

TEACHERS' PERCEPTIONS OF LANGUAGE
DIVERSITY AT MULTICULTURAL PRIMARY
SCHOOLS IN GAUTENG

by

Preleena Ramlall

Submitted in part fulfilment of the requirements for
the degree of

MASTER OF EDUCATION

in the subject

SOCIO-EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

Supervisor: Prof. Salomé Schulze

November 2012

Student Number: 850-193-9

DECLARATION

I declare that **TEACHERS' PERCEPTIONS OF LANGUAGE DIVERSITY AT MULTICULTURAL PRIMARY SCHOOLS IN GAUTENG** 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.

SIGNATURE
(Mrs. P. Ramlall)

DATE

DEDICATION

This research report is dedicated to my grandfather, the late Mr. S. Beharie!

ACKNOWLEDGEMENTS

I would like to offer my sincere thanks to the following persons and instances:

- ✓ my supervisor, Prof. Salomé Schulze, for her continued support and helpful guidance throughout this research;
- ✓ Mr. G. Schulze, Prof. K. le Roux and Mrs. M. van Zijl, for the statistical analysis, the professional editing, and the layout of the document, respectively – their work is really appreciated;
- ✓ the schools, principals and the teachers, who so willingly participated in this research;
- ✓ my husband, Vikash, for his endless love, inspiration and patience - a special word of thanks;
- ✓ my children, Ashira, Kareena and Shahil, for their love and understanding;
- ✓ my mum, for believing in me; I really appreciate it very much;
- ✓ my uncle Baboo and aunty Dolly, for their support and care;
- ✓ my friends and family, for their support and encouragement.

Lastly, and most importantly,

thank you to our Creator, for giving me the strength and perseverance to complete this study.

ABSTRACT

South Africa has eleven official languages. In this diverse context teaching is a complex issue.

In the light of this statement, the aims of this study were to

- ascertain teachers' perceptions of language diversity in multicultural primary schools in Gauteng;
- determine their views on the factors that impact on the acquisition of English as a second language; and
- make recommendations on how teachers can best be supported to teach multicultural classes.

The study adopted a quantitative approach. A questionnaire was used to gather data, which was completed by 60 teachers from three Gauteng primary schools.

Significant conclusions include, that not all teachers are aware of the language policies. Most are in favour of English being taught from Grade one; believed the parents preferred their children to be educated in English, and were divided in their support of using mother tongue languages.

Finally, recommendations were made, emanating from the study.

TABLE OF CONTENTS

Declaration	(i)
Dedication	(ii)
Acknowledgements	(iii)
Abstract	(iv)

CHAPTER ONE: BACKGROUND AND ORIENTATION TO THE STUDY

1.1	INTRODUCTION	1
1.2	PROBLEM STATEMENT AND THE RESEARCH QUESTIONS	7
1.3	AIMS OF THE RESEARCH	8
1.4	DEFINITION OF THE CONCEPTS	8
	1.4.1 Teacher	8
	1.4.2 Second language acquisition	9
	1.4.3 First language	9
1.5	THE RESEARCH METHODS	10
1.6	OUTLINE OF THE CHAPTERS	11
1.7	CONCLUSION	11

CHAPTER TWO: LITERATURE REVIEW

2.1	INTRODUCTION	12
2.2	SOUTH AFRICA'S LANGUAGE POLICIES	12
	2.2.1 The Management of Language Policy.	12
	2.2.2 The Constitution of the Republic of South Africa	13
	2.2.3 Language in Education Policy (Act 27 of 1996)	14
	2.2.4 The Pan South African Language Board (PanSALB)	16
	2.2.5 The South African Schools Act (SASA)	17
	2.2.6 Curriculum 2005	18

2.2.7	Curriculum and Assessment Policy Statements	19
2.3	THEORIES ON SECOND LANGUAGE ACQUISITION	20
2.3.1	The Monitor Theory	21
2.3.1.1	<i>The acquisition-learning hypothesis</i>	<i>22</i>
2.3.1.2	<i>The monitor hypothesis</i>	<i>23</i>
2.3.1.3	<i>The natural order hypothesis</i>	<i>23</i>
2.3.1.4	<i>The input hypothesis</i>	<i>24</i>
2.3.1.5	<i>The affective filter hypothesis</i>	<i>24</i>
2.3.2	The Socio-cultural Theory	25
2.3.2.1	<i>The Zone of Proximal Development (ZPD)</i>	<i>26</i>
2.3.2.2	<i>Scaffolding</i>	<i>28</i>
2.3.2.3	<i>Interpersonal and intrapersonal interaction</i>	<i>29</i>
2.3.2.4	<i>The Socio-cultural Theory and the classroom</i>	<i>30</i>
2.3.3	Synthesis	31
2.4	FACTORS THAT INFLUENCE SECOND LANGUAGE ACQUISITION	31
2.4.1	The age of the students	32
2.4.2	The mother tongue	33
2.4.3	The power of English	36
2.4.4	Class size	37
2.4.5	The attitudes of the students and the parents	39
2.4.6	The role of the teacher	40
2.4.7	The effect of motivation	41
2.4.8	Summary	43
2.5	CONCLUSION	43

CHAPTER THREE: THE RESEARCH DESIGN AND DATA COLLECTION

3.1	INTRODUCTION	44
3.2	THE SPECIFIC RESEARCH PROBLEM	44

3.3	THE RESEARCH DESIGN	45
3.4	THE RESEARCH METHODS	46
3.4.1	Data collection	46
	3.4.1.1 <i>Sample</i>	46
	3.4.1.2 <i>The data collection instrument: the questionnaire</i>	47
3.4.2	Measures to ensure validity and reliability	50
	3.4.2.1 <i>The validity of the questionnaire</i>	50
	3.4.2.2 <i>The reliability of the questionnaire</i>	52
3.4.3	Pilot study	52
3.4.4	The administration of the questionnaire	53
3.4.5	Data processing	54
3.5	ETHICAL CONSIDERATIONS	54
3.6	LIMITATIONS OF THE DESIGN	55
3.7	SUMMARY	55

CHAPTER FOUR: THE RESULTS AND A DISCUSSION OF THE RESULTS

4.1	INTRODUCTION	56
4.2	THE RESULTS	56
	4.2.1 Section A: Biographical details of the respondents	57
	4.2.2 Section B: The influence of language policy in education	59
	4.2.3 Section C: Views on second language acquisition	61
	4.2.4 Section D: Views on factors that influence second language acquisition	66
	4.2.5 Open-ended question: The teachers' experiences of teaching in a second language, and their suggestions	74
	4.2.5.1 <i>Assistance to understand the mother tongue</i>	75
	4.2.5.2 <i>Parental support and involvement</i>	76
	4.2.5.3 <i>Age</i>	76

	4.2.5.4	<i>The size of the class</i>	76
	4.2.5.5	<i>Support strategies to support students</i>	76
	4.2.5.6	<i>The power of English</i>	77
	4.2.5.7	<i>Challenges</i>	77
4.3		A DISCUSSION OF THE RESULTS	78
	4.3.1	The influence of language policy in education	78
	4.3.2	Views on second language acquisition	79
	4.3.3	Views on factors that influence second language acquisition	81
	4.3.3.1	<i>The teachers' views on the impact of the students' age</i>	81
	4.3.3.3	<i>The teachers' perceptions of the power of English</i>	82
	4.3.3.4	<i>The teachers' views on class size as influencing factor</i>	83
	4.3.3.5	<i>The teachers' views on the attitudes of students and parents as influencing factor</i>	83
	4.3.3.6	<i>The teachers' perceptions of the role of the teacher</i>	84
	4.3.3.7	<i>The teachers' views on the effect of motivation as influencing factor</i>	84
4.4		SUMMARY	84

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1		INTRODUCTION	85
5.2		CONCLUSIONS	85
	5.2.1	The biographical details of the respondents	85
	5.2.2	The influence of language policy in education	85
	5.2.3	Views on second language acquisition	86
	5.2.4	Views on factors that influence second language acquisition	86

5.2.4.1	<i>The teachers' views on the impact of the students' age</i>	86
5.2.4.2	<i>The teachers' views on the impact of the use of the mother tongue</i>	87
5.2.4.3	<i>The teachers' perceptions of the power of English</i>	87
5.2.4.4	<i>The teachers' views on class size as influencing factor</i>	87
5.2.4.5	<i>The teachers' views on the attitudes of students and parents as influencing factor</i>	88
5.2.4.6	<i>The teachers' perceptions of the role of the teacher</i>	88
5.2.4.7	<i>The teachers' views on the effect of motivation as influencing factor</i>	88
5.2.4.8	<i>The teachers' experiences of teaching in a second language</i>	89
5.3	LIMITATIONS OF THE STUDY	90
5.4	RECOMMENDATIONS	90
5.4.1	Recommendations for teaching in class	90
5.4.2	Recommendations for further research	91
5.5	CONCLUSION	91
	BIBLIOGRAPHY	93
 APPENDICES		
	APPENDIX A: QUESTIONNAIRE	104
	APPENDIX B: LETTER TO PRINCIPAL REQUESTING PERMISSION TO CONDUCT RESEARCH AT SCHOOL	111
	APPENDIX C: DEPARTMENT OF EDUCATION, GAUTENG PROVINCE: PERMISSION T CONDUCT RESEARCH AT SCHOOLS IN GAUTENG	112
	APPENDIX D: LETTER TO TEACHERS	113
	APPENDIX E: GDE LETTER OF APPROVAL FOR RESEARCH	114
	APPENDIX F: RESEARCH ETHICS CLEARANCE CERTIFICATE	116

TABLES

Table 2.1	Frameworks for the study of SLA	20
Table 4.1	Biographical details of the respondents	58
Table 4.2	The teachers' views on the influence of language policy in education	60
Table 4.3	The teachers' views on second language acquisition	62
Table 4.4	The teachers' views on the impact of the students' age	67
Table 4.5	The teachers' views on the impact of the use of the mother tongue	68
Table 4.6	The teachers' perceptions of the power of English	70
Table 4.7	The teachers' views on class size as influencing factor	71
Table 4.8	The teachers' views on the attitudes of students and parents as influencing factor	72
Table 4.9	The teachers' perceptions of the role of the teacher	73
Table 4.10	The teachers' views on the effect of motivation as influencing factor	74

FIGURES

Figure 1.1	The language distribution in South Africa - Census 2001 (Statistics South Africa, 2003:14)	2
Figure 2.1	A model indicating the effects of the cultural and educational contexts on motivation in second language learning	42

CHAPTER ONE

BACKGROUND AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

All the countries in African are, indeed, multilingual and multicultural in varying degrees. Linguistic diversity is the single most important characteristic of the African nation (Anon, n.d.; Chumbow, 2009:22). However, African educationists have always believed that the African child's major learning problem is a linguistic one (Brock-Utne, 2005:549). The medium of education in most of Africa is still largely via a foreign language of colonial heritage such as English, French, Portuguese, Spanish, or another language, with the consequence that only an estimated 20% to 40% of the African population is educated in their home languages. This means that the larger majority, 60% to 80%, who do not speak the official foreign language, are marginalized and excluded from the development equation (Chumbow, 2009: 24).

South Africa is considered to be one of the most heterogeneous countries in the world (De Wet & Wolhuter, 2009:364). To South Africa is being referred as the 'rainbow nation', due to the country's cultural diversity. The population of South Africa is one of the most complex and diverse in the world with its 11 official languages. Statistics South Africa, 2003 (Beukes, 2004:1) indicates that some 25 languages are used in South Africa on a daily basis by more than 44.8 million people. Figure 1.1 below illustrates the above-mentioned language diversity of South Africans.

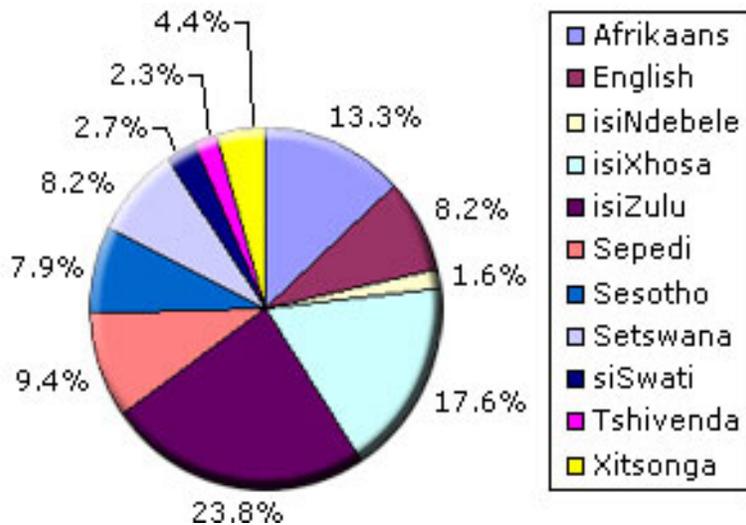


Figure 1.1 The language distribution in South Africa - Census 2001 (Statistics South Africa, 2003:14)

The figure shows that the majority of South Africans, almost 80% of the entire population, make use of an African language as their home language. According to the 2001 census, isiZulu is the mother tongue of 23.8% of South Africa's population, followed by isiXhosa, 17.6%, Afrikaans, 13.3%, Sepedi, 9.4%, and English and Setswana each, 8.2%. Sesotho is the mother tongue of 7.9% of the people, while the remaining four official languages are spoken at home by less than 5% each of the population.

The socio-political history of South Africa has contributed significantly to the exclusion of official multilingualism. For a long period English and Afrikaans were the official languages in South Africa, with the black languages being ignored (Meier & Hartell, 2009:189). Prior to the announcement of additional school models for the provision of education in South Africa in late 1990, all public schooling in South Africa had been segregated according to specific racial determinants (Freer, 1992:1). Black and white students not only attended separate schools, but different policies existed regarding the medium of instruction (De Wet & Wolhuter, 2009:359).

June 16 remains one of the most significant dates in the socio-linguistic history of South Africa. On that day in 1976 the children of Soweto protested against the use of Afrikaans in schools, thus against the government's apartheid policy. Even though the main reason for the protest was political, it was triggered by a decision by the National Party Government that Afrikaans, together with English, were to be the compulsory mediums of instruction in the secondary schools under the Department of Bantu Education. This strongly shows how central language is in the national life of a country (Webb, 2002:5).

From January 1991, under a new set of provisions, the possibility was created for state schools, which were exclusively white in racial composition, to admit children classified as 'coloured', Indian or African (Freer, 1992:1). For more than a decade South African education has now been characterised by integration, with the aim of accommodating the diverse nature of the society (Meier & Hartell, 2009:180). The integration of the schools resulted in the schools now having a linguistically diverse student population. The students speak different home languages, and demonstrate different levels of competence in the language of teaching and learning (Meier & Hartell, 2009:189).

In this linguistic diverse South African context teaching is a complex issue. It has increasingly become the task and responsibility of teachers to develop strategies to facilitate quality education for their students (Botes & Mji, 2010:123). MacDonald (in Du Plessis & Louw, 2008:54) reports that since the 1990s, when South African schools became culturally integrated, preschool teachers were confronted with the predicament of teaching in English, well knowing that all the students could not understand the content of the learning material. Meier and Hartell (2009:180) indicate that teachers in South Africa face great challenges, relating to its culturally diverse society, desegregation, changes in the educational systems and educational institutions, and the increasing cultural diversity in the schools. The teachers are required to teach and manage the students with cultures, languages and backgrounds that are unknown to them. Du Toit (in Meier & Hartell, 2009:180)

states that the opening of schools to all races does not automatically warrant mutual understanding and acceptance between teachers and students, and amongst the students themselves. They further indicate that this desegregation could, in fact, lead to tension and prejudice.

The teachers' perceptions and attitudes are formed, amongst others, by their personal experiences and professional education (Meier & Hartell, 2009:187). Rios (in Meier & Hartell, 2009:187) reports on numerous studies that indicate that teachers tend to cherish certain expectations, and to treat students belonging to certain groups differently. The racial as well as cultural backgrounds of the students are often a reason for this differential treatment.

Gagliardi (in Meier, 2005:170) states that the development of positive attitudes among teachers towards students from different ethnic, racial, linguistic and religious groups is a priority in teacher education worldwide. This is important in order for education structures and systems to meet the needs of students. It is, therefore, important for teachers to be skilled in meeting the diverse needs of all their students, especially with regard to the language of instruction.

As schools in South Africa are becoming increasingly multicultural, pressure is being put on the teachers to meet the needs of all students. However, from media reports it seems that the diversity in schools is not addressed well, and that teachers themselves are sometimes racially prejudiced (Marais & Meier, 2008:184; Meier, 2005:170).

As the handling of diversity in education is so complex, Meier and Hartell (2009:180) propose that teachers need to recognise the fact that differences exist, and that the differences have to be addressed. Similarly, Jansen (2004:118) reports that teachers often claim that "we see children, not colour", and that is exactly where the problem lies. The teachers claim not to see, and therefore ignore

differences in race and colour, and also in language ability, in their dealings with student diversity.

Au (2009:4) states that language is central to culture, and how we understand and treat language in our classrooms speaks to issues of power both inside and outside of education. In the classrooms the teachers are handicapped by virtue of their often monolingual status. This results in conceptual problems between teachers and students (Singh, 2005:334-335).

According to De Wet and Wolhuter (2009:369), as well as Heugh (2000:30), the education-in-language situation in the classroom has changed very slightly since 1994. Students are still instructed through the medium of either English or Afrikaans. Obanya (in Brock-Utne, 2005:549) also states that instruction is given in a language that is not normally used in the students' immediate environment, depending on where the school is situated.

