ended questions may produce lists, short answers, or lengthy narratives which give the researcher an in-depth view into the research topic. Jackson, Ronald, Drummond and Camara (2007) made it clear that the choice of interviews as a data collection tool is the correct one, when they state that semi- or unstructured, open-ended, informal interviewing is preferred in qualitative research to allow for more flexibility and responsiveness to emerging themes for both the interviewer and participant. In this study, one-on-one interviews with open-ended questions were used to collect relevant data from participants. Interviews with open-ended answers were chosen due to the aim of the study being to understand teachers’ perspectives on what is happening within the classroom. These interviews lasted about 15–20 minutes and were conducted in the participants’ classroom at their different venues (schools). This was done to ensure minimal disruption for the participants.

Jackson et al. (2007) further state that in qualitative research interviewing is used generally in conjunction with other modes of data collection such as focus groups, case studies, ethnography, and participant observation. For this study, the other suitable method for collecting data that was chosen is participant observation.

3.4.2.3 Non - Participant observation

As noted above, the second data collection method used for this study was non - participant observations. A second data collection method was needed in order to confirm the findings and to pick up possible contradictions in the data collected. In each of the case studies two out of the four teachers were observed by the researcher. These two teachers were chosen for observations based on their experience in teaching the language. One teacher was chosen who had a few years of experience in teaching an additional language and the other teacher was chosen for observation based on having recently entered the additional language teaching world. Two lessons

per additional language teacher that lasted about 40 minutes per lesson were observed using an observation sheet where notes were added during the observation. The types of lessons observed varied from language lessons to literature and oral lessons. Between the three cases there were six observations done within this study. Observations and the interviews were carried out during the same visit to the specific school to minimise any possible disruptions to the participants. The observations and interviews were done separately due to the involvement of different participants as described above. Observations were done to determine if there were any contradictions between the two data collection methods and also had a purpose of confirming the data collected between the three schools. All data of this study were analysed after the collection processes were completed.

3.4.3 Data processing

Thematic analysis was used to analyse the data in this study. Thematic analysis, according to Majumdar (2022), provides concise description and interpretation in terms of themes and patterns from a dataset. Thematic analysis was needed for this study due to having three different cases (schools) involved. It also provided the study with more structure and made it easier to align to the research aims and objectives.

As explained by Caulfield (2019) in chapter 1, section 1.7.2.3 of this study, there are six steps commonly used to analyse and interpret data using this specific approach. These steps are: 1. Familiarisation, which entails getting to know the data; 2. Coding the text to highlight important parts applicable to the study; 3. Generating themes applicable to the research by using the patterns created in the coding step of this process; 4. Reviewing themes to make sure they are useful and applicable to the data that stems from the study; 5. Defining and naming themes by making the data more understandable and applicable to the desired result; and 6. Writing the analysis up in an acceptable format with all of the research steps included (Caulfield, 2019). An explanation of how these steps were applied in this study can be found below.

The first step, familiarisation, entails getting to know the data. This step was achieved by reading through the participants' responses collected through the data collection process. It was further attained by conducting a pilot study to establish the feasibility of the proposed study as well as making sure that the data analyses tools were useful

in obtaining the necessary answers proposed in the study. The second step was to code the text to highlight important parts that are applicable to the study; this creates a focus within the study and ensures that the researcher does not lose direction. The data collection instruments have various focus points that connect to the main research question and the link between the themes or codes identified and the questions enables the researcher to answer the research question. The third step entails generating themes applicable to the research by using the patterns created in the coding step of this process. The main themes were derived from the questions asked in the interview process as well as the observations. These themes are in line with the sub-questions of the research, which aided in answering the main research question. The fourth step in the thematic analyses process is reviewing themes identified to ensure they are useful and applicable to the data that stems from the study. The significance of the identified themes was evaluated to ascertain whether they contribute towards answering the research question or not. The fifth step was to define and name themes by making the data more understandable and applicable to the desired result. Some of the main themes were sub-divided into different sub-themes to make the data more understandable. The last process in the thematic analyses process is to write up the analysis in an acceptable format with all of the research steps included. After the themes were identified in chapter 4, each was explained and then the participants' feedback as well as feedback from the observations were written up under each theme. Lastly, a summary of the main themes and data was provided.

Next, an explanation of how trustworthiness in this study was established is given.

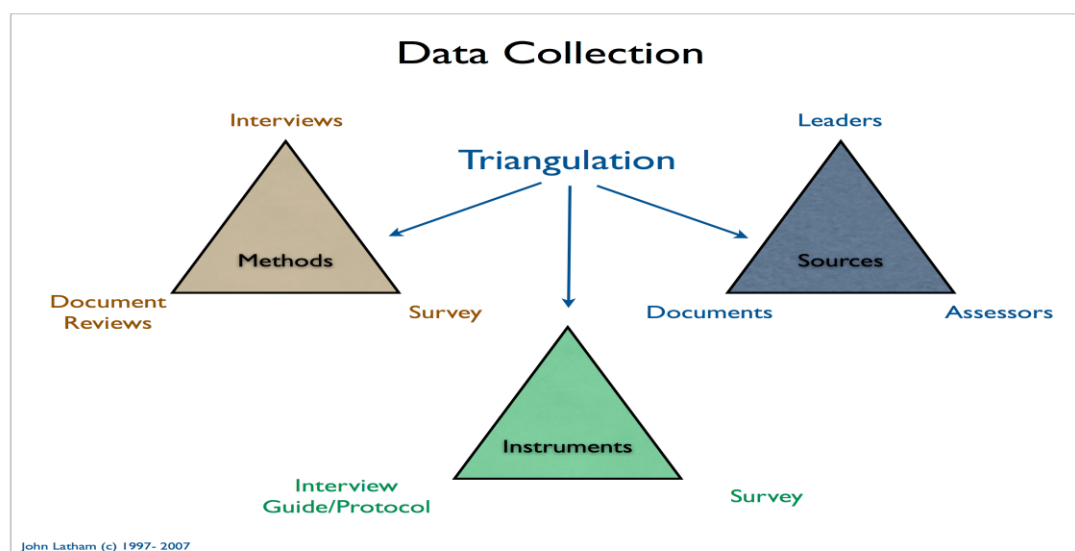
3.5 TRUSTWORTHINESS

Trustworthiness of qualitative research, as indicated in chapter 1, section 1.9, is determined by the following criteria: credibility, dependability, conformability, transferability, and authenticity (Elo, 2014). Each of these concepts are discussed below.

As outlined in section 1.9 of this study, Stenfors, Kajamaa and Bennett (2020) state that credibility refers to when the research findings are plausible and trustworthy. Cutcliffe and Mckenna (1999: 379) stated that some forms of triangulation could assist

to establish the credibility of qualitative research findings. Various ways of doing triangulation are indicated in Figure 7 below.

Figure 7: Ways of doing triangulation, as shown by Latham (2007)



Triangulation can be carried out in three ways, as indicated in Figure 7 to establish credibility, namely: by using different methods of data collection, different instruments or using different groups of participants (sources). Triangulation by means of the constant comparative method can be done between the different datasets collected. If a label appears repeatedly then the researcher can be satisfied that the label or theme is a valid result. By comparing the results of the different data collection methods with each other, triangulation can be achieved. If each method produces the same results, then the truthfulness of the data is increased. Lastly, triangulation can also be done with regard to the variety of participants' answers given, i.e., the more people assert the importance of an issue, the more the results can be trusted. In this study, triangulation using different data collection methods as well as having multiple case studies (participants from different schools) was used to establish credibility of the data collected.

Across the three schools used in this study, most participants' answers, as outlined in chapter 4, were in line. An example showing that the data collected from the three schools were in line is the types of barriers experienced in the classroom, as stated by the participants, namely, curriculum barriers (i.e. being too assessment driven). Other data that aligned through the triangulation process included the fact that most

participants used the grammar–translation approach as a method in their classroom. All participants also felt that more time needs to be made available for practical use of the additional language in the classroom.

The dependability factor of data is described as data being consistent in its results. Janis (2022) listed two strategies that can be used to establish consistency. Firstly, method, source, and data triangulation can be used, according to Janis (2022), to establish consistency. Secondly, consistency can be established using code and meaning saturation to identify similar meanings and interpretations despite different data collection methods. These two methods identified by Janis (2022) were applied to this study in the following ways. The same source in all three schools, namely, Afrikaans Additional Language teachers were used to collect information from and the same two data collection methods were applied to all three cases (schools). The data was coded into different themes, as seen in chapter 4 of this study, to make sense of the data analysis.

Confirmability relies on the researcher ensuring their “neutrality in the study” and explaining how the results are reflective “of the participants with no outside influence” (Terrel, 2016: 174). Confirmability is concerned with using different methods or approaches in the same study in order that one set of results confirms those of another. Confirmability was achieved within this study by using two data collection methods, namely, interviews and observations.

According to Terrel (2016: 174), “transferability is often compared to the idea of external validity in quantitative research (and) demonstrates that your findings are applicable in other contexts”. For the research to be considered trustworthy, it must be applicable to other contexts. This, however, can be very challenging for a small-scale qualitative study such as this one and cannot always be done effectively.

The term authenticity is described by Dutton (2003: 258) as that which is “real” or “genuine” or “true”. In this sense, authenticity refers to some sort of verification process in that it “describes the evaluation of some truth or fact” (Newman, 2016: 296). In this study, the authenticity aspect was apparent through the use of triangulation as well as from the data collected directly from the teacher participants themselves, giving the data that “true” factor as referred to by Dutton (2003).

Ethical considerations for this study are described below.

3.6 ETHICAL CONSIDERATIONS

Orb, Eisenhauer and Wynaden (2001) argue that ethics pertains to doing good and avoiding harm. Harm can be prevented or reduced through the application of appropriate ethical principles. Thus, the protection of human subjects or participants in any research study is imperative.

The participants of this study were protected through the consent forms that they needed to sign before any data collection methods commenced, and all participants were informed of the purpose of this study and what the information collected was going to be used for. The participants were also made aware that they had the right to withdraw from the research process at any time.

Ethical clearance was obtained from the University of South Africa (see Annexure A) as well as the different schools (institutions), seeing that the research would involve information from these institutions. Ethical clearance was also obtained from the Western Cape Education Department (Annexure B).

Orb et al. (2001) state that there are three different ethical principles one needs to consider when doing qualitative research, namely, autonomy, beneficence and justice. Each of these principles will be discussed below.

1. **Autonomy:** In a qualitative research study, this principle is honoured by informed consent, which means making a reasonable balance between over-informing and under-informing (Kvale, 1996). It also means that participants exercise their rights as autonomous persons to voluntarily accept or refuse to participate in the study. Consent has been referred to as a negotiation of trust, and it requires continuous renegotiation (Field & Morse, 1992; Kvale, 1996; Munhall, 1988).
2. **Beneficence:** The Stanford Encyclopedia of Philosophy (2008) explains beneficence as acts or personal qualities of mercy, kindness, generosity and charity. It is understood even more broadly in ethical theory to effectively include all norms, dispositions and actions, with the goal of benefiting or promoting the good of other persons. Beneficence refers to a normative statement of a moral

obligation to act for the others' benefit, helping them to further their important and legitimate interests, often by preventing or removing possible harms (2008: 1). The research done in this study cannot cause harm, but will instead benefit current and future Afrikaans Additional Language teachers by equipping them with the necessary knowledge of the most effective methodologies in teaching additional language.

