Construction of the language identity of Grade 3 learners in a culturally diverse classroom

by

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Dedication

I dedicate this study to my loving

husband Dirk,

who never stopped believing in me and allows me to follow my dreams.

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“He will not let you be tried beyond what you are able to bear, but with the trial will also provide a way out so that you may be able to bear it” (1 Cor. 10:13, NET Bible, 2006).

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Certificate of ethical clearance

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RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: **EC 15/11/02**
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Ms Bronwynne Swarts
Dr Judy van Heerden

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LANGUAGE EDITING STATEMENT

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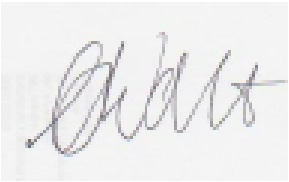
by Lelanie Marié Cronje

- Has been edited for language correctness and spelling.
- Has been edited for consistency (repetition, long sentences, logical flow)
- Has been checked for completeness of list of references and cited authors.

No changes have been made to the document's substance and structure (nature of academic content and argument in the discipline, chapter and section structure and headings, order and balance of content, referencing style and quality).



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Abstract

The purpose of this study was to investigate how African heritage language learners in Grade 3 constructed their language identity in a culturally diverse urban classroom. The data reflects the Grade 3 learners' beliefs and feelings toward being educated in an English-medium school instead of attending a school where they were taught in their home language.

A theoretical framework, based on Bronfenbrenner's ecological system informed my study. The framework provides a holistic picture of how the Grade 3 learners constructed their language identity, as it did not only focus on the learners as such. The ecological system examined the unique aspects of the learners within their microsystem, mesosystem, exosystem, macrosystem and chronosystem.

In this exploration of multiple cases studies from a social constructivism perspective, the researcher collaborated with two Grade 3 teachers, seven parents and six Grade 3 African heritage language learners, to create a mosaic by using semi-structured interviews, documents, observational field notes, narrative reflections, photographs, drawings and a reflective journal.

Participants' perceptions of attending an English-medium school revealed how the Grade 3 learners constructed their language identity through assimilation. The findings revealed that the Grade 3 participants did not favour their home language or heritage culture as much as they favoured the Western culture. The following factors influenced the construction of the Grade 3 learners' language identity: their environments, the school setting, their teachers' attitude toward teaching in a culturally diverse classroom, their parents' attitude toward their attending an English-medium school and lastly their friends.

Key concepts

Language

Identity

Home language

Mother tongue

Native language

Heritage language

Second language

Language of learning and teaching

African language

Indigenous language

Foundation Phase

Second additional language learners

Cultural identity

Culturally diverse

List of acronyms

HL	Home language
L2	Second language
CAPS	Curriculum Assessment Policy Statement
LoLT	Language of learning and teaching
ELoLT	English language of learning and teaching
LPP	Language policy and planning
ZPD	Zone of proximal development
LAD	Language acquisition device
DBE	Department of Basic Education
SGB	School governing body
CD	Compact disc
GDE	Gauteng Department of Education

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Chapter 1

Background and orientation

1.1 INTRODUCTION

Before the existence of any mechanical or technological communication, people were unaware of what happened in other countries unless someone who they knew travelled abroad and described their journeys to them. These voyages to various countries such as The United States of America and Asia assisted with the expansion of the English language (Crystal, 2003:29). English continued to expand through colonial developments, later becoming the semi-official language of newly independent countries throughout the mid-20th century (Crystal, 2003:59).

The 21st century is a fast-paced world where everything is available at the touch of a button (Crystal, 2003:13). People have become dependent on English as a language as it allows them to connect with people all over the world (Crystal, 2003:72). People are born with the desire to share and convey ideas, feelings and experiences with other people, but furthermore language assists people in forming and developing an identity. The development or formation of an identity is continuously constructed and negotiated (Motha, 2006:497); in other words, a person's identity is not set in stone, but changes depending on the situation.

Many South African parents tend to enrol their children in English language schools as they are under the impression that they could provide better socioeconomic and educational opportunities for their children. In a report by the Department of Education represented at the Conference of Ministers of Education of the African Union, the South African Development Community indicates that home language does not feature prominently in the choices learners and their parents make with regards to the language of instruction (Beukes, 2014:134). These parents not only expect the teacher to teach their child English, but also to uphold and support the cultural values and norms they practise at home (Du Plessis & Louw, 2008:58). Phatudi (2013:12) points out that "[l]anguage identity is closely related to how the language is much valued and used". Phatudi's statement goes hand in hand with the parents' attitude toward the predominant language. If the parents are positive

toward the predominant language, the children will also be more positive toward it. If learners learn exclusively in a language that differs from their home language such as English, they might lose their connection with their cultural roots (Du Plessis & Louw, 2008:55).