The importance of language in education in South Africa is echoed in Section 29(2) of the Constitution which states,

“Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account equity; practicability and the need to redress the results of past racially discriminatory laws and practices”.

However, due to the diverse range of languages spoken in many of today's classrooms, English is often used as medium of instruction for practical reasons. The teachers are thus constantly faced with the challenge of students not understanding what they are being taught.

The impetus to conduct this research emanated from informal interviews with teachers that were conducted by the researcher whilst studying towards her Honours degree. Many of the teachers interviewed highlighted the difficulty they encountered teaching students who were unable to communicate in English. Most of the teachers interviewed were disgruntled by the fact that some students communicated in their own language, which the teachers were unable to understand. This, they believed, created an obstacle between the different race groups. The teachers seemed to have experienced this as a huge challenge, as they needed to adapt their teaching models, which they then viewed as an impediment instead of a resource. One of the teachers emphasized, "I am not sure if I am being cursed or being praised when students speak in their language".

As today's student population is the most diverse of any other that has ever adorned our schools, and the student population represents a rainbow of colours, languages, backgrounds and learning styles, it is the belief of the researcher that teachers, as well as aspiring teachers, could become despondent by the challenges they experience communicating in their classrooms. This could result in a decline in the teacher's performance, which inevitably will have a negative impact on the students' performance.

By identifying the perceptions held by the teachers on language diversity in their classrooms, and the approaches used to accommodate students from different language backgrounds in the classroom, recommendations could be made for addressing the problems. This study could also identify factors that may impact on the acquisition of English as a second language. This is in accordance with the recommendation by Meier (2005:172), who pointed out that few studies have been conducted on teachers' perceptions of, and attitudes towards culturally diverse groups in multicultural schools in South Africa, and their medium of instruction.

Regarding English as a second language, the teachers in South Africa often express feelings of ineptitude, as they do not know how to support English Second

Language (ESL) students with limited English proficiency (Nel, 2007; Nel & Muller, 2010). The White Paper 6 (Department of Education [DoE], 2001:6) distinctly states that students are unique and have varying needs. As attested by Meier (2005:170), the current integration of South African schools calls for teachers to actively take stock of their perceptions of students from diverse backgrounds, and to develop the attitudes, knowledge and skills that will equip them to teach effectively in culturally diverse classrooms, namely by supporting the students to acquire English-speaking skills.

The teachers today find themselves in classrooms with students who speak many different languages. Although there may be different views on the feasibility of using English as medium of instruction as opposed to mother tongue instruction, this situation will be influenced by the attitudes and the skills of the teachers with regard to the issue.

1.2 PROBLEM STATEMENT AND THE RESEARCH QUESTIONS

The problem that will be investigated in this study is: *What are the teachers' views on language diversity in multicultural primary schools?*

The study will specifically attempt to find answers to the following research questions:

- What are the teachers' perceptions as regards language diversity in the selected multicultural classrooms in Gauteng?
- What are the teachers' views on the factors that impact on the acquisition of English as a second language in the selected multicultural primary school classes in Gauteng?
- How can the teachers best be supported to teach in multicultural classrooms, with regard to language issues?

1.3 AIMS OF THE RESEARCH

The aims of the research are to

- ascertain the teachers' perceptions of language diversity in selected multicultural classrooms in Gauteng;
- determine their views on the factors that impact on the acquisition of English as second language in selected multicultural primary school classes in Gauteng;
- make recommendations on how teachers can best be supported to teach, with regard to language issues, in the selected classes in Gauteng.

1.4 DEFINITION OF THE CONCEPTS

1.4.1 Teacher

The words 'teacher' and 'educator' are often used synonymously. However, for the purposes of this study the term 'teacher' is used in line with current practices.

Downes (2010:3-4) states that the role of the teacher is to "model and to demonstrate". He sees the teacher as having a myriad of roles to play, namely that of:

- student – as everyone learns, from novices to professionals, and since the approach to learning may change over time, teachers will always have something to learn about teaching;
- curator – a caretaker and a preserver, but also a creator of meaning, guardian of knowledge, or an expert at knowing;
- salesperson – he is the champion of a cause or an idea. The salesperson is often thought of as a "big talker who will not do the project", but he still plays an important role in providing information, supporting beliefs and motivating action;

- convener –who brings people together. A convener is a network-builder and a community organizer;
- designer – the purpose of the designer is to create spaces for learning, whether they are in person, on paper or online.
- facilitator – such a person makes the learning space comfortable. The facilitator keeps things on track and within reason, gently nudges people forward, but without typically imposing his or her opinion or agenda onto the outcome.

1.4.2 Second language acquisition

Saville-Troike (2006:2) defines *second language acquisition* (SLA) as both the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and also the process of learning that language. He further states that the additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired. Similarly, Gass and Selinker (2008:7) define *SLA* as the process of learning another language, after the native language has been learnt.

Krashen (in Gömleksiz, 2001: 218) indicates that SLA is concerned with the study of the way in which an individual becomes able to use one or more languages different from his first language.

1.4.3 First language

The *first language* can be defined as the language which is acquired during early childhood – normally beginning before the age of about three years – and this language is learned as part of growing up among people who speak the language (Saville-Troike, 2006: 4). The *first language*, according to Webb (2002: xix), is the primary language of a person, and is generally known very well. This language is also referred to as an individual's *mother tongue*.

1.5 THE RESEARCH METHODS

This study will adopt the following research methods:

- a literature study of available and relevant literature on the topic of SLA; and
- a structured questionnaire that will be administered to all the selected teachers.

This research aims to determine the perceptions of teachers of language diversity in three multicultural schools, and will therefore utilize a quantitative research design. This implies that the data collected are mainly of a quantitative nature. The data will be gathered in numerical form by making use of questionnaires.

The following procedure is to be employed:

- *Sample:* The sample for this study consists of three multicultural primary schools in Gauteng. All three are urban government schools. The teachers (the respondents) at these schools form the sample population.
- *Data collection:* Questionnaires will be handed to the teachers. The respondents will be requested to complete the details on the questionnaires as honestly as possible. Their anonymity would be guaranteed. Participation is purely on a voluntary basis.
- *Data processing:* The data collected will be analysed quantitatively. The results will then be interpreted.

Details about the research design and methods appear in Chapter 3.

1.6 OUTLINE OF THE CHAPTERS

The research is presented in five chapters as follows:

Chapter 1 provides the introduction and the background to the study, the problem statement, aims of the research and the research design and methodology.

Chapter 2 presents a review of literature on SLA, namely the Monitor Theory and the Socio-cultural Theory. This chapter also reviews language policies in South Africa. Finally, the factors that influence SLA are discussed.

Chapter 3 explains the research design and methods used to conduct the research.

In Chapter 4 the research results will be presented and discussed.

Chapter 5 gives the conclusions and recommendations, and points out the limitations of the study. Some recommendations are also made.

1.7 CONCLUSION

This chapter introduced the research topic and the methodological approaches that will be used in conducting the investigation. The purpose of this research is to investigate the perceptions teachers have of the diverse range of languages spoken in their school environment, as well as the factors that influence ESL learning.

In the next chapter the literature review will be presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In the previous chapter the background to the study was presented and the research questions listed.

The aim of this chapter is to outline the theoretical framework that supports the research. As this study is concerned with language diversity at multicultural schools in Gauteng, an overview of the language policies in South Africa will be given. Theories on SLA (the Monitor Theory and the Socio-cultural Theory) will be delineated. Finally, factors that influence SLA will be discussed.

2.2 SOUTH AFRICA'S LANGUAGE POLICIES

2.2.1 The Management of Language Policy.

According to the literature (Beukes, 2004:6-7; Department of Arts and Culture 2002; Kruger, 2009), the Management of Language Policy in South Africa is implemented at three levels, namely

- the National level – the responsibility at this level is shared by four ministries: the Minister of Education is responsible for language in education, the Minister of Arts and Culture is responsible for macro language policy matters, while the Minister of Communication is responsible for language policy with regard to the public broadcasters. The Minister of Justice and Constitutional Development takes responsibility for language matters in the courts.

- the Provincial level – all nine provinces are required to manage their own language matters. This includes customising language policies to regional circumstances, needs and preferences.
- the Local Government level – at this level the municipalities have to develop language policies that are compatible with the relevant provincial policy, with consideration of the language used, and the preference of the residents.

The Language Policy can play a key role in enabling the citizens of a country to participate in the political, educational, social and economic life of that country (Desai, 2001:325). As policies influence the choice of language on all levels, it is important to consider the policies that influence the choice of language in the South African education system.

2.2.2 The Constitution of the Republic of South Africa

The Constitution of the Republic of South Africa, which was passed in 1996, emphasises the link between language, culture and development in its recognition of 11 languages for official purposes. In the following section Mesthrie (2002:23-24) give a summary of Chapter 1, Section 6 of the Constitution, as regards language:

Languages

- 1) 6. (1) The official languages of the Republic are Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu.
- (2) Recognising the historically diminished use and status of the indigenous languages of our people, the state must take practical and positive measures to elevate the status and advance the use of these languages.
- (3) National and Provincial Governments may use a particular language for the purpose of government, taking into account usage,

practicality, expense, regional circumstances, and the balance of the needs and preferences of the population as a whole, or in respective provinces; provided that no national or provincial government may use only one official language. Municipalities must take into consideration the language usage and preferences of their residents.

- (4) National and Provincial Governments, by legislative and other measures, must regulate and monitor the use by those governments of the official languages. Without detracting from the provisions of subsection (2), all official languages must enjoy parity of esteem and must be treated equitably.
- (5) the Pan South African Language Board must –
 - (a) promote and create conditions for the development and use of
 - (i) all official languages
 - (ii) the Khoi, Nama and San languages; and
 - (iii) sign language
 - (b) promote and ensure respect for all languages, including German, Greek, Gujarati, Hindi, Portuguese, Tamil, Telegu, Urdu, and other commonly used languages, by communities in South Africa, and Arabic, Hebrew, Sanskrit and others, used for religious purposes.

2.2.3 Language in Education Policy (Act 27 of 1996)

Immediately after the 1994 elections, the national DoE embarked on initiating major changes to the education system with the intention of bringing about transformation, and removing the inequities of the past. The Language in Education Policy is one of the changes that were instituted (Heugh, 2000:26).

The aims of the Language in Education Policy (Act 27 of 1996) are:

- to promote full participation in society and the economy through equitable and meaningful access to education;
- to pursue the language policy most supportive of general conceptual growth amongst students, and hence to establish additive multilingualism as an approach to language in education;
- to promote and develop all the official languages;
- to support the teaching and learning of all other languages required by students or used by communities in South Africa;
- to counter disadvantages resulting from different kinds of mismatches between home languages and languages of learning and teaching;
- to develop programmes for the redress of the previously disadvantaged languages.

Broadly speaking, the aims of this policy are to facilitate learning and to promote communication between South Africans through the development of “additive multilingualism” (Desai, 2001:330). Singh (2005:333) reports that the Language in Education Policy promotes multilingualism in that it

- recognises cultural diversity as a national asset and seeks to promote multilingualism and develop the country’s 11 official languages;
- endorses an additive approach to bilingualism; and
- gives individuals the right of choice with regard to the language of learning and teaching.

According to the DoE’s (1997) Language in Education Policy it is the right of children to be educated in their mother tongue whilst having access to a global language such as English. The Policy further states that the parents are allowed to choose the language in which they would want their children to be taught.

According to Heugh (in De Wet & Wolhuter, 2009:366), education changes after 1994 held the promise of justice, the promotion and development of multilingualism

and home-language instruction, parental choice as well as a cognitively enriched curriculum. However, after a thorough analysis of the policy implementation plan, she concluded that the education and language acquisition theory upon which the Language of Instruction Policy has to be based has been ignored or interpreted incorrectly. According to her, this may result in education practices that promote failure and unjustness.

In contrast to the above, De Klerk (in De Wet & Wolhuter, 2009:367) concludes, after a fundamental analysis of the Education in Language Policy of 1997, that the successful implementation of the policy can contribute to the establishment of an education system aimed at achieving

- a fair and equal education system;
- the correction of the legacy of the past;
- the attainment of quality education for all South African citizens; and
- the endeavor to maintain education in South Africa for the future.

2.2.4 The Pan South African Language Board (PanSALB)

The PanSALB (PanSALB News, 2011) was established by Parliament (Act 59 of 1995, amended by Act 10 of 1999) to

- develop the 11 official languages, and
- promote multilingualism in South Africa.

According to the PanSALB website, the Board approaches its language development strategies through the following focus areas, namely

- status language planning;
- language in education;
- translation and interpreting;

- lexicography, terminology and place names;
- the development of literature and previously marginalised languages;
- language rights and mediation; and
- research.

It further states that PanSALB is mandated by law to investigate complaints about language rights violations from any individual, organisation or institution. As part of the multilingual approach to education, PanSALB strongly supports home language instruction. This means that, while the mother tongue should receive priority as the language of learning and teaching, an additional second language could be developed in parallel, as a subject only, or as a second language of learning and teaching (Sutton, 2006:41).

2.2.5 The South African Schools Act (SASA)

The objective of the South African Schools Act (Act 84 of 1996) (DoE, 1996:1) is to provide a strong foundation for the protection and advancement of the country's diverse cultures and languages. Section 6 of this Act empowers the School Governing Body (SGB) to determine the language policy of a school, subject to the Constitution. Meier and Hartell (2009:184) mention that the South African Schools Act (DoE, 1996) provides the basis for the reconstruction of schools in the image of non-racialism

Smit and Oosthuizen (2011:59) report that, in terms of the South African Schools Act, members of SGBs are democratically elected to represent the parents, teachers, students and personnel of a school. SGBs have the authority to, amongst others, determine the language policy of a school. This implies that these bodies can decide if the school should use ESL, or mother tongue instruction. Karlsson (in Smit & Oosthuizen, 2001:59) indicates that, in principle, these provisions were intended to establish a democratic power-sharing and co-operative partnership among the state, parents, and teachers.

Joubert and Prinsloo (in Peens, 2009:22) state that there is no difference between the Schools Act and any other legislation with regard to the main purpose, i.e., to maintain order and harmony between all the concerned parties. With regard to education, 'all parties' include those who have some interest in education. They further indicate that, due to the history of unfair discrimination on the grounds of race, colour and ethnological descent in education, the Schools Act aims to guide all towards a system of government that offers quality education for everyone to develop their talents to the fullest. However, according to Prew (2010:1), the South African Schools Act, along with the National Education Policy Act, are deeply flawed, largely because they are mainly products of political compromise, and not driven by the education and transformational needs of the country.

2.2.6 Curriculum 2005

Jansen (in De Waal, 2004:42) reports that on 24 March 1997 the then Minister of Education, Professor Bengu, announced the Government's intention to adopt policy in the area of a school curriculum based on the notion of Outcomes-based education (OBE), entitled Curriculum 2005. Curriculum 2005 was released with the aim of having it implemented in all grades by 2005. According to De Waal (2004:42-43), Curriculum 2005 is premised on three critical elements, namely

- the introduction of eight new learning areas immersed with the values of democracy, non-racialism and non-sexism;
- Outcomes-based Education
- the provision of a foundation in general education up to and including Grade 9.

The Curriculum underwent an extensive review during 2000 and 2001, resulting in a new version being released in 2002 (Sutton, 2006:42). Fataar (in De Waal, 2004:42) states that Curriculum 2005 was intended to be a coherent policy

initiative that would change the nature of schooling in line with the aim of introducing transformation in respect of learning and teaching.

Curriculum 2005 expects from students to include at least two of the 11 official languages as fundamental subjects. As English is a second/additional language to the majority of students in South African schools, this policy argues that the purpose of learning a second/additional language is to enable students to converse effectively with other South Africans (Moloi, 2009:2).

2.2.7 Curriculum and Assessment Policy Statements

The Department of Basic Education (in Liebenberg, 2011:1), based on recommendations from all stakeholders, proposed the Curriculum and Assessment Policy Statements (CAPS), with the following dates for implementation:

- the Foundation Phase (Grade 1-3), and Grade 10 – 2012;
- the Intermediate, and Senior Phases, and Grade 11 – 2013; and
- Grade 12 – 2014.

According to the Curriculum News (Department of Basic Education 2011:4), the following are the key changes of the CAPS implementation:

- in the Intermediate Phase of the General Education and Training Phase there will be a reduction in the number of learning areas;
- English as a First Additional Language will be given priority alongside the mother tongue, and will be taught from Grade 1;
- Mathematics, the Home Language and English First Additional Language in Grade 3, 6 and 9 will enjoy regular external systematic assessment; and
- the development of National Curriculum and Assessment Policy Statements per learning area and subject.

As English as a First Additional Language will be prioritised and taught from Grade one, this could lead to a further challenge for teachers, depending on their attitudes and perceptions with regard to this issue.

2.3 THEORIES ON SECOND LANGUAGE ACQUISITION

Even though interest has been indicated in the learning of a second language, and its use dates back many centuries, it is only since the 1960's that scholars have formulated systematic theories and models to address the basic questions on SLA. Saville-Troike (2006:24) omits the Monitor Theory and summarises other theoretical frameworks that have influenced the SLA according to the discipline with which they are associated, as well as the decade(s) in which they achieved relevant academic prominence. These theories are summarised in Table 2.1.

Table 2.1 Frameworks for the study of SLA (Saville-Troike, 2006:24)

Timeline	Linguistic	Psychological	Social
1950s and before	Structuralism	Behaviorism	Socio-cultural Theory
1960s	Transformational-generative grammar	Neurolinguistics Information processing	Ethnography of Communication Variation Theory
1970s	Functionalism	Humanistic models	Acculturation Theory Accommodation Theory
1980s	Principles and Parameters Model	Connectionism	Social psychology
1990s	Minimalist programme	Processability	

Table 2.1 indicates numerous theories on SLA. For the purposes of this research, the two theories that will be investigated are:

- the Monitor Theory; and
- the Socio-cultural Theory.