3. Justice: The principle of justice refers to equal share and fairness. One of the crucial and distinctive features of this principle is avoiding exploitation and abuse of participants. The researcher has an obligation to recognise the vulnerability of the participants and their contributions to the study (Orb et al., 2001: 1). Participants will not be informed of any detail they do not need to know that may influence their answers or make them vulnerable to answer what they think the researcher needs to know.

3.7 SUMMARY

In this chapter, the rationale and context of this study were first established before proceeding to look at the research design. Four possible research paradigms were interrogated before selecting an interpretivist approach, which was best suited to this study. The research strategy for this study is a case study, which determined the identification of the population, selection of participants, and appropriate data collection methods. The six-phase thematic analysis model of Braun and Clarke (2006, 2012) that was selected for the analysis and interpretation of the data was explained in some detail. This chapter was concluded by discussing the ethical considerations that were required and showing how the trustworthiness of this research was established.

The next chapter covers the findings and discussions relevant to this study as well as any recommendations for further research on this topic.

CHAPTER 4: FINDINGS AND DISCUSSION OF EMPIRICAL DATA

4.1 INTRODUCTION

The previous chapter discussed the research methodology for this study. The empirical characteristic of this research study was further outlined. In addition, the chapter dealt with various sections that described the rationale for gathering, storing and analysing the data. This chapter provides the research findings of the semi-structured interviews, non-participant observation and a summary of the findings. The aim of this chapter is to extensively analyse all the data collected from the 12 teacher participants who were selected from the three schools chosen in a metro district of Cape Town. The non-participant observation determined what teaching methodologies were utilised in the Afrikaans Additional Language classroom as well as how learners respond to them; in other words, whether the methodologies used are effective or not. The observations were able to determine this based on learners' reactions within the classroom. The chapter indicates the profiles of participants and the themes and sub-themes that emerged from the data collected. There is also a summary of this study's empirical findings. The details of the interviews that were recorded, transcribed and analysed and the results that were found based on the data collected are presented throughout this chapter.

4.2 GENERAL PARTICIPANT INFORMATION

This study was mainly focused on how Afrikaans-speaking teachers experience teaching Afrikaans as an additional language to English-speaking students in an English-speaking community in Cape Town. All participants in this study, however, had to possess some bilingual skills in order to reach their teaching goals effectively. This is explained below.

As noted in chapters 1 and 3, 12 participants were included in this study. An average size of an Afrikaans Additional Language department within a school with approximately just over 1000 learners is six to seven teachers. This prompted the researcher to approach at least four educators at the various schools where the case studies were carried out (case studies) chosen for this study. The table below provides an overview of the participants and the data collection activity in which they participated (either an open-ended interview or participant observations) as well as their status in

terms of experience in teaching Afrikaans as an additional language. The findings of the study are provided as well as a report of the enquiry that will serve as a means to answer the main research question, namely: “What are teachers’ perceptions of the effectiveness of the approaches and methods used in teaching the Afrikaans Additional Language curriculum?” It presents the findings of interviews with six participants, as well as the observations of six other participants in the selected schools.

4.2.1 Profile of Participants

To differentiate among and provide information about the participants, their detailed profiles are captured and listed in Table 4.1 below.

PARTICIPANT	GENDER	AGE	YEARS’ EXPERIENCE TEACHING AFRIKAANS ADDITIONAL LANGUAGE	GRADES TAUGHT
<u>Co-ed school:</u>				
Teacher 1: Observation	M	37	15	8–12
Teacher 2: Interview	F	65	30	8–12
Teacher 3: Observation	M	26	4	8–12
Teacher 4: Interview	F	29	6	8–12
<u>All-girls school:</u>				
Teacher 5: Observation	F	34	10	8–12
Teacher 6: Interview	F	26	5	8–12

Teacher 7: Observation	F	56	20	8–12
Teacher 8: Interview	F	39	15	8–12
<u>All-boys school:</u> Teacher 9: Observation	M	35	11	8–12
Teacher 10: Interview	M	30	6	8–12
Teacher 11: Observation	M	34	10	8–12
Teacher 12: Interview	F	58	20	8–12

Table 4.1: Profiles of participants

Each participant in each of the schools was chosen based on their experience in teaching Afrikaans Additional Language. The selection process identified two inexperienced participants and two experienced participants in teaching the subject. This helped to give the research some depth in terms of understanding what changes occurred in preparing teachers to teach over the years as well as changes in the curriculum that also influenced different teachers over the years. An interesting observation of the participants in all three schools is that the co-ed schools' participants had the same amount of both genders participating. At the girls' school, the researcher found the Afrikaans teachers to be mostly female. Within the third school, which is the all-boys school, the researcher found the participants to be mostly male, as their department consists of mostly male teachers.

4.3 DISCUSSION OF THE THEMES AND SUB-THEMES OF THIS STUDY

Five themes across the two data collection strategies were developed from the thematic analysis and are presented in Table 4.2 below. These themes were

developed based on the questions posed to each of the participants (see Interview Schedule in Appendix D) as well as observation (see Observation Sheet in Appendix E) in addressing the research questions of this study. Some of the broad themes have been sub-divided into sub-themes.

Theme number	THEMES	SUB-THEMES
1.	Teaching methods used by the teacher	1. Teaching method used in general 2. Teaching method used when explaining concepts
2.	Effectiveness of teaching methods used	1. Learners' response to methods used by the teacher
3,	Barriers preventing effective teaching	1. Teacher preparedness 2. Curriculum obstacles
4.	Suggestions for improving the teaching of additional language	1. Teaching methods 2. Curriculum

Table 4.2: Themes and sub-themes of this study

The above table of themes and sub-themes will now be discussed.

Theme 1:

The first theme identified was the teaching methods used by the teacher. This linked to sub-question 1: "What teaching methods are currently used in teaching Afrikaans as an additional language?" Using this theme with both data collection instruments was

crucial, as it helped the researcher to establish what teaching methods are used in practice (within the classroom). It also helped establish what the teachers' perceptions were in terms of what works or not by using it in the interviews. Two sub-themes were identified to divide this theme further, namely: 1. Teaching methods used within the general classroom environment; and 2. Teaching methods used to explain subject content or giving instructions.

Theme 2:

The second theme identified through the participant observation process was "The effectiveness of the teaching methods used". This theme was sub-divided into one sub-theme, "Learners' response to the teaching methods used by the teacher". This theme further linked to the main research question: "What are teachers' perceptions of the effectiveness of the approaches and methods used in teaching the Afrikaans Additional Language curriculum?"

Theme 3:

The third theme that emerged from the data was the various barriers preventing effective teaching. This theme linked to sub-question four of this study, which is, "What barriers do teachers experience in teaching the practical skills that are required of an additional language according to CAPS?" This theme and question added significant value to this research study because, in order to determine the effectiveness of methodologies used, one needs to establish what is standing in the way of teachers being able to teach this subject the way that it should be taught. This theme was sub-divided into two sub-themes, namely, obstacles in terms of teacher preparedness, and curriculum obstacles experienced in teaching Afrikaans as an additional language.

Theme 4:

This theme links to the last sub-question within this study and was the ultimate outcome from this study. In other words, how can this process be improved, and what can be done differently? This theme was divided into two sub-headings to help structure the data. These two sub-headings are recommendations in terms of teaching methods and recommendations in terms of the curriculum (CAPS). The results of this theme will be presented in chapter 5 of this study.

4.4 THEMATIC ANALYSIS OF DATA COLLECTED

Braun and Clarke (2012) define thematic analysis as a method for systematically identifying, organising and offering insight into patterns of meaning (themes) across a dataset. Focusing on creating themes from the data enables the researcher to make sense of data collected through the different data collection methods. The responses gathered from the different data collection methods were divided into themes, some of which were sub-divided into sub-themes, as seen in Table 4.2. These responses collected from participants across the three different schools (co-ed, all-girls, and all-boys school) are discussed below within the different themes identified.

Theme 1: Teaching methods used by the teacher

Different approaches used within the Afrikaans Additional Language classroom have been identified through research done during this study and are reported on in chapter 2, section 2.4.3 of this study. The researcher wanted to establish through the data collection phase whether these common approaches in learning an additional language were used within practice and these results are indicated below. Some of the approaches identified and reported on in chapter 2 of this study include the direct method, the grammar–translation approach and the flipped classroom method. A sub-theme identified to help structure this theme was the teaching methods used in the general classroom environment and is discussed next.

Sub-theme 1: Teaching methods used in general

Teaching methods used in general refers to the teachers' choice of language in the general classroom discussions when not dealing with subject content. The following analysis was done on the results of the observation process.

During the observation process, it was seen that teacher 1 uses the grammar–translation approach in general class discussions with the grade 9 class to whom he was teaching a language component of Afrikaans. The grammar–translation approach was explained in chapter 2, section 2.4.3 as an approach where the educator says something in the additional language and then translates this into the learners' home language. Every now and then throughout the lesson, he would use Afrikaans or translate something into Afrikaans to incorporate Afrikaans in the lesson. For the rest

of the lesson English (learners' home or native language) was used with general class discussions. Using the language of learning (Afrikaans) to some extent would provide learners with exposure to the additional language.

As with teacher 1, teacher 3 also used mainly English during general class talks held in his grade 11 Afrikaans class where they were busy with a poetry lesson. He also used English when communicating with students. This, however, did not give learners much insight into or exposure to the additional language. For the purposes of this study, it is important to note that the language signifies the teaching method that the teachers use, as this determines whether or not they convey the subject content across to the students as effectively as possible.

With regard to teacher 5, the researcher observed a grade 11 class of this participant and the teacher mostly spoke English (learners' home language) in general when communicating with the class. On occasion, the teacher would use the direct method, when giving an instruction.

The direct method, also called the "natural method or conversational method" by Mart (2013: 182), is a widely used method, as it gives learners the necessary tools to use the language practically in social contexts. The effectiveness of this method was analysed in this study by referring to teachers' responses through the data collection process.

During the observation of teacher 7's lesson, the general teaching method used within the classroom aligned with participant 1's method, where a mixture of the direct and grammar–translation method was used. It is important to note for chapter 5 of this study that this is a grade 8 class that was observed doing a creative writing lesson.

Although most teachers within this study during the observation process opted for the grammar–translation method to help students understand the language, certain researchers advise to not use any form of translation to aid the acquisition of a second or foreign language. As an example, Stern (1983) stated that the direct method is characterised by using the target language as a means of instruction and communication and by the avoidance of the use of the first language and of translation as a technique.

The general teaching method observed with teacher 9 was a mixed approach. This approach is when the teacher uses the grammar–translation approach within the additional language classroom (uses both Afrikaans and English). Another general observation made with this participant and the grade 11 class that was observed is that the students were asked many questions in preparation for their oral book review where they had to formulate their own opinions. This forms a part of the flipped classroom method where the learning process is made the responsibility of the learner. This forces learners to think out of the box and come up with the vocabulary needed to answer the questions posed to them by the teacher. This approach links with Krashen’s monitor hypothesis of his monitor model, as learners will learn and adapt their vocabulary as they continue.

An advantage of the flipped classroom approach given by Hernandez (2014) is that students have previous knowledge of the content before they get to class.