1.2 PROBLEM OF THE STUDY

1.2.1 Problem statement

It is problematic for teachers and learners when parents enrol their children at a school where the language of learning and teaching (LoLT) differs from the home language (HL) without taking into consideration what their children experience daily and how this might make them feel (Du Plessis & Louw, 2008:54).

De Klerk (2000:205) points out in her study that parents wish to enrol their children at an English school as they are under the impression that it might be better for their children in the end. This impression probably originated during the era of apartheid when “Bantu education” did not offer African children the same quality or level of education as to the white English and Afrikaans children (Heugh, 2002:172).

Classroom numbers have consequently grown bigger and the teachers have to accommodate the various needs of the children. Parents have the authority to enrol their child in any school they wish (Evans & Cleghorn, 2014:1), but the question remains whether they are aware of how their child experiences the school setting on a daily basis (Du Plessis & Louw, 2008:64).

Most research studies focus on the experiences of students attending a foreign tertiary institution and the challenges that they face daily. They essentially scrutinise the perceptions of parents and teachers of children attending a school where the LoLT differs from the HL. Conversely, my study examines the world of the child. I wished to determine *what* they experience on a daily basis and *how* they experience it, from the perspective of a Grade 3 learner.

1.2.2 Research questions

The main research question is:

How do Grade 3 learners construct their language identity?

To find the answer to my main research question, the following secondary questions were used:

- What are the beliefs and feelings of the children, parents and teachers toward learning in a language other than their home language?
- What factors, if any, influence a young child's language learning?

1.3 RATIONALE OF THE STUDY

Experience and observation of how to accommodate children whose HL differs from the LoLT and how it could affect them in the end, prompted me to investigate this topic. The observation in question refers to a case where the lecturer's focus during my undergraduate degree was predominantly on how we as foundation phase, students should assist children in our classrooms one day. The voices of the children were ignored, which I regarded as an injustice and wished to expose.

In 2000, there were numerous publications related to the development of children's personal, social and emotional education, but a shortage of research done on young children regarding their ethnicity, gender, language and class (Siraj-Blatchford & Clarke, 2000:4). A decade later, Evans and Cleghorn (2010:30) noted that there remained a gap in the research of young children's experiences in today's multicultural second language classroom. Spyrou (2011:151) disagrees, arguing that there is a new concept of children's voices, "associated with the so-called new social studies". There may be studies done on the new concept of children's voices, but most of the research focuses on high school learners and tertiary students. The most frequently raised concerns of social studies are gender, race and class (Ross, 2012:8). My study focuses on how Grade 3 learners construct their language identity in a diverse classroom.

Research on primary school children has typically been done using qualitative methods. However, Siraj-Blatchford and Clarke (2000) point out that working with

children using qualitative or conventional research methods is time-consuming and difficult. Spyrou (2011:151) nevertheless states, “By assessing the otherwise silenced voices, researchers hope to gain a better understanding of childhood.” It is therefore evident that research with children, although time-consuming, is meaningful and worthwhile, because it allows researchers to experience the world through the eyes of a child.

1.4 SIGNIFICANCE OF THE STUDY

This study allowed learners to voice their opinions about how they construct their language identity in a culturally diverse classroom. The opinions of the Grade 3 participants will allow parents, teachers and fellow researchers to see the world through the eyes of Grade 3 learners.

1.5 PURPOSE OF THE STUDY

The purpose of my study was to investigate how six Grade 3 learners construct their language identity in a culturally diverse classroom. This study wanted to determine whether parents’ beliefs and feelings toward their own learning experience had an influence on their child’s language identity. Another purpose of this study was to pinpoint which factors, if any, influenced the learners’ language learning, and lastly to explore the challenges the learners might face on a daily basis.

1.6 CONCEPT CLARIFICATION

1.6.1 Language

Language has the ability to produce change and it is stimulating in human lives as it allows people to communicate with other people not only verbally, but also in writing. Schmid (2008:10) states that language is “what makes us part of a community”. He believes that language makes it possible to share and convey ideas, feelings and experiences with others, and moreover assists in the formation and development of an identity.

1.6.2 Identity

“Identity is of strongly cognitive nature, because the individual must be able to form a cognitive image of his identity when faced with the question ‘Who am I?’”, as defined by De Witt and Booysen (2007:113). Identities are dynamic and continuously constructed and negotiated to fit into the situation requirements (Kubota & Lin, 2006:473). Children’s language identity can thus be seen as their perception of who they are in a community, looking at the definitions above.