The Monitor Theory was selected, as it focuses specifically on SLA. The motivation for selecting the Socio-cultural Theory was based on the fact that this theory advocates a more holistic approach to learning. The Socio-cultural Theory offers a framework by means of which cognition can be investigated systematically without isolating it from the social context or the human agency (Thorne, 2005:393).

2.3.1 The Monitor Theory

The Monitor Theory was developed by Stephen Krashen in the 1970s and early 1980s. It is one of the most ambitious and influential theories in the field of SLA. This was the first theory to be developed specifically for SLA (VanPatten & Williams, 2007:25). Krashen first described this model in the early 1970s, at a time when there was growing dissatisfaction with language teaching methods based on behaviorism (Lightbrown & Spada, 2006:36).

Krashen's approach is a collection of five hypotheses which constitute major claims and assumptions about how the L2 code is acquired (Saville-Troike, 2006:45). Schütz (2007:1) lists the five main hypotheses as:

- the acquisition-learning hypothesis;
- the monitor hypothesis;
- the natural order hypothesis;
- the input hypothesis; and
- the affective filter hypothesis.

2.3.1.1 *The acquisition-learning hypothesis*

According to Krashen (in Schütz, 2007:1), two independent systems of L2 performance exist, namely

- the acquired system; and
- the learned system.

Saville-Troike (2006:45) distinguishes between acquisition and learning as follows: *acquisition* is subconscious and involves the innate language acquisition device which accounts for children's first language (L1), whereas *learning* is conscious and is exemplified by the L2 learning which takes place in many classroom contexts. Schütz (2007:1) further explains that an 'acquired system' is the product of a subconscious process similar to the process children undergo when they acquire their L1. The 'learned system' is the product of formal instruction and it comprises a conscious process, resulting in conscious knowledge 'about' the language.

According to VanPatten and Williams (2007:26), acquisition takes place naturally and outside of awareness, and emerges spontaneously when students engage in normal interaction with the L2, where the focus is on meaning; instruction or the intention to learn is not necessary. They further state that the theory claims that students draw on acquired unconscious knowledge in spontaneous language use. Therefore, Krashen would argue that SLA is much like L1 acquisition. In other words, we 'acquire' as we are exposed to samples of L2. We understand in much the same way that children pick up their L1 – with no conscious attention to language form, and we 'learn', on the other hand, through conscious attention to form and rule learning (Lightbrown & Spada, 2006:36).

2.3.1.2 *The monitor hypothesis*

Schütz (2007:2) explains the monitor hypothesis as the relationship between acquisition and learning. According to the monitor hypothesis, the acquired system initiates a speaker's utterance and is responsible for spontaneous language use (Lightbrown & Spada, 2006:37). Krashen (in Schütz, 2007:2) states that the *acquisition* system is the utterance initiator, while the *learning* system performs the role of the 'monitor' or the 'editor'. He further indicates that the 'monitor' acts in a planning, editing and correcting function when three specific conditions are met. These are, namely the L2 student has sufficient time at his/her disposal; if he/she focuses on form or thinks about correctness; and if he/she knows the language rule. VanPatten and Williams (2007:27) state that since these conditions are relatively unimportant in overall language use, and are arguably only language-like behaviour, the usefulness of learned knowledge within the Monitor Theory is insignificant.

2.3.1.3 *The natural order hypothesis*

According to Saville-Troike (2006:45), the rules of language are acquired by all in a predictable order. The natural order of acquisition cannot be influenced by direct teaching features that the student is not yet ready to acquire. The natural order hypothesis is based on the findings that, as in L1 acquisition, L2 acquisition unfolds in predictable sequences (Lightbrown & Spada, 2006:37).

According to VanPatten and Williams (2007:27), research in both L1 and L2 acquisition demonstrated that students follow sequences in their acquisition of specific forms, such as the grammatical morphemes –ing, -ed, -s, as well as others. They also appear to pass through predictable stages in their acquisition of grammatical structures, such as questions, negation, and relative clauses. They further maintain that collectively, these have been taken as evidence for the natural order hypothesis.

2.3.1.4 The input hypothesis

Schütz (2007:2) explains the input hypothesis as Krashen's attempt to make clear how the student acquires a L2. According to this hypothesis, the student improves and progresses along the 'natural order,' when he/she receives L2 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a student is at a stage 'i', then acquisition takes place when he/she is exposed to "comprehensible input" that belongs to level 'i+1'. Since not all of the students will be at the same level of linguistic competence at the same time, Krashen (in Schütz, 2007:2) suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each student will receive input that is appropriate for his/her current stage of linguistic competence. Saville-Troike (2006:45) sees this hypothesis as when language acquisition takes place, because there is 'comprehensible input'. He further maintains that if input is understood, and if there is enough of it, the necessary grammar is automatically provided.

2.3.1.5 The affective filter hypothesis

Schütz (2007:2) states that the fifth hypothesis, the affective filter hypothesis, represents Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in L2 acquisition. These variables include motivation, self-confidence, and anxiety. Some people who are exposed to a large quantity of comprehensible input, but still do not necessarily acquire a language successfully, is accounted for by Krashen's affective filter hypothesis (Lightbrown & Spada, 2006:37). Krashen (in Schütz, 2007:3) claims that students with a high level of motivation, of self-confidence, a good self-image, and a low level of anxiety are better equipped for success in L2 acquisition. Low motivation together with a low self-esteem and high anxiety levels can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, students who are comfortable and have a positive

attitude towards language learning have their filters set low, and this allows for unfettered access to comprehensible input. On the other hand, a stressful environment in which students are forced to produce before they feel ready, raises the affective filter, therefore blocking the students' processing of input (VanPatten & Williams, 2007:28).

Krashen's model has frequently been criticized by researchers, because many of its constructs and the claimed distinction between learning and acquisition are vague and imprecise, and because several of its claims are impossible to verify. In spite of this, Krashen's model had a major influence on language teaching in the USA in the 1980s and 1990s, including avoidance of the explicit teaching of grammar in many hundreds of classrooms (Saville-Troike, 2006:45).

2.3.2 The Socio-cultural Theory

The Socio-cultural Theory (SCT) which takes its starting point from the work of Lev Vygotsky (in Cook, 2008:228), is one of the most influential models since the early 1990s. Vygotsky was mainly concerned with the child's development in relationship to the L1. The socio-cultural perspective studies the roles of social and cultural processes as mediators of human activity and thought (Nasir & Hand, 2006:458). A key concept in this approach is that interaction not only facilitates language learning, but is a contributing force in acquisition, and all learning is seen as basically a social process which is grounded in socio-cultural settings (Saville-Troike, 2006:111).

Some of the basic tenets of the Socio-cultural Theory, according to Lantolf and Thorne (in Duff, 2007:312), are the following, amongst others:

- the SCT is concerned with the development of the following, namely humans as a species, human cultures over time, individuals during their

lives, and the development of mental functions and processes over shorter periods of time;

- human mental functioning is ‘mediated’ especially by language and other culturally constructed symbol systems and tools, and particularly through ‘private speech’ and ‘inner speech’;
- human interaction is a fundamental aspect of learning, which provides occasions for ‘other-regulation’, or the scaffolding of people’s behaviour, reasoning, and thus learning;
- the psychological process of internalisation and the facilitating role of imitation in the process, ensue from interaction on the social plane;
- learning is a socially constructed, historically situated cognitive phenomenon, involving the various semiotic tools and artifacts that have been produced by communities over time.

The most fundamental concept of the Socio-cultural Theory is that the human mind is mediated (Lantolf, 2000:1). According to this Theory, learning occurs when simple innate mental activities are transformed into “higher order,” more complex mental functions. This transformation normally involves symbolic mediation, which is seen as a link between a person’s current mental state and higher order functions that is provided primarily by language (Saville-Troike, 2006:111-112). The level where much of this type of mediation occurs is called the Zone of Proximal Development.

2.3.2.1 The Zone of Proximal Development (ZPD)

The ZPD is the most popularly applied part of Vygotsky’s theory to education (Khatib, 2011:52). Vygotsky (in Cook, 2008:229) perceived a potential gap between the child’s actual developmental stage, as measured by standard tests on individual children, and the stage they are at when measured by tasks involving cooperation with other people. He called this the *zone of proximal development* (ZPD). Vygotsky (in Turuk, 2008:248) defines *ZPD* as

“...the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”.

In other words, ZPD is the difference between the child's capacity to solve problems on his/her own, and the capacity to solve them with the help of someone who knows. The 'someone' can be an adult or another child who has already mastered the concept (Doherty, 2002:3). Vygotsky's concept of ZPD establishes two developmental levels in the student, namely, the actual developmental level - this is determined by what the student can do alone, and the potential level - which can be established by observing what the student can do when assisted by an adult or a more capable peer (De Guerrero & Villamil, 2000:51). This is also applicable to language acquisition.

Vygotsky (in Lantolf & Thorne, in VanPatten & Williams, 2007:211) found that learning collaboratively with others, particularly in instructional settings, precedes and shapes development, including the development of a second language. The relationship between learning and development is not directly causal, but intentionally designed learning environments, such as instructed L2 settings, can stimulate qualitative developmental changes. Saville-Troike (2006:112) affirms that one way in which others may help the student in language development within the ZPD is by means of *scaffolding*.

In the light of this research, the ZPD would be the distance between the current level of the student's command of English, and the level that is required for the student to engage in meaningful discussions in the classroom, under the guidance of the teacher. In order to address the ZPD in the classroom, the teachers must strive to provide activities which challenge the child. He/she should thereafter

provide the scaffolding so that the students can eventually move from a dependent situation to independent action (Doherty, 2002:7).

2.3.2.2 *Scaffolding*

In an educational context, *scaffolding* is an instructional structure whereby the teacher models the desired learning strategy or task, then gradually shifts the responsibility to the students (Turuk, 2008:252). The metaphor of *scaffolding* refers to verbal guidance which an expert provides to help a student perform a specific task, or the verbal collaborations of peers to carry out a task which would be too difficult for anyone of them to complete on their own. Scaffolding is not something that happens *to* a student as a passive recipient, but rather happens *with* a student who is an active participant (Saville-Troike, 2006:112).

In respect of this research ‘scaffolding’ refers to the guidance which the teacher, as the expert, provides to the students in a L2 classroom. The aim would be for them to acquire the language skills necessary to communicate effectively.

According to McKenzie (in Turuk, 2008:252) ‘scaffolding’ has the following advantages:

- it provides clear directions for the students;
- it clarifies the purpose of the task;
- it keeps the students on task;
- it offers assessment to clarify expectations;
- it points the students to worthy sources;
- it reduces uncertainty, surprise and disappointment;
- it delivers efficiency; and
- it creates momentum.

According to Saville-Troike (2006:113), for L2 students, L1 as well as L2 can provide helpful mediation. When peers collaborate in tasks, it is often in their L1. This provides an efficient medium for problem-solving, and can enhance learning of both L2, as well as other academic subjects students are studying in L2.

Cook (2008:229) maintains that 'scaffolding' has been used in diverse ways in the SLA context. For example, anything the student engages in or uses, such as grammar books or dictionaries, constitutes scaffolding. Anything that happens in the classroom can also count as scaffolding. She further mentions that whilst others maintain the original Vygotskian idea of the ZPD as the teacher helping the student; scaffolding is social mediation involving two or more people, and is performed by a person who is an expert.

2.3.2.3 Interpersonal and intrapersonal interaction

Saville-Troike (2006:112-114) avers that the distinctive feature of Vygotsky's ZPD, as well as of scaffolding, as forms of interpersonal interaction, relate to communicative events and situations which occur between people.

In respect of this research, such interpersonal interaction could be a huge obstacle for the teacher. Students who share a mother tongue, could be talking to each other, and as the teacher does not understand the language, this could cause a breakdown in communication in the classroom.

The ZPD is also applicable to intrapersonal interaction, which is communication that occurs within a person's own mind. Vygotsky (in Saville-Troike, 2006:112-114) further states that a type of intrapersonal interaction that occurs frequently in the beginning stages of L2 learning, as well as in later stages when the content and structure of L2 input stretches or goes beyond the existing language competence, makes use of L1 resources. This occurs through translation to oneself as part of interpretive problem-solving processes.

Another type of intrapersonal interaction is private speech. Vygotsky (in McLeod, 2007:1) sees *private speech* as a means for children to plan activities and strategies, and therefore aid their development. According to Lantolf and Thorne (in VanPatten & Williams, 2007:206), the primary way in which we use language to regulate our mental functioning, is through private speech. Private speech occurs when we communicate socially, and we appropriate the patterns and meanings of this speech and utilize it inwardly to mediate our mental activity.

Some of the features of private speech are its abbreviation, and the meaning that it imparts. Vygotsky (in VanPatten & Williams, 2007:206) suggests that private speech, as is the case of social speech between people who have a great deal of shared knowledge, need not be fully syntactic in its form. Therefore, a conversation between close friends can be as follows, 1: “Hungry?” 2: “No, you?” where it isn’t necessary to use the full version of the question and response, namely 1, “Are you hungry yet?” With private speech it is assumed that the speaker already knows the topic addressed in the speech, and is instead, having problems figuring out what to do about it.

2.3.2.4 The Socio-cultural Theory and the classroom

The L2 classroom is a dynamic environment which provides an unusual set of semiotic “resources” for students to interact with. These resources include media (textbooks, chalkboards, televisions and computers), socially complex interlocutors (teachers and peers), and also intangible resources, such as learning tasks and activities, and classroom discourse in all its shapes and forms. Through interaction with these resources, classroom language students acquire most of their L2 (Khatib, 2011:52).

Vygotsky (in Doherty, 2002:4) distinguishes between two forms of experience which leads to two kinds of learning. He calls the one *scientific* and the other

spontaneous. According to him, *scientific* learning occurs in a teacher-based classroom where the knowledge is imparted and imposed on a child in a logical manner. In contrast, *spontaneous* learning emerges from a child's learning from everyday experience (Doherty, 2002:4).

2.3.3 Synthesis

There are many similarities between Krashen's and Vygotsky's theories. When Krashen describes how language acquisition takes place when the student receives language input that is slightly beyond his/her current language competence, he is talking about Vygotsky's ZPD. Another similarity is in Krashen's concept of the *acquisition* of language versus the *learning* of language. These concepts correspond to Vygotsky's terms of *spontaneous and scientific* learning.

However, Krashen differs from Vygotsky by giving an unequal value to these two systems. Vygotsky sees the two systems as working together to facilitate the learning process, whereas Krashen sees the acquisition way of learning as superior, and the one that should be used predominately. Moreover, the learning should surface to correct, plan or edit L2 speech (Doherty, 2002:5). This has significant implications for SLA in South African classrooms, such as those that are explained in this study.

2.4 FACTORS THAT INFLUENCE SECOND LANGUAGE ACQUISITION

Over the past decade there has been a huge interest in the factors affecting SLA. Studies in this area have been conducted both locally as well as internationally. Findings from previous studies in this field, for example by Aduwa-Ogiegbaen and Lyamu (2006), Hurley(2009), and by Piller and Skillings (2005) have identified amongst others, the following factors that impact on SLA, and will be investigated in this study:

- the age of the students;
- the students' mother tongue;
- the power of English;
- class size;
- the attitudes of the students and the parents;
- the role of the teacher; and
- the effect of motivation.

In respect of this research, the above factors will be explored further in order to determine the influence they have on the acquisition of English as a second language by most of the learners in South Africa.

2.4.1 The age of the students

Age is believed to play a key role in L2 learning. A student's age is one of the important factors affecting the process of L2 acquisition, according to Gömleksiz (2001:217). The earlier that a child learns L2, the more likely and quickly he or she will attain native-like language proficiency (Lang, 2009:3). However, findings from an earlier study conducted by Collier (1998:6) revealed that age is a major variable in the acquisition of L2 for school, and that in the early stages of acquisition, older students are faster and more efficient than younger students.

A study by Tohidian and Tohidian (2009:12) reported that researchers have arrived at different conclusions regarding the age issue, but despite that, there exists some consensus. These areas of consensus include the following, namely

- adult students have an initial advantage where rate of learning is concerned, especially in grammar, but they will eventually be overtaken by child students who receive enough exposure to L2;
- only child students are capable of acquiring a native accent in informal learning contexts;

- children may be more likely to acquire a native grammatical competence, but some adult students may succeed in acquiring native levels of grammatical accuracy in speech and writing, and even full 'linguistic competence';
- children are more likely to reach higher levels of attainment in both pronunciation and grammar than adults; and
- the process of acquiring L2 grammar is not significantly affected by age, but that of acquiring pronunciation may be.

2.4.2 The mother tongue

By using the mother tongue we have learnt to think, to communicate and also to acquire an intuitive understanding of grammar. Therefore, the mother tongue is the greatest asset people bring to the task of foreign language learning, and provides a Language Acquisition Support System (Butzkamm, 2003:29). Individuals are very often emotionally linked to their mother tongue, to the extent that it is the means of expressing one's innermost thoughts and one's ego, personality and identity (Chumbow, 2009:29).

Without mother tongue language no transfer of culture between generations is possible, as parents and caregivers use language to communicate to their children the cultural values that underlie language. In this way, the mother tongue is tied to the student's culture, and loss of the mother tongue may lead to the loss of significant social relationships, cultural knowledge and information (Du Plessis & Louw, 2008:55).