Although teacher 9 used the flipped classroom method, it was noted during observation of teacher 11 and the grade 8 class that he was teaching a grammar lesson to, that the flipped classroom teaching method was used only infrequently. It was further noted that the teacher spoke English (learners’ home language) during the entire lesson and translated only certain parts of the lesson into the foreign or additional language. The practical use of Afrikaans within the classroom for communication in any context was not encouraged.

The data of sub-theme 2 collected through observation will now be discussed.

Sub-theme 2: Teaching method used when explaining concepts

When subject content was explained within the classroom, it was found that teacher 1 used more of the direct method when explaining concepts to his grade 8 class during their language lesson, but reverted to the grammar–translation approach when no reactions were elicited from his students. When language work was being marked, he asked questions about the work they were marking in Afrikaans and repeated himself when needed. Repeating the facts or work, as this participant did, can lead to learners having a better comprehension due to hearing the same words twice. This also connects with Vygotsky’s social interactionist theory, where learners learn new content

or vocabulary through their interactions with others or knowledgeable adults, in this case the teacher.

As with teacher 1, teacher 3 used the grammar–translation approach. This participant, however, used mostly English (the learners' home language) during his grade 11 lesson. The learners' home language was used in this participant's classroom as a language of instruction and little to no use of the additional or foreign language was encouraged. This method was met with only a few of the learners participating in the class discussion, which defeats the object of learning the language to use it practically as outlined in CAPS, as these learners participated in English and did not use the additional language. This statement is confirmed by Mart (2013), who states that language is best learnt when students actively use it in the classroom.

With regard to the observation of teacher 5's grade 11 lesson, it was seen that she mostly used the direct method when asking questions during the learners' oral assessments as this was for marks. Only when a learner struggled, would she translate the question for them. This teacher's method, according to Mart (2013: 183), can be seen as effective when she states that "oral proficiency is considered as the major goal of foreign language learning". If learners can use the language in a practical manner, the acquisition of the additional language is seen as successful.

Contrary to teacher 5, it was observed during teacher 7's grade 8 class that she used a mixed teaching approach of direct and grammar–translation methods. English was used mostly to aid the understanding of this grade 8 class. Learners were asked to identify certain objects and do certain tasks, which entails elements of the flipped classroom approach. Hernandez (2014) stated that an advantage of using the flipped classroom model in teaching is that it leads to learners having a better comprehension of the work noted.

It was observed that teacher 9 mostly used the translation method when explaining concepts to his grade 11 students, in this case during their literature lesson where they did a story. He would read a part of the story and then explain what it meant in English in order that learners fully understand the context. This finding links with Krashen's natural order hypothesis of his monitor model, where the learner uses their home language to make sense of the additional language.

Teacher 11 answered his grade 8 learners' questions in Afrikaans (the additional language) and only if they asked what an English word meant in Afrikaans was it translated, therefore indicating that this participant used a grammar–translation approach as well.

Aside from observing some of the participants of this study, semi-structured interviews were also conducted with other participants not involved with the observation process. Non-participant observation and the interview process were carried out separately, and the results of the interview process follow below.

Upon being asked during the interview process what teaching methods they found to be effective within their additional language classrooms, teacher 2 stated that she attempts to speak mostly in Afrikaans., which refers to the direct teaching method. However, she mentioned that sometimes learners struggle with understanding what she says. She then stated that what she tries to do is to make learners say what they want to say in English and then attempt to translate that into Afrikaans, which relates to the grammar–translation approach.

Teacher 2, who is teaching a variety of grade 8–12 learners in a co-ed school, further stated that she tries to give learners practical phrases such as, *Ek gaan stap met my hond [I am going to walk with my dog]*, for learners to use in their different communication spheres. This links with Krashen's input hypothesis of his monitor model as well as Vygotsky's social interactionist theory. It links to Vygotsky's social interactionist theory as the input received from the teacher pertains to the knowledgeable input received from an adult in the interaction process, as referred to by Vygotsky. It further links to Krashen's input hypothesis because they use the consciously learnt knowledge in their interactions. She also stated that she requires the learners to translate poems into English before they analyse the poem. This is also known as the flipped classroom approach, where learners' knowledge is made their responsibility and can be advantageous to the learners as indicated above by Hernandez (2014), where he states that using the flipped classroom approach can lead to learners having a better understanding of the work. By this teacher giving her learners the task of translating the poem first it also links to the grammar translation method, and it affords the learners the opportunity to build their own ideas about the

poem before the poem is analysed in class. The flipped classroom method has further advantages listed below.

Vitta and Al-Hoorie (2020: 4) reported that the case for flipped learning is grounded in its optimisation of class time use (Mehring & Leis, 2018; Voss & Kostka, 2019). Compared to traditional lecturing, flipped learning pushes learners toward developing “the upper cognitive levels of the taxonomy where knowledge application and skill building are happening” (Davis, 2016: 2).

Teacher 4, however, stated the following when asked the same question:

Switching from Afrikaans to English works well. Explaining everything in English again, then repeating it in Afrikaans helps learners to understand better.

She was also of the opinion that dividing words into syllables for learners to hear the sounds and learn how to pronounce the words has proven to be effective within her classroom.

Teacher 6, on the other hand, stated that the teaching method she uses in her classroom depends on the grade she is teaching. She further argued that:

If you are dealing with grade 8 or 9s you will have to use the translation method because learners do not have sufficient knowledge or skills to use the language yet.

This statement by this participant was confirmed in the literature review of this study in chapter 2, section 2.4, where it was noted that primary school educators are not as prepared to teach Afrikaans as an additional language as they should be.

Teacher 6 also said that what she found effective was introducing initiatives such as “Afrikaans day”, where learners are encouraged to speak Afrikaans on a certain day. She then uses this to assess where the learners are in terms of their skillset. She makes this assessment of learners’ capabilities by asking herself questions such as: “Can they form a proper sentence? Can they ask or answer a question in Afrikaans?” From this discussion, it became clear that the learners guided this teacher in making choices about appropriate methods when teaching Afrikaans as a first additional language. The flipped classroom method was not a method used by this teacher due to COVID-19 changing the circumstances and learners’ academic needs within the

classroom. Reasons given by the teacher as to why she does not use the flipped classroom are that COVID-19 changed the learners' view of their work, and she believes that they are not capable to take control over their work unless she supervises them. Teacher 8 also incorporated different creative methods in her classroom as with teacher 6. Teacher 8 stated that one method that worked for her is as follows:

At the start of every year, I tell my learners that I expect them to speak Afrikaans and they are only allowed to use five English words.

She says that at first, they are quiet and reserved, but as time passes, they become more confident. She further stated that an innovative approach that she found to work is that she encourages the learner to take on an alter ego of who they are in Afrikaans. This gives the learner more confidence to try and speak the language, as it is “technically” not they who are speaking it.

These methods of using the foreign language creatively were supported and described as being “useful” by Rivers (1968, s.20) cited in Mart (2013: 183), as this method “proved to be successful in releasing students from the inhibitions all too often associated with speaking a foreign (unknown) tongue, particularly at the early stages”. Students are not confident in speaking an additional language that they have little knowledge of, hence they tend to have a mental block against using the language.

Teacher 10 said that the demographic of the school influences the method used within the classroom. Regarding the dynamic of the learners he teaches, he said that:

It is not always possible to use the direct method, but I believe that constant exposure to the language of learning will improve the learners' understanding over time [i.e., the five years spent in high school].

He is further of the opinion that for the learners to understand the language or certain concepts it is necessary to have certain aspects where the content of the additional language will be translated into the learners' home language. To summarise this participant's feedback, he said that in the end the direct method should be used to create the necessary exposure to the language, however, a balance between the grammar–translation approach and direct method is needed. As with teacher 10, teacher 12 also uses both the direct method and the grammar–translation approach.

She stated that she has found it to be the most effective way to speak Afrikaans within the classroom and to be passionate when doing so. She added the following in this regard:

Learners notice your enthusiasm and want to learn more.

She does, however, translate certain concepts and instructions for her students. Mart (2013: 183) advocated for the use of the direct method, when she said that the method *will enable students to understand the language which will help them to use the language with ease.*

Due to the learners' home language not being allowed, students learn the language through interacting with others in social contexts, "which will lead them to acquire fluency" (Mart, 2013: 183).

After analysing the responses of participants in the interviews and what was observed through participant observations, the following conclusions were made with regard to effective teaching methods used.

1. All participants across the three cases used the grammar–translation approach as their main teaching method for all grades.
2. All participants felt that the direct method (speaking in the additional language) is important, however, due to the calibre of the learners in the classroom, this is not always practical. This was also not always possible due to the additional language learner having such a backlog of information, skills, and knowledge of the language due to various factors mentioned throughout the study.
3. Learners are not encouraged enough to speak Afrikaans within the classroom, which could be due to overload of work and assessments for teachers as prescribed by CAPS and indicated in the interview process.
4. The flipped classroom approach is still a new approach that few participants consciously used. Two out of the 12 participants used this method by putting learning in the learners' hands.

Theme 2, namely, the effectiveness of these teaching methods identified will now be discussed below.

Theme 2: Effectiveness of teaching methods used

Theme two, as described in section 4.3, looked at the effectiveness of the teaching methods used by teachers throughout the observation process as well as what teachers said during the interview process. This theme highlighted one clear focus.

Sub-theme 1: Learners' responses to methods used by the teacher.

This sub-theme describes the measurement used to establish whether the methods used by teachers are effective or not. The measurement used in the observation process to establish the effectiveness of teachers' methods are learners' responses to these methods. This response from the learners was either verbal (being able to answer the teacher when asked certain questions about the subject content), or noting whether learners paid attention during the lesson or were distracted and busy with something else.

During teacher 1's language lesson with grade 9s, the learners did not always pay attention and fiddled a lot. When asked to answer the teacher, most learners could answer, thus indicating that teacher 1's approach appears to be effective.

With teacher 3's approach, learners did their work because the teacher was constantly moving in between the desks to check on them, but they did not always pay attention. Upon being asked answers to the homework they were given while marking during class, most students answered in English. There was no encouragement to answer this participant in Afrikaans or to even use the additional language during the lesson. There were, however, two students who answered the teacher's question in Afrikaans upon being asked a question in English. This teacher's method seems to be effective in terms of learners understanding the content, but proved to be not as effective in terms of reaching CAPS goals for an additional language, which is the practical use of the language. This is evidenced due to no practical application of the language encouraged within the classroom. Richardson (1983) emphasised that oral practice within the classroom is essential to learning an additional language.

Learners' responses to methods used by teacher 5 were that of uncertainty and lack of confidence in the language of learning and teaching (Afrikaans Additional Language). Most learners were able to answer the questions in Afrikaans because

they did their homework, however, they stumbled and were not confident in expressing themselves in the additional language. This was worrisome, as this class was a grade 11 class with a lack of confidence in using the language.

Learners' responses to teacher 7's teaching methods demonstrated some level of understanding and confidence due to the teacher using mostly English (learners' home language) in the classroom. Learners were not encouraged to speak Afrikaans, which renders the teacher's method less effective than it could be. The learners might understand the teacher and her instructions, but they are not taught the necessary practical skills for an additional language as outlined in CAPS (DoE, 2011).