According to Foley (n.d.), most research suggests that students entering school are able to learn best through their mother-tongue, and that a L2, such as English, is more easily acquired if students already have a firm grasp of their home language. Hornberger (in Anderson-Mejías, 2002:2) stated that individuals who

practice literacy in their heritage language usually also work hard to learn English, and express a general appreciation of all languages.

Mesthrie, Swann, Deumert and Leap (2000:61) maintain that differences between classroom language and home/community language, as well as cultural tradition, are some of the most broadly cited explanations for classroom-related language difficulties experienced by students. Makin, Campbell and Diaz (in Du Plessis & Louw, 2008:55) report that if students are taught exclusively in English and it completely replaces their mother tongue, this could result in a loss of confidence, social isolation, potential loss of identity and of the feeling of belonging to a community.

The findings in a Tanzanian study indicated that teachers used a wider range of teaching and student involvement strategies when they taught lessons in Kiswahili. In Ghana the teachers used some teaching strategies more frequently when they taught in African languages. These findings add weight to the arguments already been made for extending high-quality mother tongue education in Africa (Language of Instruction and Quality of Learning in Tanzania and Ghana, 2010:1).

In spite of the above, a study conducted by Du Plessis and Louw (2008:53) demonstrated that over the past decade in South Africa, parents or caregivers have increasingly enrolled black students in urban preschools where English is the only Language of Learning and Teaching (LoLT). They further showed that many of these parents or caregivers rely on the teachers to teach their children English. However, the sudden and abrupt change from mother tongue to English instruction has created a challenging environment for both student and teacher.

In a more recent study (O'Connor & Geiger, 2009) at six primary schools in Cape Town, the teachers reported that teaching assistants who were fluent in the students' mother tongue (in other words, English was their second language), helped them to cope better. This has been implemented, prioritizing teaching

assistants in foundation phase classes to assist with literacy and numeracy (O'Connor & Geiger, 2009:255). Du Plessis and Louw (2008:55) indicate that parents or caregivers need to encourage L1 usage at home, and teachers need to allow, as well as encourage, L1 in informal discussions inside and outside the classroom, in order to support the maintenance of L1.

Studies conducted by O'Connor and Geiger (2009:259-260) reported that ESL students' L1 also influenced their development of English. Socio-emotional problems associated with learning in a language that is not their L1, means that students lose their home language skills as well as their culture. Bloch and Edwards (in De Wet, 2002:120) are of the opinion that

“...the tendency to ignore or trivialise home languages in school may have very damaging effects hardly conducive to the feelings and comfort which go hand in hand with successful learning”.

This statement is of great significance for this study.

Collier (in Nel, 2007:2) highlight research findings that indicate that, in order to acquire successful L2 literacy, L2 students need to, first of all, master strategies for negotiating meaning in print in their L1. Cummins (in De la Campa & Nassaji, 2009:742) states that the dominant approach in L2 teaching has advocated no use of L1 in L2 classrooms. Therefore, many language teaching approaches continue to assume that L2 instruction should be mainly through L2, and the use of L1 should be minimized. However, Butzkamm (2003:31) sees the mother tongue as the most important ally a foreign language can have. He states that mother tongue is, for all school subjects, including foreign-language lessons, a child's strongest ally, and should therefore be used systematically.

2.4.3 The power of English

Even though there are many languages in South Africa, two major language groups compete with each other. On the one hand there are the nine local languages of the African majority that were recently granted official status, namely isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, siSwati, Tshivenda and Xitsonga. On the other hand there are English and Afrikaans, the two former official and privileged languages (Mda, 1997:366).

According to Van der Walt and Van Rooy (2002:115), English is the dominant language in education in South Africa. It is not only studied as a subject in all schools, but also serves as a medium of instruction in most schools. De Klerk (1999:11) confirmed that, since the opening of all schools to all races in 1994, there has been an unprecedented rush to English-medium state schools.

Despite the recent changes in the country to redress former linguistic imbalances by improving the status of indigenous languages, the demand to learn English has not declined (De Klerk, 1999:7). English is in demand because of the following reasons, namely

- except for the small proportion of L1 English speakers, English is not anyone's mother tongue, and is therefore seen as being neutral;
- English fulfills a range of linguistic functions and has a rich literary tradition; and
- English is functionally attractive, providing access to higher education, the international arena, wealth and power.

In addition to the above, there are many more reasons why parents prefer their children to learn English. A study by De Wet (2002:121) shows that the respondents of all the language communities who took part in the research indicated that English was the most important language in the area of politics,

education, science and technology, as well as in trade and industry. Due to distrust and fear that home-language education would lead to impoverishment, social and political isolation and disempowerment, the majority of South African students prefer English, rather than their home language, as language of instruction (De Wet & Wolhuter, 2009:359). Heugh (2000: 25) confirms that 91% of people in this country use, with familiarity, languages other than English, in their daily lives. However, if they wish to have their thoughts heard and noticed, inevitably they would have to convert them into English.

Ndamba (2008:181) revealed that the greater percentage of respondents in his study indicated that the parents wanted their children to learn English. Various reasons were given by the parents for preferring English as the medium of instruction. The parents of Shona/Ndebele children see English as a language that will provide their children with a more profitable future in the world of employment.

The consequences of the above-mentioned situation are, firstly, a loss of loyalty to the mother-tongue. Secondly, there has been a dramatic decrease in competence in the mother tongue. Miller (in De Wet & Wolhuter, 2009:368) reports that the fact that the majority of parents and students choose English and not their home language as the medium of instruction, sends a message to black students that the indigenous African languages and cultures are inferior.

2.4.4 Class size

Research conducted by Coleman (in Morgan, 2000:455) suggests that a teacher's opinion of 'large' and 'small' in connection with classes is based upon how big the class is the teacher is used to teaching, the 'ideal' always being a little under the actual normal size class taught. Similarly, Locastro (2001:494) states that which class size is 'large' or 'too large' depends to a great extent upon the individual teacher's perceptions and experiences. However, according to Morgan (2000:455),

factors such as workload, subject, the teacher's training, and the local tradition all affect the perception of class size.

O'Connor and Geiger (2009:261) reported that most teachers with large classes (of more than 30 in their class) believed that not only would smaller classes bring about less responsibilities, but the teachers would be of more benefit to the ESL students. They further stated that, as the class sizes increased, the frequency of problems increased.

Teachers with large classes (of more than 30 students) were more likely to experience problems than teachers with smaller classes (of less than 30 students). Large numbers of ESL students in classes increased the workload in all teaching areas, leaving the teachers feeling overworked and resentful. Class size burdens teachers who often have to teach classes in which the proportions of ESL students are high (Nel & Müller, 2010:464). Nel (2007:2) is of the same opinion where he reports that teachers believe that the quality of their teaching, as well as the interactions with their students, decline with an increase in the size of the class. Similarly, a study conducted by Özek (2001:364) concluded that the rich teacher - student verbal interaction, and thus the creation of meaning through question and answer in small classes may present a greater opportunity for academic learning than the teaching in large classes, which lack similar positive factors.

The worldwide movement towards democratization of education is one of the societal forces that has increased class size, and therefore is one of the factors contributing to the issue of developing educational systems that successfully address the needs of all students, irrespective of socio-economic background (Locastro, 2001:495). Class size seems particularly important in linguistically heterogeneous urban areas, where teaching of bilingual students with average majority language proficiency together with their monolingual peers is often unavoidable (Özek, 2001:364).

2.4.5 The attitudes of the students and the parents

Attitudes can play a significant role in the language-learning classroom (Gömleksiz, 2001:221). A study conducted by Verma (n.d.) on 'Students' attitude and its impact on language learning' reported that if the student is reluctant to learn or does not have a positive attitude, he or she will not produce any results. She mentions that language learning is affected by attitude, as well as by motivation. A student's perception of his/her class, of the teacher, of classmates and of the syllabus, as well as his/her awareness of the significance of the language for their future needs are all factors that affect the students' attitude to language learning.

Challenges faced by the teachers when teaching ESL students included, amongst others, a lack of parental involvement in their children's education, O'Connor and Geiger (2009:260) found. According to Du Plessis and Naudè (in O'Connor & Geiger, 2009:254), teachers have expressed concern that students do not receive supportive input in their additional language at home.

De Houwer and Lanza (in King & Fogle, 2006:695) ascertained that the parents' beliefs, attitudes and interaction with their children are important in assisting the children to become bilingual. Moyo and Nondo (in Ndamba, 2008:178) revealed that negative attitudes by parents towards the African languages are passed on to their children. These parents believed that English was more important for the future of their children. The children shared the same sentiments. In a study conducted by Ngidi (2007:87) to investigate the attitude of students, parents and teachers towards English as a language of learning and teaching, he found that both students and parents had a positive attitude towards the use of English as a language of learning and teaching. This was because of the role English plays as a global language, as well as the power of better employment prospects for students.

2.4.6 The role of the teacher

Van der Walt and Van Rooy (2002:115) reported that teachers are traditionally regarded as models of the use of English, but they also act as gatekeepers who determine the standards of education and language usage in their classrooms. Therefore, the authors stated, it is necessary to consider the context in which the teaching and learning of English in the majority of the schools in South Africa take place. As most of teachers of English are second -language speakers who have themselves acquired English from other second-language teachers, most of the students are exposed to non-standard forms, passed on from second-language teachers to second-language students, though again, depending on where the school is situated.

Similar findings were more recently reported by Nel and Müller (2010:644), who found that the teachers' limited English proficiency affected their students' acquisition of English as an L2 negatively, and consequently also their learning. They also reported that various forms of English language errors were transferred to the students. The teachers expressed feelings of ineptitude, as they did not know how to support ESL students with limited English proficiency (Nel, 2007:1).

Findings reported by Ngidi (2007:87) also revealed that some teachers have a negative attitude towards English as a language of learning and teaching. The reason for this is that the teachers sometimes felt discouraged to teach students in English because the students did not have the command of the language, and they seldom used English in or out of the school.

Anderson-Mejías (2002:3) identified three areas in which ESL teachers can support the mother tongue of the students. Firstly, by communicating with the parents of these students; secondly, by positively conveying the use of the mother tongue to all the students; and finally, by accurately and compassionately interpreting the specific mother tongue and its culture within the classrooms.

2.4.7 The effect of motivation

Motivation can be defined as the student's orientation with regard to the goal of learning a L2 (Norris-Holt, 2001:1). Language is an important part of growing up, which provides motivation in its own right, and is necessary to communicate and participate in one's environment. However, this is often not the case for L2 acquisition, especially those 'learned' in school. In such cases motivation can play a vital role in learning a L2 (Gardner, 2006:1).

According to Gömleksiz (2001:220), motivation is one of the important aspects of L2 acquisition. Motivation is seen as a desire to learn, and as such it is very difficult to teach a L2 in a learning environment if the student does not have the desire to learn the second language. Reece and Walker (in Gömleksiz, 2001:220) stress that a less able student who is highly motivated can achieve greater success than the more intelligent student who is not motivated.

Norris-Holt (2001:1) states that motivation is divided into two basic types: *integrative* and *instrumental*. *Integrative* motivation is characterised by the student's positive attitude towards the target language group, whereas *instrumental* motivation underlies the goal to gain some social or economic reward through L2 achievement. She further reports that while both integrative and instrumental motivation are essential elements of success, those students who have an integrative approach to language study are usually more highly motivated and overall more successful in language learning.

Gardner (2006:15), on the other hand, proposed that when discussing the roots of motivation to learn a L2 in the school context, both the educational context, as well as the cultural context, should be considered, as illustrated in Figure 2.1.

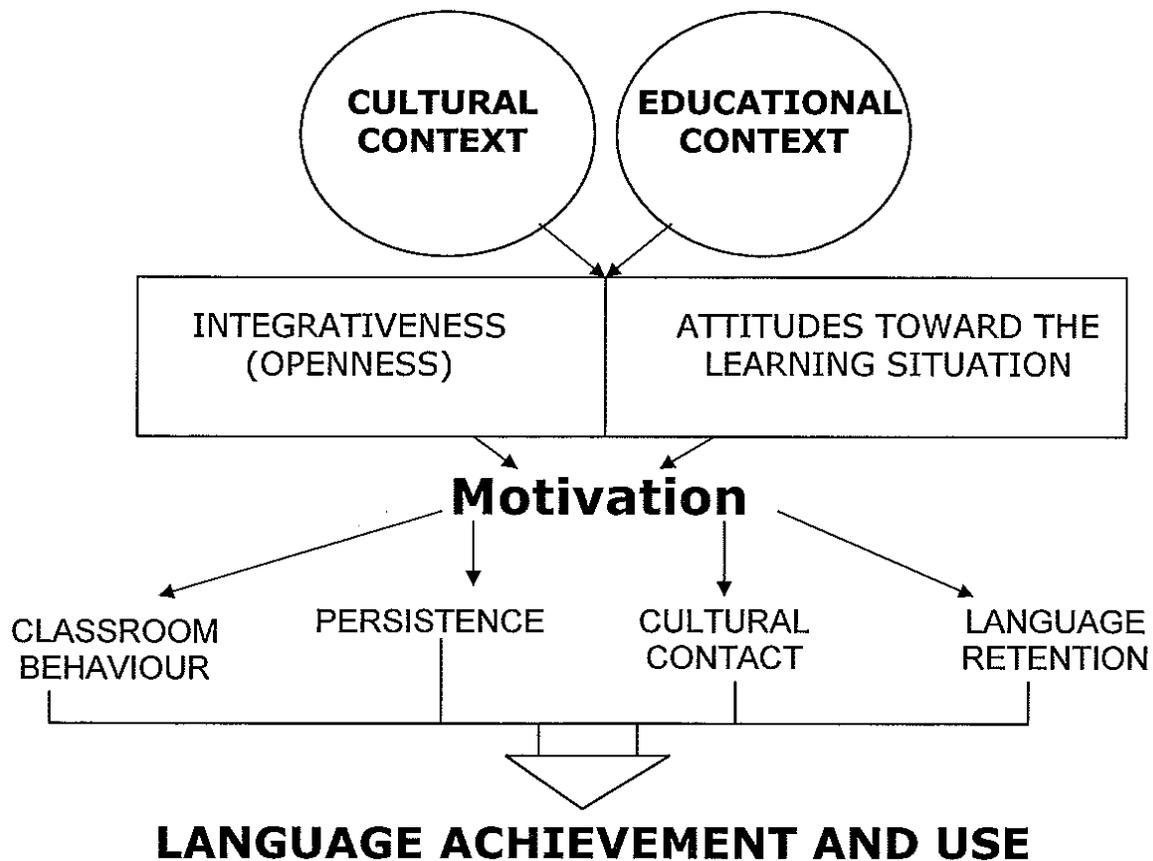


Figure 2.1 A model indicating the effects of the cultural and educational contexts on motivation in second language learning

With reference to Figure 2.1, the educational context denotes the educational system in which the student is registered, and specifically the immediate classroom situation. The cultural context is expressed in terms of one's attitude, belief, personality, ideals, and expectations, among others. The two contexts do not operate in isolation; they coexist in their influence on the student (Gardner, 2006:6-8).

2.4.8 Summary

Learning a L2 does not bring about language confusion, language delay or a cognitive deficit, all which have been concerns in the past. According to studies at Cornell Language Acquisition Lab (CLAL), children who learn a L2 can, in fact, maintain attention, despite outside stimuli, even better than children who know only one language (Lang, 2009:3). Marcos (2001:10) reported that even though both parents and teachers often expressed concern that learning a L2 will have a negative effect on students' reading and verbal abilities in English, several studies suggested the opposite.

2.5 CONCLUSION

This chapter summarised the South African language policies that form a background to this study. The theoretical framework was then explained, namely, the Socio-cultural Theory and the Monitor Theory, that support this research. Finally, factors that influence L2 acquisition were discussed. These factors will form part of the empirical investigation of this research.

The next chapter outlines the methodological approaches and techniques used to collect the data for this study.

CHAPTER THREE

THE RESEARCH DESIGN AND DATA COLLECTION

3.1 INTRODUCTION

In the previous chapter the literature relating to mother tongue instruction and to acquiring English as a second language, was reviewed.

The purpose of this chapter is to explain the research design that was used in the study. The methods of data collection will be outlined. In particular, the data collection instrument, a questionnaire, will be explained. The statistical analysis process will be described, and the ethical considerations will be stated. Finally, the limitations in the design of this study will be addressed.

3.2 THE SPECIFIC RESEARCH PROBLEM

Over the past decade there has been an influx of students whose home language is not English to schools where the language of instruction is English. In chapter 2 a critical look was taken at the factors that influence the acquisition of a second language, according to the views of the relevant teachers.

The specific problem being researched in this study, as stated in section 1.2, is: *What are the teachers' views on language diversity in multicultural primary schools?*

The aims of the research (see section 1.3), are namely to

- ascertain teachers' perceptions of language diversity in selected multicultural classes in Gauteng;

- determine the teachers' views on the factors that impact on the acquisition of English as a second language in selected multicultural primary schools in Gauteng;
- make recommendations on how teachers can best support their students to acquire English as a second language in selected multicultural primary school classes in Gauteng.

To answer the research question, and to reach the aims, a quantitative research design was selected. This design is explained next.

3.3 THE RESEARCH DESIGN

“A research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research” (Durrheim, 2006:34).

This study used a quantitative research design because it was considered appropriate in the light of the research problem that aimed to generalise with regard to a specific sample. In the quantitative research design the data have numerical values that can be discrete or continuous.

To collect the data from the participants the researcher did a survey. A *survey* is the application of questionnaires or interviews to relatively large groups of people, according to Terre' Blanche, Durrheim and Painter (2006:565). McMillan and Schumacher (2010:491) indicate that surveys are used “to describe attitudes, beliefs, opinions, and other types of information”. This was thus the most appropriate design to use in this study where teachers' beliefs and opinions regarding English as medium of instruction were determined. In survey research,

the data are often summarised by single statistical values, such as frequencies and percentages (Goddard & Melville, 2001:52).