Learners responded well to teacher 9's approach. They were able to answer him in Afrikaans except for one or two students, however, the teacher then guided those students to the correct Afrikaans explanation. The use of Afrikaans was encouraged in this classroom, and this was evident in learners' eagerness to answer the teacher's questions. What is also worth noting with this specific participant is that all possible distractions for the learners were eliminated as they entered the class. This participant made the learners hand in their phones. All their attention during the lesson was focused on what was happening within the classroom and not on their phones. This teacher's method is confirmed by Boyd and Maloof (2000) and Boxer and Cortes-Conde (2000) as being effective. Boyd and Maloof (2000) and Boxer and Cortes-Conde (2000) stated that teachers who were effective in stimulating cognitively- and communicatively rich student participation in classroom interactions are teachers who follow up on student responses in such a way as to affirm their contributions in class.

Contrary to teacher 9's approach, learners appeared to have a understanding of what was being taught within teacher 11's classroom, and this is mostly due to the teacher's use of English aiding in their understanding. Learners in this class are not comfortable at all answering in Afrikaans or using the language within the classroom. This lesson was a grade 8 class and this observation links with teacher 12's statement about learners not being equipped with the necessary language skills required at primary school level.

Theme 3: Barriers preventing effective teaching

Barriers to learning were defined in chapter 2, section 2.4.3, in detail and will now be discussed in terms of the research findings.

The sub-theme, barriers in terms of teacher preparedness will now be discussed.

Sub-theme 1: Teacher preparedness

An obstacle to learning in the educational centres, as identified by Sanchez, Rodriguez and Martinez (2019), is a lack of teacher training, which is required in order to respond to the needs of all the students. If teachers are not properly trained, they will not be able to teach the learners what they need to know and/or they will not be able to meet curriculum goals. Participants were asked whether they believed that varsity prepares a teacher to be able to teach Afrikaans Additional Language effectively.

Teacher 2 stated that:

People, who are not qualified, set work out in the curriculum and that influences what happens at school level. People who can't even speak Afrikaans are involved in setting curriculum standards and objectives.

This matter is problematic due to these individuals involved in curriculum setting not knowing the standard of work required for the learner taking the additional language. The fact that unqualified people are involved in curriculum setting contributes towards the barriers teachers experience within the additional language classroom.

According to this participant, her higher education diploma did not teach her any skills that she could use in the classroom. Her degrees or assistance from university, according to her, were not very practical, and she did not receive any help or suggestions in terms of teaching methods that can work in a classroom setting or suggestions on how to practically involve students in the lesson.

Teacher 4 stated that there is a lack of teaching resources, like worksheets and workshops to equip teachers to be able to teach Afrikaans as an additional language effectively. She further stated that:

Teachers are also not prepared to deal with the negative mindsets of learners towards the subject.

The unpreparedness of teachers, according to this participant, is due to varsity that focuses more on Afrikaans home language and the history of the language and literature. She believed there is no focus on how to teach an additional language or how to bring it across to learners or what to do to make the learning process better. This lack of focus on additional language teaching methods leads to teachers being ill prepared within the classroom. In a study done by Lenyai (2011), she found that teachers did not know that there are specific methods for teaching an additional language, which suggests that teachers did not receive sufficient training to apply language theories, although all of them received training at colleges of education. Teacher 4's statement about varsity not preparing teachers enough has been echoed by teacher 6, who stated that she does not believe that varsity prepares a teacher to teach an additional language. At varsity level, she stated that the focus of Afrikaans is to teach an additional language as a home language. Little focus is placed on how to teach an additional language or on helpful methods highlighted to assist in teaching learners. Teacher 6 further stated that:

The subject as well as the methodology you are taught at varsity is not in line with making a subject like Afrikaans understandable, like for example, breaking it up into smaller parts so that the learner is able to understand you on a better level.

The concept of varsity not adequately preparing additional language educators was taken further by teacher 8, who stated that she does not believe that varsity prepared her for teaching an additional language. She further stated that the level of Afrikaans or even English one needs to acquire at varsity is of a very high standard. She said that the methods taught at varsity show no distinction between home languages, additional or first additional language. She also said that the teacher must deal with the mental difficulty of students in their classroom towards the additional language, which is a major obstacle. Students might experience these mental difficulties towards learning a new language due to "stereotyping of difference" (DoE, 2001: 7), as laid out in the DoE's white paper.

Teacher 8 stated that Afrikaans as an additional language, according to her knowledge and experience, does not receive enough attention in primary schools, thus leaving the grade 8 student with a deficiency in skills regarding the language. She stated as follows:

Teachers teaching Afrikaans as an additional language are not always subject specialists because they teach other subjects as well.

The statement made by teacher 8 links to teachers' ill-preparedness because primary school teachers are not necessarily trained language teachers but are required to teach a variety of subjects and simply do not have the time to prepare for every lesson in detail. This lack of time to prepare for an additional language lesson for example, make that the teacher is not able to teach the learner the necessary knowledge needed to use the language in any context.

Another complication for teachers teaching an additional language, as identified by Dryer (2017), is that they might not be able to speak or understand the learners' mother tongue. Without the relevant knowledge of the learners' mother tongue, it makes it difficult to link their prior knowledge to concepts in the additional language.

Sub-theme 2, curriculum obstacles experience by additional language teachers will now be discussed.

Sub-theme 2: Curriculum obstacles

Within this identified sub-theme, the focus is placed on curriculum obstacles that teachers experience within the additional language classroom.

Teacher 2 stated that the planning outlined in the curriculum in terms of what needs to be done and how long one needs to spend on certain elements of the language limits her ability to talk more in Afrikaans and build on her learners' vocabulary.

A major obstacle for teacher 4 in terms of completing the set curriculum work is the language barriers that learners have due to Afrikaans being some learners' second or third language. The fact that set curriculum work is on such a difficult level causes these learners to be negative towards learning this new language.

Learners obtain minimal exposure within the classroom setting, according to teacher 6, as she stated that:

You cannot speak Afrikaans for the whole period due to the learners' backlog of knowledge and skills in the additional language together with lack of exposure.

This lack of exposure could be due to no one in the learner's home life or close community speaking Afrikaans, which then limits their exposure to the language. She further stated that CAPS is extremely assessment based such that there is no extra time to focus on teaching learners the practical use of the language or doing any extra work with them. The learners also then have no time to expand their knowledge on the language. Teacher 6 was also of the opinion that CAPS, being so assessment based, is of no use if the learner cannot speak or understand the language. She gave the example of a poem, for if the learner cannot speak or understand the language, they will not be motivated to analyse or attempt to answer questions on a poem. According to this teacher, CAPS does not provide sufficient time to work on what the purpose of an additional language is. She lastly stated that a major fault of the CAPS curriculum is that the teachers do not look at the learner and what the learner needs but focus more on what the learner needs to do assessment wise, leading to the learners not being able to use the language practically in the outside world.

Teacher 8 stated that one of the biggest obstacles for her in her classroom is that:

I cannot speak just Afrikaans in my classroom.

She further stated that because one cannot speak Afrikaans in the classroom, one must have a strong command of English, which makes it somewhat unfair towards the teacher, as that is not the language that they are teaching.

With reference to teacher 8's concern about having to speak more than one language in the additional language classroom, Nel et al. (2019) stated that teachers could acquire fundamental communication skills in the languages spoken most in the province in which they teach. This should be a focus point that should be kept in mind when curriculum setting is being done. This will be beneficial to all provinces due to South Africa being described as a multilingual country.

Barriers experienced in the classroom in terms of the curriculum, according to teacher 10, are as follows:

The curriculum has many obstacles already and we are teaching students a curriculum, which is not setting them up for life outside of school, or equipping them to handle interactions outside of school.

He also stated, as did most other participants, that the biggest obstacle for him is that there is this major emphasis on tasks and assessments and not enough time is given to actually use the language practically within the classroom and focus on vocabulary. He stated that pupils realise after leaving school how limited the information was that was given to them within the school environment.

Teacher 12 gave further critique on the curriculum by stating that the curriculum was ineffective, as learners could neither read nor speak the language.

After analysing the responses of participants in the interviews and what was observed through participant observations, the following summary was made regarding barriers teachers experience in effective teaching.

1. The biggest obstacle that all participants highlighted was the curriculum, which prevents them from effectively teaching the additional language. This, according to participants and as shown above, is due to the curriculum being too assessment focused, and not leaving any extra space for practical application of the language.
2. All participants interviewed indicated that varsity did not prepare them with the necessary methodologies to teach Afrikaans as an additional language, as the focus at varsity was purely on home language or on a more sophisticated level.
3. A small barrier indicated by participants was the negative mindset and lack of exposure by learners towards Afrikaans as an additional language.

In this theme, various problems (barriers) that prevent effective second language teaching have been identified through the participants' feedback. Shayne (2020) identified several pointers to improve or overcome language barriers when teaching a second or additional language, which are: to give learners plenty of "wait time" before asking questions and while waiting for replies, to use concrete examples where

possible, and to keep instructions simple, clear and precise. Another pointer that Shayne (2020) identified is to encourage children to signal when they do not understand something that has been said. Other pointers are to encourage continued reading and use of the mother tongue to foster cognitive development and enable “transfer learning”, where concepts easily understood in the home language can be transferred to the secondary language of instruction. This process of the learner who links their new knowledge to concepts known to them in their home language is important for them to fully comprehend the foreign language. Further pointers identified by Shayne (2020) are to teach in context, rather than issuing random vocabulary words to learn, and to practice repetition in a fun and engaging way to consolidate learning at the end of a lesson. The last of the pointers identified by Shayne (2020) that might assist learners in overcoming certain barriers are to encourage dialogue and conversation in pair and group activities and to use role playing, songs and rhymes to consolidate new vocabulary.

Theme 4, how to improve the teaching of additional language will now be discussed below.

Theme 4: Suggestions for improving the teaching of additional language

Some useful techniques given by Judd, Tan and Walberg (2001) with regard to teaching an additional language are that the learning tasks presented by the instructor should mirror real-life language use. This means that learners should be given the necessary skills within the classroom to be able to use the language in a practical manner within society. Judd et al. (2001) further stated that teachers should go beyond simple language drills to create opportunities for meaningful interaction in the classroom by using activities in which students employ natural language examples in real language situations. This means that learners need to be given useful phrases that will assist them in everyday situations and problems. Another suggestion made by Judd et al. (2001) was that students should be encouraged to work in pairs or small groups, with the teacher serving as an occasionally helpful observer rather than a controlling force. This will assist learners in thinking independently and making sense of the additional language through the guidance of activities given to them by the teacher. An example of such an activity that can be done in groups is if the teacher

gives a group a poem to analyse and then asks them to provide feedback to ascertain whether they understood the task.

The sub-themes for this main theme, how to improve teaching of an additional language, will be discussed below using feedback from participants.

Sub-theme 1: Teacher methods

Upon being asked how they would improve additional language teaching, participants had the following to say about the teaching methods.

Teacher 2 advocated for using the direct method more within the classroom when she stated that:

Teachers need to use more practical methods to improve the language, like the direct method. Learners need to hear the language and be exposed to it for them to develop a communicative capability in the additional language.

She further stated that if children were not exposed to the language within the classroom setting, they would never learn to speak it.

Most additional language learners are also not exposed to Afrikaans outside of the classroom setting, as argued by Nel et al. (2019) in the literature review in chapter two, section 2.4 of this study. The reason given by Nel et al. (2019) is that members of their microsystems (family) and ecosystems (community) do not have a solid comprehension of Afrikaans. This leads to the Afrikaans Additional Language learner not having a solid comprehension of Afrikaans. According to Nel et al. (2019: 3), “At home there is a lack of support for learners learning Afrikaans, therefore they struggle with comprehension of Afrikaans [First Additional Language]”.

As indicated in Appendix F, teacher 6 stated that teachers need to be better prepared when it comes to teaching an additional language, which she explains as follows:

If it was not for my department, I would have been lost.

The reason for this is because, even though she was fully prepared to teach Afrikaans as a home language, she did not have the knowledge to teach an additional language fully.

The importance of teaching more than one language in our society today was emphasised by teacher 8. This was emphasised, as we live in a country that has a very rich “multilingual and multicultural context” (Nel et al., 2019: 3).

Upon being asked what she would change in terms of teacher methods in additional language instruction, teacher 12 stated that she believes that students who study education should do more practical teaching for at least eight weeks per year. She further stated that the level of Afrikaans in primary schools is below par. She said that learners arrive in grade 8 and are still functioning on a grade 4 level of Afrikaans. This argument made by this participant was confirmed by Nel et al. (2019), when they stated that First Additional Language learners’ lingual proficiencies in the target language are at third, fourth or even fifth language level. This is partly due to them not being taught effectively by their primary school teachers and, as shown by research in the literature review of this study, teachers are not always prepared enough to teach the language. Learners’ lack of sufficient knowledge on the language for the grade they are in links with Krashen’s natural order hypothesis of his model, where it states that learners’ knowledge needs to be built up from a young age.

Sub-theme two, suggestions on how to improve the curriculum, will be outlined below.

Sub-theme 2: What curriculum aspects need to be improved?

Teacher 2 said that she would put more emphasis on vocabulary and oral assessments (formal and informal) if she could improve the curriculum. She stated the following:

Teach learners more practical language that they can use in the outside world. Make prescribed work more interesting to fit the modern child.

According to this teacher, making prescribed work more interesting and modern will capture the learners’ attention and make them want to learn. She further stated that she believes there needs to be more emphasis on speaking the language and this was emphasised by teacher 4, who also stated that she would put more focus on teaching the learners how to speak the language and how to read and write it. She also stated that they should be able to communicate in the language. Khan (2016) confirmed these two participants’ thoughts when she argued that additional language skills are best learned if speaking is a major component of the learning process.

Teacher 6 stated that the curriculum needs to be broken up into smaller parts and focus areas need to be created in every grade. Examples of focus areas are language concepts, literature focus points or writing formats that each grade needs to be able to do. This participant's statement links with Krashen's natural order hypothesis, which states that learners' acquisition of a language needs to happen systematically over time. There is simply not enough time to teach everything as fully as CAPS wants teachers to do. By creating focus areas per phase, this will aid as building blocks where learners would have covered all areas by the time they reach the senior grades.

Curriculum content that is not applicable to the additional language learner needs to be removed from the curriculum according to teacher 8. She would eliminate the focus that CAPS places on the creative writing part of the language. She further stated that she personally enjoys creative writing and sees the significance thereof with the students, but feels that the transactional aspect does not really teach the additional language students anything.

Teacher 10 also felt that changes need to be made to the CAPS document in terms of assessments prescribed specifically for grade 8s and 9s. He is of the opinion that there are too many assessments for the juniors and not enough focus on the language itself. He would create more practical assessments such as giving learners research projects where they are required to go into Afrikaans-speaking communities and experience more aspects of the language and not just focus on individual assessments. This participant's suggestion links with the findings of Vygotsky's social interactionist theory, as the learners will learn from knowledgeable Afrikaans speakers in these communities through interacting with them.

In line with the above, learners' ability and confidence to speak the second language will be enhanced to enable them to speak the language in any setting. This, according to teacher 12, will happen if more oral assessments are incorporated into the curriculum.

After analysing the responses of participants in the interviews and what was observed through participant observations, the following conclusions were made with regard to improving the teaching of an additional language.

1. The main recommendation was to incorporate more oral assessments within the curriculum and classroom in order that learners can master the practical use of the language.
2. Another recommendation was to break the current curriculum up and create building blocks to eventually create a full picture where the learners will be fluent in the language. The participants who suggested this stated that the content of the current curriculum is too full every year.

The similarities and differences (if any) of the findings across the three cases are discussed below in Table 4.3.

Table 4.3: Main conclusions per theme across the three cases

	MAIN CONCLUSIONS PER THEME ACROSS CASES		
THEME	CO-ED	ALL-GIRLS	ALL-BOYS
Teaching methods used by the teacher	Grammar–translation method mostly used in general.	Grammar–translation method is the main theme identified.	Direct method was used more but was combined with the grammar–translation approach.
Effectiveness of teaching methods used	Learners do not always pay attention and cannot answer in Afrikaans.	Learners were observed to not be confident in their use of the additional language at all, which renders the methods ineffective.	Learners pay attention to the teacher and can answer questions in Afrikaans.

<p>Barriers preventing effective teaching</p>	<ol style="list-style-type: none"> 1. Curriculum standards are too high. 2. Language barrier between learner and teacher. 	<ol style="list-style-type: none"> 1. Unpreparedness of teachers to teach an additional language. 2. Curriculum being too assessment based. 3. Language barrier of learners in class. 	<ol style="list-style-type: none"> 1. CAPS too assessment driven. 2. Curriculum ineffective because learners leave grade 12 not being able to read or speak the language.
<p>How to improve teaching of an additional language</p>	<ol style="list-style-type: none"> 1. Teachers need to use the direct method more to give learners sufficient exposure. 2. Curriculum needs to be adapted to make time for practical language learning. 3. Curriculum content needs to fit learners' interests. 	<ol style="list-style-type: none"> 1. Curriculum needs to be broken up into smaller parts. 2. Teachers need to be prepared more in terms of how to teach a second language. 	<ol style="list-style-type: none"> 1. Teachers in training need to acquire more practical experience before entering the field. 2. Less focus on assessments especially for juniors and more focus on using the language practically.

4.4.1 Similarities and differences across cases

It is evident that within the co-ed school environment both teachers interviewed have found the translation method to be the most effective, although the direct method has also been used to assist in exposing the learners to Afrikaans more frequently. No mention of the flipped classroom approach was made except for teacher 1, who mentioned that she makes her learners translate a poem into English, which requires the learners to take ownership of their understanding of that specific poem. The main teaching methods identified in the all-girls' case study is the grammar–translation approach, as well as using innovative out-of-the-box ideas in the classroom to encourage the learner to be more confident in their use of the language. From the observations carried out in this case study, it is evident that learners respond better when English (which is the home language of most learners) is used within the classroom when learning an additional language. In the all-boys school it was found through observation and interviews that the direct method is used more than the grammar–translation approach, however, a mixture of both was ultimately used.

The effectiveness of the teaching methods used was observed through the learners' reactions in the classroom environment as well as the participants' feedback from the interviews on what works and what does not. Through the observations carried out in all three cases it was observed that learners do not always pay attention when the teacher speaks only in English (learners' home language), however, they tend to pay better attention when the teacher uses the direct method, as they need to focus to make sense of what the teacher is saying or explaining. Through the interviews conducted it was noted that all teachers believe that the direct method must be used so that learners obtain the necessary exposure in the additional language. However, these same teachers have also found that they need to use the grammar–translation approach within their classes so that learners understand what they say. This was the finding across all three cases.

Barriers experienced in the co-ed school's environment, according to the interviews, are that the curriculum standards and expectations are too high for the overall capabilities of the learners in the additional language classes, and they also do not

promote using the language practically. The language barrier of the language standard being too high level identified by teacher 4 is in line with what Agnihotri (1995) argued in chapter 2 of this study. Agnihotri (1995) stated that multilingualism is key in the additional language classroom to assist learners in understanding the language better. Multilingualism cannot be achieved if the curriculum standards of an additional language are too high, The main barriers preventing the effective teaching of Afrikaans as an additional language in the co-ed school environment in terms of teacher preparedness are that teacher are not prepared to teach the subject when studying at university and they are not given the necessary skills to teach the subject. Lack of resources is also a major obstacle experienced in the co-ed school environment. Within the all-girls school environment a language barrier was identified due to learners not being exposed to the additional language enough. It was also found that learners are not confident in speaking the additional language due to possessing insufficient knowledge or practical skills of the language. A major barrier identified in the all-boys' case was teacher unpreparedness to teach an additional language. Teacher 12 noted that student teachers need to receive more practical experience before entering the field. Another barrier identified was the overflow of assessments as prescribed by CAPS. The overflow of assessments was a barrier across all three cases, as well as insufficient time to implement the practical aspect of the language.

The main suggestion that came from the co-ed school environment was that teachers need to speak in the language of learning and teaching (Afrikaans) so that learners acquire more exposure to the language. Further suggestions were that the curriculum needs to be adapted to make room for teaching the learners more practical phrases that they can use outside of the school environment. The last suggestion was that prescribed curriculum work needs to be made more interesting to fit and attract the attention of the modern child. The main recommendations made by participants in this all-girls' case study was that teachers of additional language need to come up with new innovative ideas to encourage learners to want to learn the additional language. Another main recommendation is that CAPS needs to make adjustments in terms of the number of assessments in the current curriculum and put more focus on making the language practical, such as incorporating more oral assessments.

4.5 SUMMARY OF FINDINGS

The main teaching method used by additional language teachers as ascertained throughout the study is the grammar–translation approach, with some use of the direct method. In the classroom setting, there were provisions made for independent work and reflection on answers, which forms part of the focus of the flipped classroom approach. Throughout the interview processes the teachers involved indicated that the method they find effective within the classroom is mostly the grammar–translation approach, especially with the junior students. Regarding the senior students in grades 10–12, they stated that they can still endeavour to use more of the direct method of instruction due to these students having a better understanding of the additional language.

Further findings were that the participants of the interview process felt that what CAPS prescribes teachers to do in the classroom in terms of methods and workload was unrealistic and did not leave much room for teaching learners the necessary practical vocabulary of the language. This is due to CAPS being extremely assessment driven according to the participants of this study, leaving little time in the classroom for the practical use of the language. As stated by teacher 1 in the all-boys' case study, by not preparing students for outside life and being so “ineffective” are some of the biggest obstacles of CAPS evident in this research. In terms of curriculum, all participants in this study indicated that CAPS do not make provision to teach learners the practical usage of the language. A last major obstacle identified was that teachers are not fully prepared to teach an additional language, as confirmed by teacher 4 (participant 12 in this study) in the all-girls' case study, where she stated that the fundamentals are not taught in primary school, and this carries through to high school.

A crucial approach to additional language teaching highlighted in this study is having to use a translation method or some variation thereof. Data presented in section 4.4 of this study indicated that using the direct method does not aid learners in understanding the language fully, or each lesson for that matter. This was measured by observing learners' reactions and answers within the classroom setting. The main recommendations made by participants are that teachers of additional language need to come up with new innovative ideas to encourage learners to want to learn the additional language. Another main recommendation is that CAPS needs to be adjusted

in terms of the number of assessments that are in the current curriculum and more focus needs to be put on making the language practical, such as incorporating more oral assessments.