3.4 THE RESEARCH METHODS

3.4.1 Data collection

3.4.1.1 Sample

A *population* is the larger pool from which researchers draw sampling elements (Durrheim & Painter, 2006:133). *Samples* are the units or elements that are included in a study. The individuals who participated in this study and from whom data were collected are thus referred to as the 'sample' of the study.

The sample used in this study was a purposive sample. Singleton (in Strydom, 2005:202) states that this type of sample is based entirely on the judgement of the researcher. In this case the sample was composed of elements that contained the most characteristic, representative or typical attributes of the population. The sample was drawn from schools with many different cultures and home languages.

The sample was also a *convenience* sample. This implies that the schools selected were accessible and within the easy reach of the researcher.

Teachers from three multicultural schools in Gauteng made up the sample. The total number of teachers at the three schools was 76. The reason the researcher selected the specific schools was that all three the schools are urban multicultural English medium schools. The majority of the students' first language was, however, not English.

3.4.1.2 *The data collection instrument: the questionnaire*

A questionnaire was used to gather the data. (See Appendix A.) A *questionnaire* is defined as a group of written questions used to gather information from respondents (Kanjee, 2006:484).

Malaka (in Kanjee, 2006:485) suggested the following four steps when planning to develop a questionnaire:

- clarify the reason for the study;
- determine the information required from the respondents;
- list the research questions that the questionnaire is attempting to find answers to; and
- identify any additional information required to address the research question/s.

In order to construct the questionnaire for this study, the researcher consulted relevant literature, and also sought the advice of specialists in the field of study.

The questionnaire consisted of 106 items. The items were divided into four sections as follows:

- Section A consisted of eight items. These items focused on the personal particulars of the respondents.
- Section B consisted of 13 items. These items were derived from Chapter 2 of the study, with specific attention to the language policy in education, and focused on the teachers' perceptions of language diversity in the classroom. (See section 2.2.)
- Section C consisted of 33 items. These items focused on the acquisition of a second language, and were derived from the literature review outlined in

Chapter 2. They focused on the teachers' perceptions of how a second language is acquired. (See section 2.3.)

- Section D consisted of 52 items. These items were derived from Chapter 2 of the study, which deals with the factors that influence SLA. They focused on the teachers' perceptions of which factors influence SLA. (See section 2.4.)

A three-point Likert scale was used. The respondents were requested to write down the number indicating whether they agreed, disagreed or were uncertain about the statements given (disagree = 1; uncertain or neutral = 2; agree = 3).

In the design of the questionnaire, the researcher was guided by several considerations, which formed the content of the subject matter of sections B, C and D.

Section A

This section of the questionnaire dealt with the personal details of the respondents.

Section B

The statements in this section of the questionnaire were derived from Chapter 2 (section 2.2) of this study, and focused on the following:

- the Constitution of the Republic of South Africa (statements 9 to 11);
- the Language in Education Policy (statements 12 to 15);
- the PanSALB (statement 16);
- the South African Schools Act (statements 17 and 18);
- Curriculum 2005 (statement 19); and
- Curriculum and Assessment Policy Statements (statements 20 and 21).

Section C

This section of the questionnaire dealt with the acquisition of a second language. The statements in this section were derived from Chapter 2 (section 2.3) of this study, and which focused on the theories on SLA. The focus was as follows:

- how a second language is acquired (statements 22 to 25);
- the process/stages of acquiring a second language (statements 26 to 30);
- factors that play a role in the acquisition of a second language (statements 31 to 35);
- the need for support in acquiring a second language (statements 36 to 38);
- the need for verbal guidance when acquiring a second language (statements 39 to 48); and
- the students' interaction during the process of acquiring a second language (statements 49 to 54).

Section D

The statements in this section dealt with factors that influence the acquisition of a second language. The statements in this section were derived from Chapter two (section 2.4) of this study and the focus was as follows:

- the age of the students as a factor (statements 55 to 61);
- mother tongue as a factor (statements 62 to 77);
- the power of English as a factor (statements 78 to 84);
- the size of the class as a factor (statements 85 to 91);
- the attitudes of the students and the parents as a factor (statements 92 to 95);
- the role of the teacher as a factor (statements 96 to 102); and
- the effect of motivation as a factor (statements 103 to 106).

Open-ended question

At the end of the questionnaire, the following open-ended question was also added, namely

- Please share your experiences of teaching in a second language, or any suggestions you may have.

The responses to this question were grouped and analysed according to common themes. The frequencies were also noted to establish which responses were most frequent.

3.4.2 Measures to ensure validity and reliability

In order to have confidence in the results of a study, the questionnaire must be both valid and reliable (Greco, Walop & McCarthy, 1987:699). According to Bless, Higson-Smith and Kagee (2006:156), *reliability* asks the question, “How accurate and consistent is this instrument?” *Validity*, on the other hand, wants to know, “What do the results actually mean?”

3.4.2.1 The validity of the questionnaire

Broadly speaking, *validity* refers to the degree to which an instrument is doing what it intends to do (Delpont, 2005:160). There are many types of validity. In this research on the perceptions that teachers hold on language diversity at their schools, the researcher ensured the *content* validity as well as the *face* validity of the research instrument. The instrument used in this study was a questionnaire.

- *Content validity* – the primary concern with content validity is the representativeness or sampling adequacy of the content of an instrument (Delpont, 2005:160). In most cases the content validity of a new instrument is achieved by referring to literature relating to the researcher’s area of study

(Bless, et al., 2006:157). For the purposes of this study, a literature research was undertaken. This literature research included language policies, education acts, White Papers, and journal articles on SLA by prominent researchers. The statements in the questionnaires were derived from information obtained from these sources. The researcher and the supervisor checked the statements on the questionnaire to establish if they adequately covered the content presented in the literature review. By following this procedure content validity was ensured for the questionnaire.

- *Face validity* – this refers to the appearance of the items of the questionnaire. In other words, do the items, on the face of it, test what they are supposed to test? For example, if an item is supposed to determine the teachers' views on whether the attitudes of students play a role in SLA, does the item indeed test this? Face validity is an important consideration for both the pilot study and the final product (Greco, et al., 1987:699).

According to Bless, et al. (2006:160), it is vital that an instrument be tailored to the needs of the subjects for whom it is intended, as often the instruments may appear insultingly simplistic, resulting in some participants not taking the research project seriously. With regard to this study, the researcher designed a professional-looking questionnaire. Together with the supervisor, the researcher checked if all the statements listed in the questionnaire were well-formulated for the subjects for whom the questionnaire was intended.

By ensuring the content and face validity of the research instrument, the researcher aimed to improve the validity of the research results.

3.4.2.2 *The reliability of the questionnaire*

Reliability focuses on the consistency of measures. The *reliability of measurement* is the degree to which that instrument would yield the same results in repeated trials (Bless, et al., 2006:150).

Neuman and Kreuger (in Delport, 2005:163) recommend the following procedures to increase the reliability of measures, which were all attended to in this research:

- clearly conceptualise all constructs – this is done by developing an unambiguous, clear theoretical definition for each construct, and ensuring that each measure indicates only one specific concept;
- increase the level of measurement – as indicators at higher levels of measurement are more likely to be reliable, try to, therefore, measure at the most precise level possible;
- use multiple indicators of a variable – this can be done by using two or more indicators to measure each aspect of a variable; and
- use pre-tests, pilot studies, and replications – develop a draft version of a measure and test this before applying the final version.

In order to enhance reliability, the researcher ensured that there were sufficient statements in the questionnaire on all the issues concerned. The researcher also conducted a pilot study to further increase reliability.

The pilot study is explained next.

3.4.3 **Pilot study**

A *pilot study* is conducted by testing the actual questionnaire or programme on a small sample that is taken from the community that the questionnaire or programme is planned for (Bless, et al., 2006:60). Pilot studies help to identify

potential problems with the design, and more specifically, with the research instrument (Van der Riet & Durrheim, 2006:94).

Prior to conducting the research, a draft version of the questionnaire was distributed to a group of five teachers who were randomly selected and were willing to participate in the study. These teachers were from similar schools to the actual sample. The selected teachers were asked to test the questionnaire by focusing on, amongst others, comprehension, the flow of the items, language, as well as grammatical errors. The researcher also noted how long it took them to complete the items.

The following improvements were made to the questionnaire after the pilot study:

- the original Question 105 was removed, as two participants pointed out that it was a repetition of a previous question (103);
- the instructions on how to complete the questionnaire, more specifically on what each of the numbers represent, were repeated at the top of each page.

There were no further suggestions, and the participants were satisfied with the content of the questionnaire. They were able to complete the questionnaire in 10 minutes.

3.4.4 The administration of the questionnaire

The structured questionnaire was hand-delivered to the principals of all three the schools. The researcher waited at the schools whilst the respondents completed the questionnaires. On completion of the questionnaires, the researcher collected them from the respondents. In this way a 78.9% response rate was obtained. At school A there were 18 respondents, at school B 11, and at school C 31.

3.4.5 Data processing

Once all the data were collected, it was captured electronically, cleaned, and thereafter subjected to analysis and interpretation. Descriptive statistics, such as frequencies and percentages were produced for all the survey variables. The aim of descriptive statistics is to summarise and represent features of the data on a single variable (Durrheim, 2006:199). The data were presented in the form of tables by using Excel, as will be seen in the next chapter.

3.5 ETHICAL CONSIDERATIONS

“Ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students” (Strydom, 2005:57).

Before undertaking any research, the following ethical concerns have to be taken into consideration by the researcher, namely

- Permission to conduct the study.

Permission to conduct this research was obtained from the Department of Basic Education (see Appendices C and E), and from the principals of the schools (see Appendix B). An Ethics Clearance certificate was granted by the Ethics Committee of the College of Education at UNISA (see Appendix F).

- Informed consent.

Participation in this research was purely voluntary, and based on informed consent. A consent letter was signed by all the teachers who participated in the study (see Appendix D).

- Confidentiality.

Confidentiality implies the handling of information in a confidential manner (Strydom, 2005:61). The participants were guaranteed confidentiality. The questionnaire did not require the respondents to disclose any information by which they could be identified, and was completed in private. The anonymity of the participants was assured; the researcher was not able to identify them by means of any of the information provided.

3.6 LIMITATIONS OF THE DESIGN

This study used a quantitative approach, which is not an in-depth study. A qualitative approach would allow for a more in-depth understanding of the issue under investigation.

The study was also limited to only three multicultural schools. This included 60 teachers in the province of Gauteng. As no other provinces were included, the results cannot be generalised outside of these three schools. However, the results may be applicable to many other similar schools in other provinces.

3.7 SUMMARY

This chapter outlined the research design and methods of data collection. It provided a detailed description of how the questionnaire, as a research instrument, was compiled, distributed and collected. The researcher also explained how the data would be analysed.

In the next chapter the results will be provided. The results will also be interpreted and discussed in the light of the literature review.

CHAPTER FOUR

THE RESULTS AND A DISCUSSION OF THE RESULTS

4.1 INTRODUCTION

In the previous chapter the research design and methods of data collection were explained.

In this chapter the results will be presented and discussed. The problem that was investigated in this study related to the teachers' perceptions of language diversity in multicultural schools. The focus was on how teachers perceived language diversity in their classrooms and in the school environment. The aim was to make recommendations to support the teachers to deal with language diversity in multicultural schools.

4.2 THE RESULTS

The data from the questionnaires were captured and analysed by means of the Word Excel programme. Frequencies and percentages were calculated, as well as the means and standard deviations of the scaled items – i.e., the items that were answered by means of a 1, 2 or a 3, ranging from *disagree* to *agree* with a neutral possibility in the middle.

The open-ended question at the end of the questionnaire was analysed qualitatively and quantitatively. The question was: *Please share your experiences of teaching in a second a language, or any suggestions you have.*

The number of completed questionnaires that were returned was as follows:

School 1: 18 out of 26;
School 2: 11 out of 16; and
School 3: 31 out of 34.

Thus, the return rate was 78.9%, which is very good. This means that there can be generalised with regard to the views of the teachers at the three schools.

The results are presented in 10 tables.

4.2.1 Section A: Biographical details of the respondents

The biographical data of the respondents appear in Table 4.1.

Table 4.1 Biographical details of the respondents

Variable	Frequencies	Percentages
1. Gender		
Males	15	25.0%
Females	45	75.0%
2. Age		
29 years and younger	9	15.3%
30 - 39 years	15	25.4%
40- 49 years	22	37.3%
50 years and older	13	22.0%
3. Experience in current position		
Less than one year	4	6.7%
1 - 5 years	14	23.3%
6 - 10 years	5	8.3%
11-15 years	19	31.7%
16 years and more	18	30.0%

According to Table 4.1, there were more females (75%) in the sample than males (25%).

The majority of the respondents (37.3%) were in the 40 to 49 year-old category, with the minority (15.3%) being 29 years or younger; 25.4% were between 30 and 39 years old, while 22% were 50 years and older.

Most of the respondents (31.7%) had between 11 and 15 years of teaching experience in their current position, with 30% of the respondents having experience of 16 years and more in their current position; 23.3% of the respondents indicated as having teaching experience of between 1 and 5 years, whilst 8.3% were in their current position for 6 to 10 years. A mere 6.7% had less than one year experience in their current positions.

4.2.2 Section B: The influence of language policy in education

The respondents' views on the influence of the Department of Education's language policy at school were determined by means of 21 items. The results appear in Table 4.2.

Table 4.2 The teachers' views on the influence of language policy in education

No.	Statement	Disagree		Neutral		Agree		Mean	SD
		F	%	F	%	F	%		
9	The language policies at my school are compatible with the relevant provincial policies.	3	5.2	10	17.2	45	77.6	2.71	0.56
10	English is the second language for most of the learners at my school.	13	22.0	8	13.6	38	64.4	2.43	0.83
11	The majority of the learners at my school speak a home language that is not English.	11	18.6	7	11.9	41	69.5	2.52	0.79
12	All 11 official languages are promoted at my school.	46	78.0	10	16.9	3	5.1	1.27	0.55
13	My school has developed programmes for the redress of previously disadvantaged languages.	31	53.4	21	36.2	6	10.3	1.56	0.68
14	Students are educated in their mother tongue.	52	88.1	2	3.4	5	8.5	1.20	0.58
15	The parents are allowed to choose the language in which their children are taught.	41	69.5	7	11.9	11	18.6	1.48	0.79
16	I have knowledge of the language policies in South Africa.	10	17.2	23	39.7	25	43.1	2.27	0.74
17	The School Governing Body (SGB) determines the language policy.	11	18.6	17	28.8	31	52.5	2.35	0.78
18	The SGB decides if the school should use English second language or mother tongue instruction.	11	18.6	24	40.7	24	40.7	2.23	0.74
19	Curriculum 2005 introduced transformation in teaching and learning.	10	17.2	23	39.7	25	43.1	2.27	0.74
20	I feel positive about the implementation of Curriculum and Assessment Policy Statements (CAPS).	4	6.8	22	37.3	33	55.9	2.48	0.62
21	English should be taught from Grade One.	0	0.0	3	5.1	56	94.9	2.95	0.22

Table 4.2 illustrates the teachers' views on the influence of language in education. A large majority (77.6%) agreed that the language policies at their schools were compatible with the relevant provincial policies; a mere 5.1% of the respondents believed that all 11 official languages were promoted at their school; only 18.6% of the respondents agreed that the parents were allowed to choose the language in which their children are taught, whereas, a large majority (69.5%) disagreed with this statement. Shockingly, less than half of the respondents (43.1%) indicated that they had knowledge of the language policies in South Africa.

About half of the respondents (52.5%) agreed that the SGB determined the language policy, while 28.8% of the sample was unsure if this was the practice at their school. Moreover, 40.7% of the respondents agreed that the SGB decided on the school's official languages, while a further 40.7% of the teachers were unsure who made this decision.

43.1% of the respondents agreed that Curriculum 2005 introduced transformation in teaching and learning, with 39.7% of them being unsure on this issue. A group of 55.9% of the teachers was positive about the implementation of CAPS, whilst 37.3% were neutral on this issue.

Of the respondents, 69.5% indicated that English was the second language for the majority at their schools; and 64.4% of the respondents agreed that English was the second language for most of the learners at their schools. A minority of the respondents (8.5%) indicated that the students were educated in their mother tongue, with an overwhelming 88.1% who disagreed with this statement. An astounding 94.9% of the respondents believed that English should be taught from Grade One.

Finally, only 10.3% of the sample agreed, while 53.4% disagreed that the programmes had been developed to redress the previously disadvantaged languages.

4.2.3 Section C: Views on second language acquisition

The respondents' views on SLA at school were determined by means of 33 items. The results appear in Table 4.3.

Table 4.3 illustrates

- how a second language is acquired (statements 22 to 25);
- the process/stages of acquiring a second language (statements 26 to 30);
- factors that play a role in the acquisition of a second language (statements 31 to 35);
- the need for support in acquiring a second language (statements 36 to 38);
- the need for verbal guidance when acquiring a second language (statements 39 to 48); and
- students' interaction during the process of acquiring a second language (statements 49 to 54).