4.6 SUMMARY

From the data above, it is clear that CAPS, along with the preparedness of teachers to teach an additional language, limits additional language teachers' ability to teach Afrikaans as an additional language effectively. Regarding the problem of limited methodologies currently used in the additional language classroom and whether these methods are effective, which is the aim of this study, this chapter provided the findings. The findings of the interviews conducted with six teacher participants as well as the observations done in the six other participants' classrooms helped to explore and answer the research question. To be able to answer the research question, this chapter first described the profiles of the participants in this study. Secondly, the themes and sub-themes that emerged from the examination of the data using the thematic analysis technique were presented. The third step entailed the theme discussions within the different cases. Themes were related to the data provided by the participants and confirmed by referencing the viewpoints of other writers from the literature review and published literature. Similarities and differences between the three cases were highlighted. Finally, a summary of the findings was outlined as well as the data related to each broad theme and its sub-theme/s. The analysis of data completed in this chapter sets the tone for the next chapter. Chapter 5 presents the summary, recommendations, and conclusion of the study.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter the findings of the empirical study were discussed and outlined. The data analysis led to the description of the findings within this study. This chapter gives an overview of the entire research and provides a logical conclusion. All chapters that were completed in this research report are briefly discussed. This chapter discusses the literature review of the research, provides a summary of the empirical study, and the synthesis of the outcomes. The synthesis of the findings of the empirical study were used to compare the results with the literature review. Based on the findings of this research, this chapter provides the answers to the research questions. The limitations of this research study along with its loopholes are also discussed. The limitation section of this research paper is regarded as extremely important, as it will be of benefit for the conducting of future research. This chapter lastly provides meaningful future scope along with recommendations of which methodologies in the additional language classroom need to be used for achieving sustainable learning, as well as what could be changed within the additional language curriculum to make learning an additional language more effective for the learner and teacher.

5.2 A SUMMARY OF THE LITERATURE REVIEW

The literature review reported on in chapter 2 of this study was conducted to establish what research had already been done on the topic under investigation, as well as to guide and support the justification for this study. It was also conducted to establish a theoretical framework on which to base the research that this study reports on. This literature review made clear that vocabulary should be the cornerstone of learning an additional language, as confirmed by Alqahtani (2015: 1), who states that “vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication”. In chapter 2 of this study, the review of literature also emphasised that teaching language or vocabulary effectively to additional language students is important for them to be able to make the language their own, and in return be able to use it in a practical setting. This was confirmed by Yalden (1987: 21), who stated that language acquisition is thus a gradual accumulation of small parts, and it is the responsibility of the learner to “resynthesize” the language that has been taught. He further emphasised this fact by

stating that the responsibility to ensure the practical use of a language is put to the learner, and if the smaller parts have not been sufficiently taught, the synthesising of the language will not be effective.

Literature revealed several barriers to teaching an additional language, as identified by Haukås (2016), who spoke about collaboration with other languages such as the learners' home language. Pretorius and Machet (2004: 129) and Owen-Smith (2010) also reported on the same topic. Zama (2014) reported on teacher readiness to teach an additional language and Van der Wal (2004: 5) and Lawrence (2011) reported on learners not having the necessary skills to learn basic aspects of a new language due to a lack of being taught the skills at primary school level.

Different methodologies that are currently being used by additional language teachers according to literature were reported. Wilkens (1972), Renter (2020) and Garza (2014) reported on the flipped classroom approach. The grammar–translation approach as well as the communicative language teaching approach (direct method) were reported on by Scott (2005). In the findings in chapter 4 of this study, it was investigated whether these methods are used in practice.

What could not be found during the research was teachers' experiences on what works within an additional language classroom and what does not work, or what prohibits additional language teachers from being able to teach effectively. Establishing this gap within the literature available as well as being an additional language teacher motivated this researcher to continue her efforts to understand what teachers try and do to teach the additional language effectively despite facing multiple challenges, as outlined in chapter 2, section 2.4.2.

A summary of the empirical study that was conducted for this study will now be provided.

5.3 A SUMMARY OF THE EMPIRICAL STUDY

Using the correct teaching methods is critical to additional language learning. In chapter 1, sections 1.3 and 1.4, the problem statement and research questions were identified, with the main research question being established as follows:

What are teachers' perceptions of the effectiveness of the approaches and methods used in teaching the Afrikaans Additional Language curriculum?

Five research sub-questions arose from this main research questions, each of which, including the main question, is covered in more detail in section 5.5 of this chapter under the heading 'Conclusions'.

The research design, or "framework for action" (Durrheim, 2006: 34), was also briefly addressed in chapter 1, section 1.6, and covered the following three aspects: (i) the research paradigm, (ii) research approach, and (iii) research strategy. An interpretivist research paradigm was selected for this explorative qualitative study, and the rationale for adopting a case study as the research strategy was explained. Each of the aforementioned were addressed in more detail in chapter 3. The population for this study comprised Afrikaans Additional Language teachers who have experience in the practical aspect of the language.

Second language learning in South African schools is of supreme importance given the multilingual nature of the country. However, according to Lenyai (2011) there is no certainty that additional language teachers, especially in the foundation phase of schools, have the skills to teach literacy in the first additional language and produce competent learners. Lenyai (2001) emphasised the importance of teachers' methods that encourage children to communicate in the additional language, otherwise the children might not acquire the competence needed to use the language for learning.

Having failed to identify any reference in the literature to what teachers experience in the additional language classroom, the researcher was interested in investigating the impact of various factors on additional language teaching methods used. The purposive sample was made up of 12 participants who also met the following criteria: (i) they indicated their willingness to participate in this study, (ii) they were available to participate, and (iii) they have been teaching Afrikaans Additional Language for several years or have recently entered the additional language teaching sphere.

The selection of the participants for this study is discussed in detail in chapter 3, section 3.4.1 of this study. Once the necessary permission from the Western Cape Education Department and the various schools was obtained, as well as the necessary ethics

clearance from the College of Education at UNISA, the data collection process commenced. Using non-participant observations and open-ended interviews to engage with participants, the interviews were recorded with the permission of those present. Using the six-phase thematic analysis model of Braun and Clarke (2006, 2012), the dataset was coded into four main themes: (i) Teaching methods used by the teacher, (ii) Effectiveness of teaching methods used, (iii) Barriers preventing the effective teaching of an additional language, and (iv) How to improve teaching an additional language. Using verbatim and edited quotes taken from the various transcripts as well as referring to participants in an indirect manner, each theme was analysed and discussed in chapter 4. The synthesis of these findings, including any similarities or differences between the literature review and the study conducted, are presented in the next section.

5.4 SYNTHESIS OF THE RESEARCH FINDINGS

The research findings are synthesised in this section and this section further compares the findings to the literature review discussed in chapter 2. In addition, the researcher highlights the similarities and contradictions found in the comparisons made between the participants' views and the literature.

The researcher found one obvious contradiction between the findings and the literature review. Haukas (2016) stated that teachers teaching a third language in Norway think that collaboration across languages could enhance students' language learning experience; however, no such collaboration currently exists in Norway. This statement contradicted with the research findings, which indicated that most participants use both English and Afrikaans in the Afrikaans Additional Language classroom where English is the learners' home language, although they do feel that Afrikaans (direct method) needs to be used in the additional language classroom on its own. With regard to language usage to teach an additional language, there was also a similarity between the research findings and the literature. Corson (2009) stated that since schools have a choice in what language(s) they can use within the school environment, this shows that more than one language is available to reach the learning objectives. The three schools used in the case studies involved have English as a home language and Afrikaans as an additional language. This indicates that English is available to teachers to use to master the relevant goals in the additional language.

Although Agnihotri (1995) broadly observed that multilingualism should be used in the classroom setup, this was not always the case. Shayne (2020) confirmed Agnihotri's statement where he said that instruction in the primary school years happens largely in a language that some children barely understand, in other words, the additional language. This observation made by these two researchers was found to be in line with the research findings, with participant 12 of the all-boys school stating that learners arrive in grade 8 and are still functioning on a grade 4 level of Afrikaans. Another similarity between the research findings and the literature review is that learners struggle to read or do not have a functional command of Afrikaans due to being taught by teachers who do not have the skill to teach them. This finding is in line with what Lawrence (2011) stated in chapter 2 when he said that learners struggle to read, as they were taught by teachers who lack the skill to teach them how to read. This similarity is also in line with how participants felt in terms of being ill prepared to teach an additional language due to not receiving the necessary skills or training during their varsity years.

The last similarities between the literature review and the research findings are with regard to approaches used in additional language teaching. The three approaches listed in the review by Delbio and Lankumaran (2018), namely, the flipped classroom approach, grammar–translation approach and communicative language teaching, also referred to as the direct method, were all mentioned in the research findings. All participants favoured one approach the most and this was the grammar–translation approach. The flipped classroom was described by Garza (2014) as an approach that requires learners to prepare before class, which was in line with what the two participants who used this approach expected from their students. The one teacher expected her students to translate a poem they were going to discuss the following day before they started the work the next day.

In conclusion, if the focus of the curriculum is placed on learners' needs and not on assessments as indicated in the findings, the acquisition process of an additional language can improve tremendously. More time would also be made available to reach the practical goals of an additional language as outlined in CAPS (2011). Teachers also need to use the languages available to them in the classroom (learners' home language) to aid in teaching the additional language.

5.5 CONCLUSIONS CONCERNING THE RESEARCH QUESTIONS

The study focussed on the perceptions of Afrikaans Additional Language teachers on the methods used in the additional language classroom. The findings in this regard are outlined below by addressing the four sub-questions and the main research question of this study, as identified in chapter 1, section 1.4.

Sub-question 1: What teaching methods are used in teaching Afrikaans as an additional language?

Most participants believed that the direct method should be used in the additional language classroom, but this was not always possible due to learner participants “predominantly not using Afrikaans at home” (Nel et al., 2019: 592). Although using the direct teaching method has its advantages due to learners being exposed to the language, there are also some concerns with regard to this method. Myburgh, Poggenpoel and Van Rensburg (2004: 573) raised a concern about the common practice of teaching and learning that is conducted primarily in the learners’ second or third language in South African schools. This could possibly be a concern due to learners developing a negative attitude towards the learning process of the second or third language, as they do not understand it fully. This practice of teaching and learning that is conducted in the learners’ second or third language goes against Krashen’s monitor model or, more specifically, his acquisition versus learning hypothesis, where acquisition is supposed to happen spontaneously. The practice of teaching in the learners’ second or third language links with learning the language according to Krashen’s model, however, it does not lead to acquisition of the second or third language.

The main teaching method used by all participants was the grammar–translation approach. Le Cordeur (2016) and Van der Walt (2016) argue that if one wants learners to achieve success in a multilingual classroom such as the Afrikaans First Additional Language classroom, one needs to use the resources (languages in the class) to one’s advantage. This entails that learners’ home language needs to be used to aid the learning of the additional language. It was further stated by Van der Walt (2016) that if learners are not given this opportunity to use the languages available to them, they are being deprived of the tools and learning methods needed for effective teaching. By

letting learners use their home language to aid learning the additional language, one affords them the necessary confidence for the use of the additional language.

A minority method used was the flipped classroom teaching method. As mentioned in chapter 2, section 2.4.3, according to Vitta and Al-Hoorie (2020) flipped learning has become a popular approach in second language teaching. In this approach, the normal way of teaching is flipped, where learners are required to come to class prepared; in other words, homework needed to be completed beforehand and class time is then devoted to practice, discussion and higher-order thinking tasks to consolidate learning. The participants who were interviewed was asked if they use the flipped classroom approach and some responded by saying that due to COVID-19 the learners are cognitively behind and cannot cope with using a method such as this.

Sub-question 2: What teaching theories are crucial in teaching Afrikaans as an additional language?

The teaching theory that emerged from the data collection process that is crucial in teaching Afrikaans as an additional language is the social interactionist theory by Vygotsky, where learners primarily learn from their interactions with knowledgeable adults or others. As noted by Mcleod (2022: 1), "Vygotsky proposed that children are born with elementary mental abilities such as memory and perception and that higher mental functions develop from these through the influence of social interactions".

Most participants in the general classroom environment applied this theory where they interacted with the learners and gave them the correct words to use. This also entails part of Krashen's input hypothesis. This theory was further applied in group work settings where participants indicated in the interview process that they provide children with a poem to translate on their own or in groups. During this process the learners interact with their peers to assist each other to finish the assigned activity. The application of this social interactionist theory could also be seen with the observation of the oral lesson of participant 5, where learners were assisted to get to the words that they needed to use.

Sub-question 3: What teaching methods are advocated in the CAPS curriculum?

The main focus in terms of teaching methods used in the additional language classroom advocated for by CAPS is the use of the direct method as far as possible to give learners the necessary exposure needed to master the language. CAPS (2011: 11) states the following: “Om ’n addisionele taal goed aan te leer, moet ’n mens soveel as moontlik daaraan blootgestel word. Daarom behoort onderwysers te verseker leerders luister na en lees Afrikaans vir ’n wye verskeidenheid doeleindes. Hulle moet geleentheid kry om na Afrikaans te luister vir inligting en begrip (soos nuusuitsendings) en vir genot (soos ’n verhaal of ’n lied). Belangriker nog is dat leerders geleentheid moet kry om Afrikaans te lees en daarna te kyk vir inligting (soos ’n verduideliking met ’n gepaardgaande diagram), genot (soos ’n tydskrif) en literêre waardering (soos ’n gedig).” All participants indicated that due to the amount of assessments that CAPS requires, there is no time to focus on the practical use of the additional language or to give learners time to practice the language. This fact highlighted by participants in this study contradicts what CAPS (2011: 11) requires in terms of an additional language. “Hulle moet geleentheid kry om Afrikaans te gebruik vir interpersoonlike redes (soos ’n gesprek), om hul kreatiwiteit te ontwikkel (soos om ’n gedig voor te dra, vir rolspel, ens.), om kognitiewe akademiese vaardighede te ontwikkel (soos deelname aan ’n debat) en om vir die werkplek voor te berei (soos deelname aan ’n onderhoud).” There is no time or space left in the curriculum to reach this goal that CAPS requires from schools.

Sub-question 4: What barriers do teachers experience in teaching the practical skills that are required of an additional language according to CAPS?

The biggest obstacle that all participants highlighted was the curriculum, which prevents them from effectively teaching the additional language. This, according to participants and as shown in chapter 4, section 4.4 is due to the curriculum being too assessment focused and not leaving any extra space for practical application of the language. All participants interviewed indicated that varsity did not prepare them with the necessary methodologies to teach Afrikaans as an additional language, as the focus at varsity was purely on home language or on a more sophisticated level of Afrikaans. Where additional language simply requires the learner to be able to use the language in social contexts, no sophisticated language is needed. Some participants

also noted that at varsity level there is no distinction between home, first or second additional language levels, which leaves teachers with gaps in their methodologies.

A small barrier indicated by participants was the negative mindset and lack of exposure towards Afrikaans as an additional language. It was noted that students do not acquire adequate exposure to the additional language outside of the classroom and, due to the demographic of learners in certain schools, sometimes not inside the classroom as well.

Sub-question 5: What recommendations do teachers have in ensuring the effectiveness of teaching Afrikaans as an additional language?

The main recommendation from the study was to incorporate more oral assessments within the curriculum and classroom so that learners can master the practical use of the language. This recommendation links with the findings of Krashen's monitor hypothesis, where the more learners speak the additional language the more knowledge they build, and they end up being their own monitor and correcting their own utterances. More oral assessments would benefit the learner due to the lack of exposure experienced outside of the classroom. Another recommendation was to break the current curriculum up over the different grades and create building blocks to eventually create a full picture where the learners will be fluent in the language. The participants who suggested this stated that the current curriculum is too full every year, resulting in teachers rushing to finish the curriculum and not spending sufficient time on mastering aspects thereof.

Main research question: What are teachers' perceptions of the effectiveness of the approaches and methods used in teaching the Afrikaans Additional Language curriculum?

All participants used the grammar–translation approach in their lessons, as they are of the opinion that merely using the direct method is not always effective. Participants indicated that translating even only certain aspects of the language or concepts taught in a lesson aids learners' understanding and enhancement of the curriculum content. Teacher participants further agree that it is time for curriculum reform to make space for the modern additional language learner. Curriculum planners need to be made

aware of the obstacles additional language teachers experience in class and this needs to be incorporated into curriculum planning. CAPS advocates for teachers to focus on using the direct method in the classroom when teaching the additional language, which in theory seems applicable. All participants agree that the direct method should be used, however, due to the dynamics of their learners, using only the direct method, according to these teachers, does not assist them to reach CAPS goals. Some of the participants felt that more time is needed to focus on teaching learners the practical use or practical phrases that will be useful in the additional language, however, CAPS does not afford them the time to teach learners these practical aspects.

The limitations of the study are presented in the following section.

5.6 LIMITATIONS

Although this study was well laid out, there are certain limitations that need consideration. The biggest limitations of the study were the number of selected participants, as only 12 teachers participated in the study, making the study's findings limited to the perceptions of those 12 teachers. The findings might have been different if data were collected from more participants. Further limitations that need to be considered for this study are limitations to using case studies. However, the purpose of this research was to gather in-depth data from teachers of Afrikaans as an additional language and these findings should act as a basis or opportunity for further research.

Some of the limitations of case study research applicable to this study will now be discussed. There are eight limitations as identified by Hodkinson and Hodkinson (2001), and the limitations below have been chosen as they are applicable to this study.

5.6.1 There is a great deal of data to analyse

It was emphasised by Hodkinson and Hodkinson (2001) that case studies, as were used in this study, provide the researcher with a vast amount of data that they need to work through. There was also greater focus on the feedback of some participants than others, leaving possible data that might be interesting and important (Hodkinson & Hodkinson, 2001: 8) out of the feedback report.

5.6.2 The complexity examined is difficult to represent simply

Hodkinson and Hodkinson (2001: 10) explain that, in situations where case studies reveal some of the “complexities of social or educational situations”, it can be a challenge to represent these in all their subtleties. They further explain that writing is a linear process, “with a beginning, middle and end, but much of what case study research reveals is simply not like that” (ibid: 9). This was evident during the writing up of data in this study, as the focus was on the key aspects of the identified themes, and something relevant that a participant might have said may have been missed.

5.6.3 Case studies are not generalisable in the conventional sense

Case studies, by definition, make no claims about being “typical” (Hodkinson & Hodkinson, 2001).

Factors identified by Hodkinson and Hodkinson (2001: 11) that make case studies non-generalisable to a larger population are the sample that is “small” and “idiosyncratic” as well as data that is “predominantly non-numerical”. These factors identified by them are compared to this study below.

Some of the participants identified in Table 4.1 of this study with only a few years’ experience (5–6 years) spent two of those years teaching during the COVID-19 pandemic, thus limiting their perceptions of what might work and what might not work within a classroom. This resulted in not being able to compare to what extent the views and opinions of the 12 participants are similar or different to past additional language teachers, or teachers just entering the additional language classroom (post-COVID-19), making it difficult to establish whether the data collected are representative of the larger Afrikaans Additional Language teacher population.

Having established and discussed the limitations of this study, the recommendations to the Department of Education on necessary CAPS changes to assist additional language teachers to be more effective in the classroom will be discussed below.

5.7 RECOMMENDATIONS

The study's recommendations are based on the findings and, more specifically, on the themes identified in chapter 4 (section 4.2.2), in line with the theoretical framework presented in chapter 2 (section 2.6). In investigating whether the current methods used

in the additional language classroom are effective, the findings led to the following recommendations for the Department of Education with regard to the curriculum, and recommendations to teachers with regard to how they can assist additional language learners more effectively.

5.7.1 Recommendations for the Department of Basic Education

The Department of Education can firstly look at the preparedness of teachers when it comes to teaching an additional language and identify where a need for assistance lies. The department can then offer skills training and educational support from content specialists to ensure that teachers acquire the necessary skills to be able to reach the curriculum goals effectively. The department could take it a step further and make recommendations to higher education institutions as to what they require from teachers at school level. If teachers are not upskilled in this regard, this will affect the learning outcomes of students in schools. Further recommendations to the Department of Education are that they need to look at the focus points of an additional language and adapt the curriculum to suit those focus points; for example, by making more space for practical use of the language in the curriculum. This could be done by involving active additional language educators through the use of focus groups and feedback sessions, seeing that these educators are the people who work with the curriculum on a daily basis.

5.7.2 Recommendations for additional language teachers

Additional language educators should strive to learn new methods and approaches on a daily basis. Due to the existence of certain barriers identified in chapter 4, section 4.4 of this study, new approaches and innovations in the classroom to circumvent these barriers will keep the learners interested in a language that is not familiar to them. Barriers such as not being confident in the language and having a lack of exposure to the language outside the classroom dampen learners' motivation to learn a new language or put in the necessary effort. Moreover, teachers need to try to learn the languages or acquire some sort of competency in the languages spoken in the area that the school is situated in. This would not only benefit the learners, but also the teachers with their teaching methods. Although CAPS advocates to use the direct method in the classroom, teachers need to remember that multilingualism in the classroom involving learners' home language will aid in learners acquiring the new or

foreign language quicker, as in so doing, they will be able to link new concepts of the additional language to their home language, which is known to them. Some participants mentioned in chapter 4, section 4.4 that the mindset of learners is a barrier to teaching in the classroom, and this can be dealt with if teachers try and come up with creative ways to teach the additional language or encourage practical use of the language in the classroom setting.

5.8 SUGGESTIONS FOR FURTHER RESEARCH

The literature review in this study as well as other research carried out clearly revealed that there is little written about teachers' experiences in the additional language classroom or what barriers prevent them from teaching effectively. This study and the findings of this study show that there is still much to be discovered about how additional language – or, for the purpose of this study, Afrikaans Additional Language – can be taught effectively to reach the outcomes as indicated in CAPS (2011). Suggestions for further research include the need to discover how the Afrikaans Additional Language CAPS (2011) document can be adapted in order that the purpose of the additional language, which entails the practical use thereof, can be reached easier. It is suggested that this can be achieved by involving a bigger sample group of teachers to come up with various ideas in the form of a focus group. It is important that these curriculum reform ideas come from Afrikaans Additional Language teachers themselves, as it is them who are using the teaching methods in practice and work with the actual curriculum. Further research suggestions would be to investigate the additional language challenges learners experience within the additional language classroom. This will help guide further practices used within a school environment, in order to better cater for the learner.