Table 4.3 The teachers' views on second language acquisition

No.	Statement	Disagree		Neutral		Agree		Mean	SD
		F	%	F	%	F	%		
22	The acquisition of a language happens subconsciously.	12	20.7	21	36.2	25	43.1	2.24	0.77
23	The learning of a language is conscious.	5	8.6	16	27.6	37	63.8	2.56	0.65
24	The acquisition of a language takes place naturally (spontaneously).	12	20.3	10	16.9	37	62.7	2.43	0.81
25	We acquire a second language in the same way that we learn our mother tongue	21	35.6	17	28.8	21	35.6	1.98	0.85
26	Language is acquired by all in a predictable order.	16	27.1	30	50.8	13	22.0	1.93	0.71
27	Students need to be ready for the acquisition of a second language.	3	5.1	14	23.7	42	71.2	2.67	0.57
28	The acquisition of English as a second language unfolds in a predictable sequence.	13	22.0	24	40.7	22	37.3	2.13	0.77

29	I teach English one step beyond my student's current stage of competence.	12	20.7	17	29.3	29	50.0	2.27	0.81
30	The English syllabus is designed to accommodate the different stages of competence of each student.	19	32.8	19	32.8	20	34.5	2.03	0.83
31	Motivation plays a role in acquiring a second language.	0	0.0	3	5.1	56	94.9	2.95	0.22
32	Self-confidence plays a role in acquiring a second language.	0	0.0	1	1.7	58	98.3	2.98	0.13
33	Anxiety plays a role in the acquisition of a second language.	0	0.0	1	1.7	58	98.3	2.98	0.13
34	A positive attitude towards language leads to success in acquiring a second language.	0	0.0	2	3.5	55	96.5	2.97	0.18
35	Stressful environments can prevent the acquisition of a second language.	2	3.5	4	7.0	51	89.5	2.83	0.50
36	Students require the assistance of capable people to successfully acquire a second language.	1	1.8	0	0.0	56	98.2	2.93	0.37
37	Students are able to achieve much more when assisted.	0	0.0	1	1.8	56	98.2	2.98	0.13
38	Learning collaboratively with others assist in acquiring a second language.	1	1.8	2	3.5	54	94.7	2.93	0.32
39	I provide verbal guidance to help my students carry out their tasks.	0	0.0	3	5.3	54	94.7	2.95	0.22
40	In the classroom I model the desired learning task before shifting the responsibility to the students.	0	0.0	4	7.0	53	93.0	2.93	0.26
41	Students are active participants in the learning process	1	1.8	2	3.5	54	94.7	2.93	0.32
42	It is essential to provide clear directions to my students.	0	0.0	1	1.8	56	98.2	2.98	0.13
43	Providing verbal guidance keeps students on task.	0	0.0	2	3.5	55	96.5	2.97	0.18
44	Verbal guidance helps reduce uncertainty.	0	0.0	1	1.8	56	98.2	2.98	0.13

45	Guiding the student helps clarify the purpose of the task.	0	0.0	2	3.5	55	96.5	2.97	0.18
46	When completing a task students often communicate in their mother tongue.	17	30.4	13	23.2	26	46.4	2.18	0.87
47	Students are encouraged to use resources such as dictionaries.	3	5.3	0	0.0	54	94.7	2.90	0.45
48	I see myself as an expert in my field of specialisation.	0	0.0	12	21.1	45	78.9	2.79	0.41
49	Students frequently speak to themselves in their mother tongue.	10	17.9	10	17.9	36	64.3	2.44	0.80
50	Many students translate instructions into their mother tongue in order to understand it.	12	21.1	10	17.5	35	61.4	2.38	0.83
51	Students engage with each other in their mother tongue.	7	12.5	13	23.2	36	64.3	2.53	0.71
52	Students interact in the classroom with the resources (e.g., textbooks, televisions, computers) to acquire most of their knowledge of the second language.	10	17.5	11	19.3	36	63.2	2.47	0.78
53	Acquiring a second language is most effective in a classroom where knowledge is imparted in a logical manner.	0	0.0	8	14.0	49	86.0	2.86	0.35
54	Learning a second language is most effective when learnt spontaneously from everyday experience.	2	3.5	5	8.8	50	87.7	2.84	0.45

Table 4.3 illustrates the following regarding *how a second language was acquired* (statements 22 to 25): Whilst the majority of the respondents (43.1%) agreed that a language is acquired subconsciously, an even larger majority (62.7%) agreed that language acquisition took place spontaneously, and that this is a conscious process, as indicated by 63.8%.

Table 4.3 illustrates the following regarding the *process/stages* of acquiring a second language (statements 26 to 30): A large majority of the respondents (71.2%) agreed that students needed to be ready for the acquisition of a second

language. Of the respondents, 40.7% were neutral or unsure if language is acquired by all in a predictable order. Exactly half of the respondents (50%) taught English one step beyond their students' current stage of competence; 29.3% were uncertain.

Regarding the factors that played a role in the acquisition of a second language (statements 31 to 35), the teachers' perceptions were significantly unanimous on the following: more than 94% of the sample agreed with the statement that motivation played a role in acquiring a second language; that both anxiety and self-confidence played a role in the acquisition of a second language; and that a positive attitude towards language leads to success in acquiring a second language. Finally, 89.5% of the respondents agreed that a stressful environment could prevent the acquisition of a second language.

With reference to the need for support in acquiring a second language (statements 36 to 38), Table 4.3 indicates the teachers' views. It shows that more than 94% of the teachers agreed that the students required the assistance of capable people to successfully acquire a second language; that students were able to achieve much more when assisted; and that learning collaboratively with others assisted students in acquiring a second language.

Table 4.3 illustrates the following regarding the teachers' views on *the need for verbal guidance* when acquiring a second language (statements 39 to 48): A vast majority of 93% and more agreed that they

- provided verbal guidance to help students carry out their tasks;
- modelled the desired behaviour before expecting the students to assume responsibility;
- saw the students as active participants in the learning process;
- encouraged students to use resources, such as dictionaries;
- believed in clear directions to students;

- provided verbal guidance and believed in its essence, and that it reduced uncertainty;
- agreed that guiding students helped clarify the purposes of tasks.

Less teachers than the above, but still a majority of 78.9%, saw themselves as experts in their fields of specialisation. Finally, only 46.4% of the teachers indicated that the students often communicated in their mother tongue when they were completing their tasks.

With regard to *students' interaction* during the process of acquiring a second language (statements 49 to 54), according to Table 4.3, 87.7% of the sample was of the opinion that learning a second language was most effective when learnt spontaneously from everyday experience; and a vast majority of the respondents (86%) agreed that acquiring a second language was most effective in a classroom where knowledge was imparted in a logical manner. Regarding the other issues, about two thirds of the teachers agreed that the students frequently spoke to themselves and engaged with other students in their mother tongue; that students translated instructions into their mother tongue in order to understand it; and that students interacted in the classroom with resources to acquire most of their second language skills.

4.2.4 Section D: Views on factors that influence second language acquisition

The respondents' views on SLA at school were determined by means of 52 items. The results appear in the following seven tables.

- the age of the students as a factor (statements 55 to 61) – Table 4.4;
- mother tongue as a factor (statements 62 to 77) – Table 4.5;
- the power of English as a factor (statements 78 to 84) – Table 4.6;
- the size of the class as a factor (statements 85 to 91) – Table 4.7;

- the attitude of students and parents as a factor (statements 92 to 95) – Table 4.8;
- the role of the teacher as a factor (statements 96 to 102) – Table 4.9;
- the effect of motivation as an influencing factor (statements 103 to 106) – Table 4.10.

Table 4.4 The teachers’ views on the impact of the students’ age

No.	Statement	Disagree		Neutral		Agree		Mean	SD
		F	%	F	%	F	%		
55	Age plays a key role in the acquisition of a second language.	4	6.9	18	31.0	36	62.1	2.56	0.62
56	The earlier a child learns a second language, the more likely he/she will attain proficiency in that language.	3	5.2	10	17.2	45	77.6	2.73	0.55
57	Older children take longer to acquire a second language.	3	5.2	18	31.0	37	63.8	2.59	0.59
58	Adult learners are at an advantage when learning a second language.	17	29.3	25	43.1	16	27.6	1.97	0.76
59	Exposure to a second language helps in acquiring that language.	0	0.0	4	6.9	54	93.1	2.93	0.25
60	Children are more likely to reach higher levels of attainment in grammar than adults.	4	6.9	28	48.3	26	44.8	2.36	0.64
61	Children are more likely to reach higher levels of attainment in pronunciation than adults.	3	5.2	30	51.7	25	43.1	2.39	0.59

According to Table 4.4, the greatest agreement (93%) was with the statement that exposure to a second language helped students to acquire skills in that language.

Nearly three quarters of the teachers agreed that the earlier a child learns a second language the more likely he or she will attain proficiency in that language. Nearly two thirds of the teachers also believed that age played a key role in the acquisition of a second language and, accordingly, that older children take longer to learn a new language. Less than half of the respondents believed that children were more likely than adults to reach higher levels of attainment in grammar and in pronunciation than adults. Accordingly, about one quarter of the teachers agreed

that adult learners are at an advantage when learning a second language – most of the respondents (43.1%) were uncertain about this issue.

Table 4.5 The teachers' views on the impact of the use of the mother tongue

No.	Statement	Disagree		Neutral		Agree		Mean	SD
		F	%	F	%	F	%		
62	Students are emotionally linked to their mother tongue.	4	6.9	18	31.0	36	62.1	2.56	0.62
63	The mother tongue is the greatest asset students bring to the second language classroom.	10	17.2	20	34.5	28	48.3	2.32	0.75
64	When teaching in English, students are encouraged to communicate in their mother tongue.	41	70.7	11	19.0	6	10.3	1.39	0.67
65	I see the value of encouraging students to express their thoughts in their mother tongue.	20	34.5	19	32.8	19	32.8	1.97	0.83
66	The loss of the mother tongue may lead to the loss of culture.	18	31.0	12	20.7	28	48.3	2.19	0.88
67	Students learn best through their mother tongue.	4	6.9	12	20.7	42	72.4	2.64	0.61
68	English is more easily acquired if students already have a firm grasp of their home language.	10	17.2	17	29.3	31	53.4	2.37	0.76
69	Students who practice literacy in their mother tongue usually also work hard to learn English.	10	17.2	21	36.2	27	46.6	2.29	0.74
70	The differences between English and the home language have a negative impact in my classroom.	5	8.8	24	42.1	28	49.1	2.40	0.65
71	Students should be taught exclusively in their mother tongue.	32	55.2	12	20.7	14	24.1	1.68	0.84
72	Being fluent in the mother tongue of my students helps me teach better.	14	24.6	15	26.3	28	49.1	2.26	0.83
73	I support the use of mother tongue inside the classroom.	29	50.0	11	19.0	18	31.0	1.81	0.88
74	I support the use of mother tongue outside the classroom.	21	36.2	6	10.3	31	53.4	2.19	0.94
75	A student's mother tongue influences his/her development of English.	8	13.8	19	32.8	31	53.4	2.41	0.72
76	It is vital for students to first master their mother tongue before learning a second language such as English.	15	25.9	17	29.3	26	44.8	2.20	0.83
77	The mother tongue is a child's strongest ally.	6	10.3	27	46.6	25	43.1	2.34	0.66

Table 4.5 illustrates that a large majority of the respondents (72.4%) were of the opinion that students learnt best through their mother tongue. Accordingly, about two thirds (62.1%) indicated that students were emotionally linked to their mother tongue. Just more than half (53.4%) also agreed that English was more easily acquired if the students already had a firm grasp of their home language; that they supported the use of mother tongue outside of the classroom; and that a student's mother tongue influences his/her development in English.

It was significant that nearly three quarters (70.7%) of the teachers disagreed with the statement that, when teaching English, students were encouraged to use their mother tongue. In addition, more than half (55.25) did not believe that students should be taught exclusively in their mother tongue. It was also noted that half of the teachers, (50%), indicated that they disagreed with the statement that students should be taught exclusively in their mother tongue – 24.1% agreed with this statement.

What was also significant was the fact that nearly half of the teachers (42.1%) were undecided on whether the differences between English and the home language had a negative impact in their classrooms.

Table 4.6 The teachers' perceptions of the power of English

No.	Statement	Disagree		Neutral		Agree		Mean	SD
		F	%	F	%	F	%		
78	English should be the dominant language in education.	3	5.2	9	15.5	46	79.3	2.71	0.59
79	English should be the medium of instruction at my school.	1	1.7	6	10.3	51	87.9	2.86	0.39
80	We should provide in the demand for English.	1	1.8	4	7.1	51	91.1	2.88	0.38
81	Parents prefer their children to learn in English.	0	0.0	4	6.8	55	93.2	2.93	0.25
82	Students prefer English to their home language as language of instruction.	16	27.6	17	29.3	25	43.1	2.17	0.83
83	We need to teach through the medium of English since it is the most important language in the international arena.	1	1.7	4	6.9	53	91.4	2.86	0.43
84	English provides a more profitable future in the world of employment.	0	0.0	2	3.4	56	96.6	2.97	0.18

Regarding the teacher's perceptions of the power of English, Table 4.6 illustrates that less than half of the teachers (43.15%) believed that the students preferred English to their home language as language of instruction. Of the teachers, 29.3% were uncertain on this issue.

Regarding the other items, the teachers were quite unanimous in their agreement with the statements, with percentages ranging from 79.3% to 96.6%, in respect of the following:

- that English should be the dominant language in education;
- that English should be the medium of instruction at their school;
- that schools should provide in the demand for English;
- that parents preferred their children to learn in English;
- that it was important to teach in English since this was the most important language in the international arena, and
- that English provided a more profitable future in the world of employment.

Table 4.7 The teachers' views on class size as influencing factor

No.	Statement	Disagree		Neutral		Agree		Mean	SD
		F	%	F	%	F	%		
85	It is easier to teach through the medium of English in smaller classes (less than 30).	0	0.0	5	8.6	53	91.4	2.88	0.38
86	I am more motivated to teach smaller classes.	3	5.2	6	10.3	49	84.5	2.80	0.52
87	Teaching English as a second language to a small class is quite easy.	2	3.5	13	22.8	42	73.7	2.71	0.53
88	My responsibility as a teacher increases with the number of students I teach.	1	1.7	2	3.4	55	94.8	2.93	0.31
89	It is relatively easy to teach English second language in large classes (more than 30 students).	38	65.5	14	24.1	6	10.3	1.46	0.68
90	I can easily handle language problems in all class sizes.	34	59.6	11	19.3	12	21.1	1.64	0.83
91	Students are more likely to grasp the concepts taught if the class size is small (less than 30).	5	8.6	2	3.4	51	87.9	2.80	0.58

According to Table 4.7, the teachers overwhelmingly agreed that teaching in smaller classes was easier. The vast majority (of between 73.7% and 94.8%) agreed that:

- it was easier to teach in English in smaller classes;
- their responsibilities as teachers increased with the number of students they taught;
- that students were more likely to grasp the concepts taught if the class was small;
- that they were more motivated to teach smaller classes; and
- that teaching English to smaller classes was quite easy.

In line with the above, the majority disagreed with two items: that it was relatively easy to handle language problems in all class sizes; and it was relatively easy to teach English second language in large classes of more than 30 students.

Table 4.8 The teachers' views on the attitudes of students and parents as influencing factor

No.	Statement	Disagree		Neutral		Agree		Mean	SD
		F	%	F	%	F	%		
92	Students with a positive attitude will learn English easily.	0	0.0	4	6.9	54	93.1	2.92	0.28
93	The attitude a student has towards his or her teacher can affect his/her acquisition of a second language.	2	3.4	5	8.6	51	87.9	2.85	0.45
94	The parents' attitude towards English will influence the students' acquisition of English as a second language.	1	1.7	1	1.7	56	96.6	2.95	0.29
95	The parents' attitudes towards a language are passed on to their children.	1	1.7	2	3.4	55	94.8	2.93	0.31

Table 4.8 illustrates that the teachers were unanimous in their views on the attitudes of students and parents as influencing factor. They agreed (with percentages of between 87.9% and 96.6%) with the following:

- that students with a positive attitude will learn English easily;
- that the attitude a student has towards his/her teacher can affect the his/her acquisition of a second language;
- that the parents' attitude towards English will influence the students' acquisition of English; and
- that the parents' attitude towards a language is passed on to their children.

Table 4.9 The teachers' perceptions of the role of the teacher

No.	Statement	Disagree		Neutral		Agree		Mean	SD
		F	%	F	%	F	%		
96	I set the standard of English in my classroom.	0	0.0	3	5.3	54	94.7	2.95	0.22
97	I see myself as modelling the use of English in my classroom.	3	5.3	4	7.0	50	87.7	2.83	0.50
98	I am good at English.	3	5.2	6	10.3	49	84.5	2.80	0.52
99	I am able to support my students who have limited English proficiency.	3	5.2	6	10.3	49	84.5	2.80	0.52
100	I believe I have the required skills to support my students to learn English.	3	5.2	4	6.9	51	87.9	2.83	0.50
101	I have a positive attitude towards English as a language of teaching and learning.	2	3.4	0	0.0	56	96.6	2.93	0.37
102	I believe in mother tongue instruction.	22	37.9	14	24.1	22	37.9	2.00	0.87

Table 4.9 illustrates the teachers' perceptions of the role of the teacher in the learning of English. The table shows that about one third (37.9%) of the respondents believed in mother tongue instruction, while exactly the same percentage disagreed with this statement.

For the other items, 84.5% and more of the teachers agreed that:

- they were good at English;
- they set the standard of English in the classroom and they modelled the use of English;
- they had the required skills to support their students to learn English, and they were thus able to support their students who had limited proficiency in English;
- they had a positive attitude towards English as a language of teaching and learning.

Table 4.10 The teachers' views on the effect of motivation as influencing factor

No.	Statement	Disagree		Neutral		Agree		Mean	SD
		F	%	F	%	F	%		
103	Student motivation is key to acquiring a second language.	1	1.7	4	6.9	53	91.4	2.90	0.36
104	Teaching students who have a desire to learn a second language makes my job easier.	1	1.7	6	10.3	51	87.9	2.86	0.39
105	Students are more motivated to learn a second language for social rewards.	1	1.7	19	32.8	38	65.5	2.64	0.52
106	Students are more motivated to learn a second language for economic rewards someday.	2	3.4	20	34.5	36	62.1	2.59	0.56

Table 4.10 shows the teachers' views of motivation as influencing factor. Table 4.10 illustrates that a large majority of the respondents (91.4%) believed that motivation was key to acquiring a second language, with 87.9% of the respondents agreeing that teaching students who had a desire to learn a second language made their job easier.

About two thirds of the sample was of the opinion that students were more motivated to learn a second language for social rewards, with slightly less respondents (62.1%) believing that students were more motivated to learn a second language for economic rewards in the future.

4.2.5 Open-ended question: The teachers' experiences of teaching in a second language, and their suggestions

The open-ended question was: *Please share your experiences of teaching in a second a language, or any suggestions you have.*

This question was answered by only 22 (36.6%) of the 60 respondents. Common themes emerged from the responses, and the suggestions that were made by the respondents.

The findings to this question will be analysed quantitatively as well as qualitatively by grouping them according to common themes.

4.2.5.1 Assistance to understand the mother tongue

Six of the respondents indicated that assistance to understand the mother tongue of the majority of their students would be welcomed. The following is a breakdown of the suggestions of the type of assistance needed:

- teachers need interpreters in the classrooms;
- teachers should be given the opportunity to learn an African language;
- tutors should be available to address the language barriers that may exist in the classrooms;
- teachers should have the assistance of someone who understands the learners' mother tongue.

Examples of responses include:

If possible, the teachers should be given the opportunity to learn an African language. (Respondent 14)

Having a fair understanding of the mother tongue of my learners would have made teaching them a lot easier. (Respondent 59)

4.2.5.2 Parental support and involvement

Four respondents highlighted the role that parents can play in supporting their children in acquiring a second language. The involvement and support of parents were seen as crucial in acquiring a second language, for example,

Getting parents involved with the language programme will help a great deal.
(Respondent 2)

It is vital that parents communicate in English with their children to enhance their children's ability to communicate in English. (Respondent 5)

4.2.5.3 Age

One respondent indicated that it was more difficult to teach older learners.

It is difficult to teach older learners who have been learning in their mother tongue in the additional language, especially in subjects like EMS, NS and SS.
(Respondent 30)

4.2.5.4 The size of the class

One respondent shared the view that it was easier to teach smaller classes.

It is easier to teach a smaller class with regards to this [the teaching of English as second language]. (Respondent 15)

4.2.5.5 Support strategies to support students

Seven of the respondents suggested strategies that could be implemented in order to support students in acquiring a second language. The following suggestions were made:

More reading programmes for those who need additional support. (Respondent 11)

Language must be taught in a creative, dynamic manner using print-rich media and resources. (Respondent 10)

Oral communication is the best form of developing a speaking and later written vocabulary. (Respondent 3)

Repetition is the 'key' in acquiring a second language. (Respondent 47)

The learners must achieve spelling of words and vocabulary in every grade they are in to acquire knowledge of a second language. (Respondent 43)

Encourage learners to practice the English language; this will improve the language and help them in the workplace. (Respondent 50)

A teacher has to be competent in the language. (Respondent 13)

4.2.5.6 The power of English

One respondent indicated the importance of English.

English is important. It should be the language of instruction as it is the universal language. (Respondent 35)

4.2.5.7 Challenges

Three of the respondents shared the challenges they experienced when teaching in a second language.

The choice of which language becomes a second language at a school is now a tricky one with all 11 languages being official. (Respondent 60)

The problem with our education system is not the lack of money, or unqualified teachers and politics; it is in essence our language policy that has to be revisited. (Respondent 1)

It is difficult because I am not confident with the language [English] hence I keep on asking for assistance from my colleagues. (Respondent 49)

4.3 A DISCUSSION OF THE RESULTS

In this section an in-depth discussion is presented with reference to the main results collated. These results are discussed in relation to the relevant literature in Chapter two.

4.3.1 The influence of language policy in education

The Language in Education Policy, Act 27 of 1996 (DoE, 1996), as stated in Section 2.2.3 was enacted immediately after the 1994 elections, with the intention of bringing about transformation, and of removing the inequities of the past. Surprisingly, 18 years later, only 5.1% of the respondents, as reflected in Table 4.2, agreed that all 11 official languages were promoted at their schools, with a mere 10.3% of the respondents being of the opinion that their school had developed programmes for the redress of the previously disadvantaged languages. These results may be explained by the fact that most government schools only had the capacity and resources to cater for no more than two of the official languages.

According to the Department of Education's Language in Education Policy (DoE, 1997), (see Section 2.2.3), it is the right of children to be educated in their mother tongue, with the parents being allowed to choose the language in which they wanted their children to be taught. However, a large majority (88.1%) of the

respondents (Table 4.2) disagreed with the statement that the students were educated in their mother tongue, with only 18.6% of the respondents admitting that the parents were allowed to choose the language in which their children were taught. As South African schools have a very diverse student population, this makes it extremely difficult in most school settings for students to be educated in their mother tongue, and for the parents to choose the language in which their children are to be taught, as this has implications for the schools' budget and resources. Also, as indicated by one of the respondents, with 11 official languages, the choice of which language becomes a second language at a school, is a difficult one.

Smit and Oosthuizen (2011:59), as reported in Section 2.2.5, indicated that the South African Schools Act, Act 84 of 1996 (DoE, 1996), gave the SGBs the authority to, amongst others, determine the language policy of a school. The results from this study (Table 4.2) reflect that only 52.5% of the respondents agreed that the SGB determined the language policy at their school, while 28.8% of the respondents were unsure.

The introduction of the Curriculum and Assessment Policy Statements (see Section 2.2.7) will see the implementation of English as a First Additional Language given priority alongside mother tongue teaching and will be taught from Grade 1. An overwhelming majority (94.9%) of the respondents in this study (see Table 4.2) are in favour of English being taught from Grade One.

4.3.2 Views on second language acquisition

According to Saville-Troike (2006:45) (see Section 2.3.1.1), the acquisition of a language happens subconsciously, however, only 43.1% of the respondents in this study believed that the acquisition of a language is a subconscious activity (see Table 4.3).

Even though VanPatten and Williams (2007:26) report that SLA is much like L1 acquisition (see Section 2.3.1.1), the respondents in this study were divided in their views. Of the sample, 35.6% were in agreement that SLA is acquired in the same way that we learn our mother tongue, with another 35.6% in disagreement with this, and 28.8% being unsure or neutral in this regard (Table 4.3).

Saville-Troike (2006:45) (see Section 2.3.1.3) professes that the rules of language is acquired by all in a predictable order. Though, 50.8% of the respondents in this study were unsure or neutral in response to this statement (Table 4.3).

Krashen (in Schütz, 2007:3) (see Section 2.3.1.5), claims that students with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in L2 acquisition. The results from this study (as indicated in Table 4.3) support this claim, with 94.9% agreeing that motivation plays a role in the acquisition of a second language, 98.3% believing that self-confidence, as well as anxiety plays a role, and 96.5% being of the opinion that a positive attitude towards language leads to success in acquiring a second language.

Vygotsky's concept of ZPD, explained in Section 2.3.2.1 establishes two developmental levels in the student: the actual *development* level and the *potential* level, which can be established by observing what the student can do when assisted by an adult or a more capable peer. The respondents in this study were in agreement with this statement, as a large majority (98.2%) of them (see Table 4.3) agreed that the students required the assistance of capable people to successfully acquire a second language, and that the students were able to achieve much more when assisted.

According to Saville-Troike (2006: 112-114) (reported in Section 2.3.2.3), intrapersonal interaction occurs frequently in the beginning stages of L2 learning, as well as in later stages, when the content and structure of L2 goes beyond the existing language competence -- the student then makes use of L1 resources.

This can occur through translation to oneself. The results from this study suggest that most of the respondents (61.4%) agreed that students translated instructions into their mother tongue in order to understand it. Surprisingly, only 46.4% of the sample agreed that the students often communicated in their mother tongue, with 30.4% disagreeing with this statement (Table 4.3).

Khatib (2011:52) states (see Section 2.3.2.4) that through interaction with the resources in the classroom, language students acquire most of their L2. Even though 63.2% of the respondents (see Table 4.3) in this study agreed that students interacted in the classroom with the resources to acquire most of their second language, 19.3% of the respondents were unsure of this, with 17.5% even disagreeing with this statement. A possible explanation for these varying responses could be that some schools or classrooms were not well resourced. All three the schools that formed the sample for this study, are government schools, with only one of them being an ex-model C school. As in most state-funded schools, the resources were limited, or even non-existent.

4.3.3 Views on factors that influence second language acquisition

4.3.3.1 The teachers' views on the impact of the students' age

According to the literature presented in Section 2.4.1, there have been contrasting results with regard to age and the acquisition of a second language. This study found that, according to 62.1% of the respondents (see Table 4.4), age played a key role in the acquisition of a second language. Of the respondents, 77.6% were of the opinion that the earlier a child learnt a second language, the more likely he or she would be to attain proficiency in that language, with 63.8% of the respondents believing that older children took longer to acquire a second language (see Table 4.4).

4.3.3.2 The teachers' views on the impact of the use of the mother tongue

The literature studies on mother tongue presented in Section 2.4.2, strongly reflected that mother tongue was the greatest asset students brought to the language classroom, with most research suggesting that students entering school were able to learn best through their mother tongue. The research results presented in Section 2.4.2 also revealed that a second language, such as English, was more easily acquired if a student already had a firm grasp of his/her home language. However, results from this study on this issue were contradictory. Even though 72.4% of the respondents agreed that students learnt best through their mother tongue (see Table 4.5), only 10.3% of the respondents encouraged the students to communicate in their mother tongue. More surprising is the fact that half of the respondents (50%) did not support the use of mother tongue inside the classroom, and only 53.4% supported the use of mother tongue outside the classroom. Moreover, only 32.8% of the respondents saw any value in encouraging students to express their thoughts in their mother tongue (see Table 4.5). Although a recent study (as reported on in Section 2.4.2), found that teacher assistants who were fluent in the mother tongue of ESOL coped better, this study found that only 49.1% of the respondents believed that being fluent in the mother tongue of their students helped them to teach better, with 24.6% disagreeing with this statement, and 26.3% being neutral or unsure (see Table 4.5).

4.3.3.3 The teachers' perceptions of the power of English

Findings from previous studies (presented in Section 2.4.3), highlighted the dominance of English in education in South Africa. It further revealed the demand for English, and indicated that parents wanted their children to learn in English (Marcos, 2001). This study produced similar results (see Table 4.6). Of the respondents, the vast majority (91.1%) was in support of providing in the demand for English, and 93.2% believed that the parents preferred their children to be

educated in English. A large majority (87.9%) were in favour of English being the medium of instruction at their schools.

4.3.3.4 The teachers' views on class size as influencing factor

The research results (as presented in Section 2.4.4), suggested that the influence of class size was dependent on the teachers' perceptions of what 'large' and what 'small' were. Moreover, teachers with large classes (of more than 30 students), were more likely to experience problems than teachers with smaller classes (of less than 30 students). This study revealed similar results. Of the respondents, 91.4% (see Table 4.7), found it easier to teach through the medium of English in smaller classes, with a mere 10.3% agreeing that it was easier to teach English second language in large classes. A large majority of the respondents (94.8%) agreed that their responsibilities as teachers increased with the number of students that they taught.

4.3.3.5 The teachers' views on the attitudes of students and parents as influencing factor

Previous studies, as indicated in Section 2.4.5, found that attitude played a significant role in the language classroom, with students who did not have a positive attitude being more likely to produce poor results. Also reported in this section of the literature review, is the fact that negative attitudes in respect of certain languages were passed on to children from their parents. This study reported that the teachers had similar views (see Table 4.8). The vast majority of the respondents (93.1%) agreed that students with positive attitudes learn English more easily, and 94.8% of them believed that the parents' attitudes towards a language were passed on to their children. In addition, 96.6% of the respondents believed that the parents' attitudes towards English would influence the students' acquisition of English as a second language.

4.3.3.6 *The teachers' perceptions of the role of the teacher*

In the literature (see Section 2.4.6) it was indicated that the teachers were traditionally regarded as models of the use of English, and determined the standards of education and language usage. Also highlighted was the fact that the teachers' limited proficiency in English negatively affected their students' acquisition of the language as an L2. However, this study found that 84.5% of the respondents viewed themselves as good in English, with most of them (94.7%) seeing themselves as setting the standard of English in their classrooms. Interestingly, this study also found that an equal number of respondents (37.9%) believed in mother tongue instruction, as also *not* believing in mother tongue instruction. Moreover, 87.9% of the respondents were of the opinion that they had the required skills to support their students to learn English (see Table 4.9).

4.3.3.7 *The teachers' views on the effect of motivation as influencing factor*

The results in this study correlate well with those found in the literature (see Section 2.4.7). Gömleksiz (2001:220) reported that *motivation* was seen as a desire to learn, and as such it was very difficult to teach a L2 in a learning environment if the student was not motivated. In this study, motivation was viewed by 91.4% of the respondents as key to acquiring a second language (see Table 4.10). A large majority of the respondents (87.9%) indicated that teaching students who had a desire to learn a second language made their work much easier.

4.5 SUMMARY

In this chapter the results of this study were presented, and also compared with the results found in the literature study, as outlined in Chapter two.

In the next chapter the conclusions emanating from the study will be given. Recommendations will also be made, based on the results and the conclusions.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter the results were given and interpreted in the light of the theoretical framework as presented in Chapter 2.

In this chapter, the conclusions will be presented, and recommendations will be made.

The aim of this study was to establish the teachers' perceptions of language diversity at their schools. The study further aimed to determine the factors that impacted on the acquisition of English as a second language, and to make recommendations on how teachers could best be supported to teach in multicultural classes with regard to language issues.

5.2 CONCLUSIONS

5.2.1 The biographical details of the respondents

More females than males participated in this study, with the majority in the age group between 40 and 49 years. Most of the respondents had between 11 and 15 years' teaching experience in their current positions. This shows that the sample was in general female, middle-aged and experienced.

5.2.2 The influence of language policy in education

This study concludes that, according to the teachers in the sample,

- the schools have not promoted all 11 official languages;
- programmes are not in place to redress the previously disadvantaged languages;
- not all the teachers are aware of the language policies, for example with regard to the role of the parents and the SGB to determine the language policies of the schools; and
- most teachers are in favour of English being taught from Grade one.
(See Table 4.2, as well as sections 4.2.2 and 4.3.1.)

5.2.3 Views on second language acquisition

The views of the teachers who participated in the study are that

- the learning of a language is a conscious activity, and the acquisition of a language takes place spontaneously;
- students learn a language through verbal guidance, modeling, encouragement, and by being actively involved in learning;
- students possessing a high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in L2 acquisition; and
- students translate instructions into their mother tongue in order to understand it.
(See Table 4.3, sections 4.2.3 and 4.3.2.)

5.2.4 Views on factors that influence second language acquisition

5.2.4.1 The teachers' views on the impact of the students' age

Table 4.4, section 4.2.5.3 and section 4.3.3.1 indicate the following.

According to the teachers,

- the earlier children start learning a second language, the more likely they are to attain proficiency in that language; and
- older children take longer to acquire a second language.

5.2.4.2 The teachers' views on the impact of the use of the mother tongue

This study concludes that

- students learnt best through their mother tongue, according to the teachers;
- the teachers are divided in their support of the mother tongue inside and outside the classroom; and
- the teachers do not encourage the students to communicate in their mother tongue.

(See section 4.3.3.2.)

5.2.4.3 The teachers' perceptions of the power of English

The views of the teachers (as discussed in section 4.3.3.3) are that,

- schools should provide for the demand of English;
- parents preferred their children to learn in English; and
- English should be the medium of instruction at the schools.

5.2.4.4 The teachers' views on class size as influencing factor

This study illustrates that, according to the teachers,

- it is easier to teach through the medium of English in smaller classes; and
- their responsibilities increased with the number of students that they have to teach.

(See section 4.3.3.4.)

5.2.4.5 The teachers' views on the attitudes of students and parents as influencing factor

As discussed in section 4.3.3.5, the teachers believed that

- students with positive attitudes would learn English more easily;
- the parents' attitudes towards a language are passed on to their children; and
- the parents' attitudes towards English would influence the students' acquisition of ESL.

5.2.4.6 The teachers' perceptions of the role of the teacher

This study concludes that

- the teachers are divided in their view on mother tongue instruction - an equal number of respondents believe in mother tongue instruction as in not believing in mother tongue instruction; and
- the teachers viewed themselves as good in English, and saw themselves as setting the standard of English in their classrooms.
(See section 4.3.3.6.).

5.2.4.7 The teachers' views on the effect of motivation as influencing factor

This study concludes that, according to Table 4.10 and section 4.3.3.7,

- motivation is key to SLA; and
- teaching students who have a desire to learn a second language made the teachers' work much easier.

5.2.4.8 The teachers' experiences of teaching in a second language

The teachers' views on this issue led to the following conclusions, namely to support teachers to best assist students in SLA,

- the teachers should be given an opportunity to learn an African language;
- the teachers need interpreters (tutors) in the classrooms who understand the learners' mother tongue, to address the language barriers that may exist in the classrooms;
- the teachers should teach language in a creative, dynamic manner, frequently make use of repetition, and encourage the learners to practice English;
- the teachers require the support and involvement of the parents;
- the parents should communicate in English with their children, in order to enhance their children's ability to communicate in English;
- the schools should start teaching a second language as early as possible;
- the schools should have smaller classes (less than 30); and
- the schools should develop more reading programmes for those who need additional support.