5.9 CONCLUSION

This study began with the realisation that insufficient focus is placed on additional language teaching and, more specifically to this study, Afrikaans Additional Language. The focus of this study was to establish what additional language teachers experience in the classroom and what barriers prevent them from reaching the goals of an additional language, as outlined in CAPS (2011).

This final chapter of this study began with a short introduction, followed by a summary of the literature review and then a summary of the empirical qualitative study conducted. A synthesis of the findings provided was also outlined and the findings of each of the research questions were addressed in detail. Lastly, the limitations of this study were outlined and suggestions for possible further research were provided. To conclude this study, a summary of the research followed by some concluding remarks will be given.

It was established that the main function of an additional language according to CAPS (2011) is to ensure that learners have the basic communication skills necessary to survive and communicate in a society. The problem statement identified in this study thus entailed that teachers are not necessarily equipped with the needed methods or approaches to teach the practical skills required of an additional language, and instead revert to using the textbook as the method of instruction. This research was based on two theories of learning that focus on language acquisition: Stephen Krashen's monitor model as well as the social interactionism theory of Vygotsky and Bruner. Barriers to teaching additional language identified in the literature review of this study include lack of exposure to the language, learners not being able to read the language, and teachers not incorporating the learners' home language in the additional language classroom. Approaches identified in teaching an additional language explored in this study in chapter 4 are the flipped classroom method, communicative language teaching or direct method and the grammar–translation approach. The data collection methods used within this qualitative study to answer the research questions were observation and interviews with open-ended answers. The data collected through these methods was analysed using the six steps of thematic analysis. It was determined that the most common approach used in all participants' classrooms that was found to be effective was the grammar–translation method.

The research findings of this study clearly show that additional language educators are frustrated with the way the curriculum does not support the effective acquisition of an additional language, which leads to a need for change to assist additional language educators to teach their students more effectively.

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LIST OF APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE – UNISA



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2022/08/10

Ref: **2022/08/10/64008592/25/AM**

Dear Ms A Horak

Name: Ms A Horak

Student No.:64008592

Decision: Ethics Approval from
2022/08/10 to 2025/08/10

Researcher(s): Name: Ms A Horak
E-mail address: 64008592@mylife.unisa.ac.za
Telephone: 0838254990

Supervisor(s): Name: Prof G. van den Berg
E-mail address: vdberg@unisa.ac.za
Telephone: 012 429 4895

Title of research:

**TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF CURRENT AFRIKAANS
ADDITIONAL LANGUAGE TEACHING METHODOLOGIES**

Qualification: MEd Curriculum studies

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2022/08/10 to 2025/08/10.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2022/08/10 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2025/08/10**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2022/08/10/64008592/25/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
 motlhat@unisa.ac.za



Prof Mpine Makoe
ACTING EXECUTIVE DEAN
 qakisme@unisa.ac.za

APPENDIX B: ETHICAL CLEARANCE CERTIFICATE – WCED



Directorate: Research

meshack.kanzi@westerncape.gov.za
 Tel: +27 021 467 2350
 Fax: 086 590 2282
 Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20220804-4857

ENQUIRIES: Mr M Kanzi

Mrs Angelique Vaughan
 3A Alphen Hill complex
 71 Waterloo Road
 Wynberg
 7800

Dear Angelique Vaughan,

RESEARCH PROPOSAL: TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF CURRENT AFRIKAANS ADDITIONAL LANGUAGE TEACHING METHODOLOGIES.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **5 August 2022 till 30 September 2022**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Mr M Kanzi at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
 Western Cape Education Department
 Private Bag X9114
 CAPE TOWN
 8000**

We wish you success in your research.

Kind regards,
 Meshack Kanzi
Directorate: Research
DATE: 5 August 2022

A handwritten signature in black ink, appearing to read 'Meshack Kanzi'.

APPENDIX C: PARTICIPANT INFORMATION SHEET

Date

TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF AFRIKAANS ADDITIONAL LANGUAGE TEACHING METHODOLOGIES

DEAR PROSPECTIVE PARTICIPANT

My name is Angelique Horak and I am doing research under the supervision of Mrs G van den Berg, a Professor in the Department of Curriculum and instructional studies towards a M.ED at the University of South Africa. We are inviting you to participate in a study entitled TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF CURRENT

AFRIKAANS ADDITIONAL LANGUAGE TEACHING METHODOLOGIES

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could improve the methodologies Afrikaans Additional Language teachers use in the future.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you are or have been teaching Afrikaans Additional language within your prospective school for a certain period of time.

I obtained your contact details from your subject head. There will be a total number of 12 teachers involved in this study. Four teachers from each school chosen.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

Describe the participant's actual role in the study.

The study involves semi-structured interviews and observations that will be done by the researcher (me). The interviews will be audio taped to help the researcher keep up with the interviews and be able to transcribe it after the data collection. The types of questions that will be asked will be methodology related with regard to how you teach Afrikaans Additional Language. Time needed to conduct the interviews will be approximately 15 minutes per participant and the observations will need an academic period to complete.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent (adult)/ assent (participant younger than 18 years old) form. You are free to withdraw from the research at any time if you feel your anonymity is brought in to disrepute. This research however will not be personal or subject you as a participant to any vulnerabilities.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Possible benefits of taking part in this study is making a difference to how teachers teach Afrikaans Additional language in the future thus contributing to educational practices that may affect learners.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

Any inconvenience to the participants of this study will be the inconvenience of time needed to complete the various data collection initiatives. No other dangers or harm to participants involved in this study.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research (this measure refers to confidentiality) OR Your name will not be recorded anywhere and no one will be able to connect you to the answers you give (this measure refers to anonymity). Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings (this measure refers to confidentiality).

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Absolute anonymity is not always ensured but in this study it will be ensured as far as possible as mentioned above that participants will be given a code as an identity. The research methods used in this study also allows for participants to have a better sense of anonymity due to them not being exposed to other participants in the data collection process.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in the researcher's home for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. If necessary any electronic or hard copies will be permanently destroyed by shredding the hard copies and permanently deleting the electronic copies.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

No participant will receive any payment for participating in this research.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of the (identify the relevant ERC), Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Angelique Horak on 0838254990 or email Angelique.horak@gmail.com. The findings are accessible for a period of 2 months after research has been submitted.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Angelique Horak @ Angelique.horak@gmail.com.

Should you have concerns about the way in which the research has been conducted, you may contact Prof van den Berg @ gvdberg@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Angelique Horak

APPENDIX D: INTERVIEW QUESTIONS

RESEARCH TITLE: TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF AFRIKAANS ADDITIONAL LANGUAGE TEACHING METHODOLOGIES

1. How old are you?

2. How long have you been teaching Afrikaans Additional language for?

3. What degree did you study?

4. Explain whether you believe that varsity prepares a teacher to teach an additional language

5. In your experience as an Afrikaans Additional Language teacher, what do you believe are the most significant obstacles that prevent you as an additional language teacher from teaching Afrikaans to your students to be able to use it practically as outlined in CAPS (2011)

- 6. List the most effective teaching methods that you have found effective within the Afrikaans Additional Language classroom. (For e.g., just speaking Afrikaans in the classroom-Direct Method)**

- 7. If you could improve Afrikaans Additional language teaching, with regard to methods used to teach or what is outlined in the Afrikaans Additional Language curriculum (CAPS). What recommendations would you make?**

APPENDIX E: OBSERVATION SHEET

1. What is the average size of the class that the participant teaches?

2. Does the teacher use any of the teaching methods picked up through the research process? (flipped classroom, direct method, translation method etc.)

3. How do they implement their teaching method?

4. Do the learners respond well to the teaching method used by the participant? How is this evident?

5. What reinforcement techniques are used by the teacher within the classroom?

6. What language(s) are spoken by the teacher and learners within the classroom?

7. How does the teacher conclude the lesson?

APPENDIX F: INTERVIEW TRANSCRIPT**RESEARCH TITLE: TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF CURRENT AFRIKAANS ADDITIONAL LANGUAGE TEACHING METHODOLOGIES**

1. How old are you?

26

2. How long have you been teaching Afrikaans Additional language?

5 years

3. What degree did you study?

BA humanities (Afrikaans / Nederlands as main subjects) & PGCE

4. Explain whether you believe that varsity prepares a teacher to teach an additional language

No, because it is just home language. You get all the information and knowledge but are not taught how to teach it to a child that does not know the language at all or to break the language up for them.

5. In your experience as an Afrikaans Additional Language teacher, what do you believe are the most significant obstacles that prevent you as an additional language teacher from teaching Afrikaans to your students to be able to use it practically as outlined in CAPS (2011)

The biggest obstacle for me is the only exposure that my students get is what I do with them in class. The learners then exit the classroom but do not speak it or watch it or anything, which makes that the learners are not used to the language at all. If you look at CAPS in itself, it is incredible assessment based that there is no time for learners to expand their own

knowledge on the language or to grow in the language. A learner that for example cannot speak the language will not bother to attempt to analyse a poem because if they cannot speak it how can they understand it. This leads to learners not being able to use the language in the outside world. CAPS does not look at the learner but what we, as teachers need to be doing. It is a constant rush to be through the work prescribed by CAPS that there is no time to see whether the learner understands the language.

6. List the most effective teaching methods that you have found effective within the Afrikaans Additional Language classroom. (E.g., just speaking Afrikaans in the classroom – Direct Method)

The method used depends on the grade that you are dealing with, as with grade 8 and 9 you have to use the grammar–translation approach otherwise they do not understand. From grade 10, upwards it is easier to use the direct teaching method. I use initiatives like Afrikaans day where they are only allowed to speak Afrikaans. A lesson I then use to analyse myself in terms of the learners knowledge, where are they? Can they form a sentence? Can they ask me something in Afrikaans? I use this learner-centered method to see where my learners are. COVID dampened our abilities to use methods like the flipped classroom approach because learners became lazy. It is difficult to get them interested in their work unless you stand next to them.

7. If you could improve Afrikaans Additional language teaching, about methods used to teach or what is outlined in the Afrikaans Additional Language curriculum (CAPS). What recommendations would you make?

Break the curriculum up, like looking at what you have to do in what phase and not to try to push everything in to one grade. Breaking the work up will create a full image by the time the learner gets to the senior grades. Expecting learners to do everything in one year is asking too much of them. Another thing is to prepare teachers about to teach an additional language more in terms of how to teach it. If it were not for my team, I

would not have made it. I could teach Home language but did not know how to teach additional language.

ADDENDUM G: EDITOR LETTER

Freelance Editors SA

Impala Bend
Ashburton
KwaZulu-Natal
3201
South Africa

Cell: 083 659 4047

Email: freelanceeditorssa@gmail.com

Website: www.freelanceeditors.co.za

24-01-2023

To Whom It May Concern

This is to confirm that I, David Kaplan, a professional editor and proofreader, have edited Angelique Horak's academic paper, "Teachers' Perceptions of the Effectiveness of Afrikaans Additional Language Teaching Methodologies" as per academic standards.

Kind regards

David Kaplan

(Please note: this letter serves as digital confirmation of the above, and has therefore not been signed.)

APPENDIX H: CONSENT TO PARTICIPATE IN THIS STUDY (RETURN SLIP)

CONSENT/ASSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the audio recording of the interviews.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)

Participant Signature Date

Researcher's Name & Surname: ANGELIQUE HORAK