This study came to the following conclusions, based on the challenges that the teachers reported:

- the choice of which language becomes the second language at a school is a difficult one, as 11 languages are given official status;
- the language policies need to be revisited; and
- some teachers are not confident with the English language, and they themselves need assistance.

5.3 LIMITATIONS OF THE STUDY

This study had the following limitations (also see section 3.6):

- The scope of this research was limited to the perspectives of teachers at only three primary schools in Gauteng. The conclusions can thus not be generalised to all teachers across all schools in South Africa, although the results may be applicable to many other schools as well.
- The respondents could possibly have been selective in the experiences they wished to share.
- This study did not investigate if different groups of teachers (e.g., of different gender, age and years of experience) differed in their perceptions of language diversity.

5.4 RECOMMENDATIONS

5.4.1 Recommendations for teaching in class

The study wishes to present the following recommendations for implementation in the classroom:

- Not all teachers are adequately trained to deal with the challenges of a multilingual classroom, and therefore teachers' training needs to be reviewed to address this problem. The teachers need to be skilled to use creative methods to teach a second language. The language policies should be included in the curriculum for teacher training.
- Schools need a comprehensive language policy regarding language use in the school, and teachers need to be informed and educated on these policies.
- The teachers should be given an opportunity to learn an African language.
- More teaching resources need to be developed and distributed to schools to assist teachers in the L2 classroom.

- The schools need to be allowed to appoint interpreters or tutors in the classrooms, where affordable.
- The schools should, where possible, keep the number of students in a class to a maximum of 30.
- The schools should consider introducing a second language in the classroom from as early as grade 1.
- The schools should provide reading support for struggling students.

5.4.2 Recommendations for further research

From the literature review and the results of this study it is recommended that further research should focus on:

- the relationship between the biographical information of teachers, and the perceptions they hold on language diversity;
- more schools around South Africa, in order to determine whether teachers all over South Africa share a similar perspective; and
- language attitudes, especially the attitudes of the students and their parents.

5.5 CONCLUSION

This research aimed at identifying the perceptions held by teachers in respect of language diversity in their schools. It further aimed to determine the factors that impacted on the acquisition of English as second language, and to make recommendations on how teachers can best support students to acquire English as a second language.

The study adopted a quantitative approach and a questionnaire was administered to teachers at three primary schools in Gauteng.

As South Africa has 11 official languages, it is an enormous task for the Government to accommodate all language groups equally. This research

confirmed that even though the language policies in South Africa recognise the importance of multilingualism, and more importantly, the value of mother tongue instruction, classrooms have become all the more monolingual, and the mother tongue of learners are viewed by teachers as an obstacle rather than a resource. Despite its limitations, this study provided valuable information on the teachers' perspectives of language diversity in their schools, and the factors that influenced the acquisition of English as a second language.

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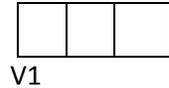
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APPENDIXES

APPENDIX A



QUESTIONNAIRE

Hi There,

This questionnaire seeks information on your perception of language diversity at your school. It also seeks information on the factors that influence second language acquisition.

The data gathered from this questionnaire is for research purposes only. Information supplied will be treated in STRICT CONFIDENTIALITY and details will be kept anonymous.

- Please follow the instructions carefully.
- Respond to all the questions.
- All questions refer specifically to the school you are currently teaching at.

Instruction: please circle the appropriate number on the questionnaire.

SECTION A: PERSONAL DETAILS

1. Your Gender:

Male	1	
Female	2	V2

2. Age

29 years and younger	1	
30 - 39 years	2	
40 – 49 years	3	
50 years and older	4	V3

3. Experience in current position:

Less than 1 year	1	
1 – 5 years	2	
6 – 10 years	3	
11 – 15 years	4	
16 years and longer	5	V4

4. My highest educational qualification is:
- | | | |
|----------------------|---|----|
| Teaching Certificate | 1 | |
| Teaching Diploma | 2 | |
| Bachelor's Degree | 3 | |
| Honours degree | 4 | |
| Master's Degree | 5 | |
| Doctors Degree | 6 | V5 |
5. Post currently held at school:
- | | | |
|--------------------|---|----|
| Teacher / Educator | 1 | |
| Head of Department | 2 | |
| Deputy Principal | 3 | |
| Principal | 4 | V6 |
6. In general, the number of learners in my class are:
- | | | |
|-------------------|---|----|
| Less than 20 | 1 | |
| Between 20 and 30 | 2 | |
| Between 30 and 40 | 3 | |
| Between 40 and 50 | 4 | |
| More than 50 | 5 | V7 |
7. My home language is:
- | | | |
|------------|----|----|
| English | 01 | |
| Afrikaans | 02 | |
| Sepedi | 03 | |
| Sesotho | 04 | |
| Setswana | 05 | |
| siSwati | 06 | |
| Tshivenda | 07 | |
| Xitsonga | 08 | |
| isiNdebele | 09 | |
| isiXhosa | 10 | |
| isiZulu | 11 | |
| Other | 12 | V8 |

8. The language of instruction at my school is:

English	01
Afrikaans	02
Sepedi	03
Sesotho	04
Setswana	05
siSwati	06
Tshivenda	07
Xitsonga	08
isiNdebele	09
isiXhosa	10
isiZulu	11

V9

SECTION B: THE INFLUENCE OF LANGUAGE POLICY IN EDUCATION

<p>Please put a number in the square to indicate your answer. The numbers have the following meaning: Disagree = 1; Uncertain or neutral = 2; Agree = 3.</p>			
9.	The language policies at my school are compatible with the relevant provincial policies.		V10
10.	English is the second language for most of the learners at my school.		V11
11.	The majority of the learners at my school speak a home language that is not English.		V12
12.	All 11 official languages are promoted at my school.		V13
13.	My school has developed programmes for the redress of previously disadvantaged languages.		V14
14.	Students are educated in their mother tongue.		V15
15.	Parents are allowed to choose the language in which their children are taught.		V16
16.	I have knowledge of the language policies in South Africa.		V17
17.	The school governing body (SGB) determines the language policy.		V18
18.	The SGB decides if the school should use English second language or mother tongue instruction.		V19
19.	Curriculum 2005 introduced transformation in teaching and learning.		V20
20.	I feel positive about the implementation of Curriculum and Assessment Policy Statements (CAPS).		V21
21.	English should be taught from Grade One.		V22

SECTION C: SECOND LANGUAGE ACQUISITION

22.	The acquisition of a language is subconscious.		V23
23.	The learning of a language is conscious.		V24
24.	Acquisition of a language takes place naturally (spontaneously).		V25
25.	We acquire a second language in the same way that we learn our mother tongue		V26
26.	Language is acquired by all in a predictable order.		V27
27.	Students need to be ready for the acquisition of a second language.		V28
28.	The acquisition of English as a second language unfolds in a predictable sequence.		V29
29.	I teach English one step beyond my student's current stage of competence.		V30
30.	The English syllabus is designed to accommodate the different stages of competence of each student.		V31
31.	Motivation plays a role in acquiring a second language.		V32
32.	Self-confidence plays a role in acquiring a second language.		V33
33.	Anxiety plays a role in the acquisition of a second language.		V34
<p>Please put a number in the square to indicate your answer. The numbers have the following meaning: Disagree = 1; Uncertain or neutral = 2; Agree = 3.</p>			
			V35

34.	A positive attitude towards language leads to success in acquiring a second language.		
35.	Stressful environments can prevent the acquisition of a second language.		V36
36.	Students require the assistance of capable people to successfully acquire a second language.		V37
37.	Students are able to achieve much more when assisted.		V38
38.	Learning collaboratively with others assist in acquiring a second language.		V39
39.	I provide verbal guidance to help my students carry out their tasks.		V40
40.	In the classroom I model the desired learning task before shifting responsibility to the students.		V41
41.	Students are active participants in the learning process		V42
42.	It is essential to provide clear directions to my students.		V43
43.	Providing verbal guidance keeps students on task.		V44
44.	Verbal guidance helps reduce uncertainty.		V45
45.	Guiding the student helps clarify the purpose of the task.		V46
46.	When completing a task students often communicative in their mother tongue.		V47
47.	Students are encouraged to use resources such as dictionaries.		V48
48.	I see myself as an expert in my field of specialisation.		V49
49.	Students frequently speak to themselves in their mother tongue.		V50
50.	Many students translate instructions to their mother tongue in order to understand it.		V51
51.	Students engage with each other in their mother tongue.		V52
52.	Students interact in the classroom with resources (e.g. textbooks, televisions, computers) to acquire most of their second language.		V53
53.	Acquiring a second language is most effective in a classroom where knowledge is imparted in a logical manner.		V54
54.	Learning a second language is most effective when learnt spontaneously from everyday experience.		V55

SECTION D: FACTORS THAT INFLUENCE SECOND LANGUAGE ACQUISITION

Please put a number in the square to indicate your answer.

The numbers have the following meaning:

Disagree = 1; Uncertain or neutral = 2; Agree = 3.

55.	Age plays a key role in the acquisition of a second language.		V56
56.	The earlier a child learns a second language, the more likely they are to attain proficiency in that language.		V57
57.	Older children take longer to acquire a second language.		V58
58.	Adult learners are at an advantage when learning a second language.		V59
59.	Exposure to a second language helps in acquiring that language.		V60
60.	Children are more likely to reach higher levels of attainment in grammar than adults.		V61
61.	Children are more likely to reach higher levels of attainment in pronunciation than adults.		V62
62.	Students are emotionally linked to their mother tongue.		V63
63.	The mother tongue is the greatest asset students bring to the second language classroom.		V64
64.	When teaching in English, students are encouraged to communicate in their mother tongue.		V65
65.	I see the value in encouraging students to express their thoughts in their mother tongue.		V66
66.	The loss of mother tongue may lead to the loss of culture.		V67
67.	Students learn best through their mother tongue.		V68
68.	English is more easily acquired if students already have a firm grasp on their home language.		V69
69.	Students who practice literacy in their mother tongue usually also work hard to learn English.		V70
70.	The differences between English and home language have a negative impact in my classroom.		V71
71.	Students should be taught exclusively in their mother tongue.		V72
72.	Being fluent in the mother tongue of my students helps me teach better.		V73
73.	I support the use of mother tongue inside the classroom.		V74
74.	I support the use of mother tongue outside the classroom.		V75
75.	A student's mother tongue influences their development of English.		V76
76.	It is vital for students to first master their mother tongue before learning a second language such as English.		V77
77.	Mother tongue is a child's strongest ally.		V78
78.	English should be the dominant language in education.		V79
79.	English should be the medium of instruction at my school.		V80
80.	We should provide in the demand for English.		V81
81.	Parents prefer their children to learn in English.		V82

Please put a number in the square to indicate your answer.			
The numbers have the following meaning:			
Disagree = 1; Uncertain or neutral = 2; Agree = 3.			
82.	Students prefer English to their home language as language of instruction.		V83
83.	We need to teach through medium of English since it is the most important language in the international arena.		V84
84.	English provides a more profitable future in the world of employment.		V85
85.	It is easier to teach through the medium of English in smaller classes (less than 30).		V86
86.	I am more motivated to teach smaller classes.		V87
87.	Teaching English as a second language to a small class is quite easy.		V88
88.	My responsibility as a teacher increases with the number of students I teach.		V89
89.	It is relatively easy to teach English second language in large classes (more than 30 students).		V90
90.	I can easily handle language problems in all class sizes.		V91
91.	Students are more likely to grasp the concepts taught if the class size small (less than 30).		V92
92.	Students with a positive attitude will learn English easily.		V93
93.	The attitude a student has towards their teacher can affect the students' acquisition of a second language.		V94
94.	The parents' attitude towards English will influence the students' acquisition of English as a second language.		V95
95.	Parents' attitudes towards a language are passed on to their children.		V96
96.	I set the standard of English in my classroom.		V97
97.	I see myself as modelling the use of English in my classroom.		V98
98.	I am good at English.		V99
99.	I am able to support my students who have limited English proficiency.		V100
100.	I believe I have the required skills to support my students to learn English.		V101
101.	I have a positive attitude towards English as a language of teaching and learning.		V102
102.	I believe in mother tongue instruction.		V103
103.	Student motivation is key to acquiring a second language.		V104
104.	Teaching students who have a desire to learn a second language makes my job easier.		V105
105.	Students are more motivated to learn a second language for social reward.		V106
106.	Students are more motivated to learn a second language for economic reward some-day.		V107

Please share your experience of teaching in a second language or any suggestions you have

THANK YOU!

APPENDIX B

36 St Lawrance Avenue
Mayfair West
2092

Bakerton Primary School
P.O.Box 2322
Springs
1560

Dear Principal

RE: REQUESTING PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am currently pursuing studies towards to my Master's Degree in Socio-Education from the University of South Africa (UNISA). I therefore wish to seek your permission to carry out some research with teachers at your school.

The focus of my research is the perceptions teachers hold around language diversity at your schools. The study more specifically looks at factors that influence the acquisition of a second language.

I intend using a questionnaire to gather data for this study. I will not reveal anything of a personal nature and guarantee total confidentiality of information. With your permission, I intend to invite the teachers at your school to complete a questionnaire which will take approximately 10 minutes to complete. Please note participation in this study is voluntary and there will be no direct benefit to the teachers involved.

The study is conducted under the supervision of Prof S. Schulze (Department of Psychology of Education) at UNISA. Should you have any queries regarding the research or any related matter, please feel free to contact me on 0828714514 or Preleena.ramlall@wits.ac.za.

I would be grateful for this permission and your support.

Yours sincerely

Preleena Ramlall

APPENDIX C

36 St Lawrance Avenue
Mayfair West
2092

Department of Education
Gauteng Province
P.O.Box 7710
Johannesburg
2000

6 August 2012

Dear Sir / Madam

RE: PERMISSION TO CONDUCT RESEARCH AT SCHOOLS IN GAUTENG

I am currently pursuing studies towards to my Master's Degree in Socio-Education from the University of South Africa (UNISA). The focus of my research is the perceptions teachers hold around language diversity at schools. The study more specifically looks at factors that influence the acquisition of a second language.

I therefore wish to seek your permission to carry out some research with teachers at the following three primary schools in Gauteng:

- Bakerton Primary School (Springs)
- Hugenoet Primary School (Crosby)
- Franklin D. Roosevelt (Roosevelt Park)

I intend using a questionnaire to gather data for this study. I will not reveal anything of a personal nature and guarantee total confidentiality of information. All participants will remain anonymous. Please note participation in this study will be voluntary. There will be no monetary gain for participation in this study. With your permission, I intend to invite the teachers at the above mentioned schools to complete a questionnaire which will take approximately 10 minutes to complete. I will seek written permission from the principal of all three schools prior to obtaining consent from the teachers.

The study is conducted under the supervision of Prof S. Schulze (Department of Psychology of Education) at UNISA. She can be contacted on Schuls@unisa.ac.za. Should you have any queries regarding the research or any related matter, please feel free to contact me on 0828714514 or Preleena.ramlall@wits.ac.za.

I would be grateful for this permission and your support.

Yours sincerely

Preleena Ramlall

APPENDIX D

36 St Lawrance Avenue
Mayfair West
2092

Dear Teachers

RE: CONSENT TO PARTICIPATE IN RESEARCH AT YOUR SCHOOL

I am currently pursuing studies towards to my Master's Degree in Socio-Education from the University of South Africa (UNISA). The focus of my research is the perceptions teachers hold around language diversity at schools. The study more specifically looks at factors that influence the acquisition of a second language.

I would like to invite you to participate in this research by completing the attached survey. Please note that participation in this study is voluntary. You have the right to refuse participation and not to answer any question you feel uncomfortable with. There will be no direct benefit to you from this study. All data will be kept confidential and for the purposes of this study you will remain anonymous. Please do not write any identifying information on the questionnaire. It will take approximately 10 minutes to complete the survey.

You will be requested to sign the consent form at the bottom of this page.

The study is conducted under the supervision of Prof S. Schulze (Department of Psychology of Education) at UNISA. Should you have any queries regarding the research or any related matter, please feel free to contact me on 0828714514 or Preleena.ramlall@wits.ac.za.

I would be grateful for your participation and your support in conducting my research at your school.

Yours sincerely

Preleena Ramlall

CONSENT TO PARTICIPATE IN SURVEY

I, the undersigned, hereby voluntarily agree to participate in this survey. I understand the objectives of the research.

Signature: _____

Date: _____

APPENDIX E



education

Department: Education
GAUTENG PROVINCE

For administrative use:
Reference no. D2013/169

GDE RESEARCH APPROVAL LETTER

Date:	30 August 2012
Validity of Research Approval:	30 August 2012 to 30 September 2012
Name of Researcher:	Ramlall P.
Address of Researcher:	36 St Lawrence Avenue
	Mayfair West
	2092
Telephone Number:	011 717 9133 / 082 871 4514
Email address:	Preleena.ramlall@wits.ac.za
Research Topic:	Teachers' perceptions of language diversity at multicultural primary schools in Gauteng
Number and type of schools:	THREE Primary Schools
District/s/HO	Johannesburg North and Johannesburg West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

David Makhado

Dr David Makhado

Director: Knowledge Management and Research

DATE: 2012/08/30

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

APPENDIX F



Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

Ms P Ramlall (8501939)

for a M Ed study entitled

Teachers' perceptions of language diversity at multicultural primary schools in Gauteng

has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.



Prof CS le Roux

17 September 2012

CEDU REC (Chairperson)
lrouxcs@unisa.ac.za

1

Reference number: 2012 SEPT/ 8501939/CSLR