1.6.3 Home language, mother tongue or native language

HL, mother tongue or native language refers to the language or languages children use a home as they acquired it from their family since birth (Ford, Whiting & Goings, 2017:183). The Department of Basic Education (DBE) in South Africa (2011) defines an HL as the language, which is first taught through engagement with the family and relatives, as well as the language in which an individual thinks.

1.6.4 Heritage language

The mother tongue refers to the first language, the infant is taught, through engagement with the family, whereas heritage language refers to the ancestral language. This language may or may not be spoken in the home and the community as noted by Ball (2010:60). The heritage language is the language spoken at home where a non-English language is spoken (Fairclough, Beaudrie, Roca & Valdés, 2016:2). In other words, a heritage language might be considered the language spoken by the minority, indigenous, immigrant or ethnic societies (Fairclough *et al.,* 2016:2).

1.6.5 Second language (L2)

In this study, the second language refers to English. A second language is a language that is not used at home frequently. Second language acquisition can occur at any time, unlike the HL that develops from birth (Siraj-Blatchford & Clarke, 2000:44). Steffánsson (2013:2) supports this interpretation and defines a second language as the language which a learner learns after his native language has been acquired. The DBE (2011) defines the first additional language as a language learnt

in addition to the learner's home language, which can be used for basic intercultural and interpersonal communication needed in social situations.

1.6.6 Language of learning and teaching (LoLT)

The school's governing body has the power to choose the LoLT in a particular school (Evans & Cleghorn, 2014:2). The LoLT is the language medium in which learning, teaching and assessing, takes place according to the Department of Education (DBE) (2010:3). In this specific study, the LoLT is English.

1.6.7 African or indigenous languages

The Department of Basic Education (DBE, 2010:3) uses the term "African language" to describe a geographical rather than a linguistic classification of languages spoken in South Africa. English and Afrikaans (the former official languages since 1910 to the advent of democracy in 1994) and nine other African languages are the official languages of South Africa (Beukes, 2014:122). In this study, African language will refer to any of the nine official languages excluding Afrikaans and English spoken in South Africa.

1.6.8 Foundation phase

The South African foundation phase is the first phase in the General Education and Training band (Botha, 2012:2). This phase describes young learners between the ages of five and nine years. The foundation phase includes learners in the reception year (Grade R) and primary school Grades 1, 2 and 3.

1.6.9 Second additional language learners

Second additional language learners refer to learners in any country who are taught in a language other than their HL (Cook, 2013:12). Usually these learners enter a formal education setting where English is considered the dominant language (Gorter, Zenotz & Cenoz, 2013:3). These learners are referred to as the minority language speakers. Gorter *et al.* (2013:3) note that the minority language learners are pressured to learn English as an additional language, even though they might not live in a country where English is not the official language of that country.

1.6.10 Cultural identity

Tollefson (1991:66) defines cultural identity as

> …a complex, ascribed type of social identity that takes various forms in different contexts and whose attributes are expressed as one's attitudes towards the cultural values and languages of the in-group; one's identification with the ethnicity and racial identity of the in-group; and one's attitudes towards the in- and out-groups.

1.7 RESEARCH METHODOLOGY

1.7.1 Research approach and design

A qualitative approach was selected for this study as it is an inquiry process of understanding that enables a researcher to develop a complex, holistic picture of participants and their experiences in their naturally occurring context (Nieuwenhuis, 2007a:47). The qualitative approach allowed me to use a variety of data collection methods to gain a deeper understanding of my participants (Creswell, 2013:45). Using a variety of data collection instruments also assisted the participants in sharing their life stories.

1.7.2 Research context

I selected a former Model C school in east Gauteng for gathering data. This particular school is a culturally diverse government school. Its cultural richness assisted me in answering my research question. The LoLT at the school is English, although it is not the HL of most the learners.

1.7.3 Sampling procedure

The participants were selected using purposive sampling, because they had to adhere to certain criteria to participate in the study. The criteria the participants had to adhere to:

1. Their HL had to differ from the LoLT.
2. They had to be in Grade 3.
3. It had to be their first time in Grade 3.

1.7.4 Data collection process

After receiving ethical clearance from the University of Pretoria and approval from the Gauteng Department of Education (GDE), I started my data collection process in February 2016. A consent letter, my proposal and the letter of approval from the GDE were sent to the school where I wanted to conduct my research. The school allowed me to start collecting my data in April 2016. The data collection process took two months to complete.

1.7.5 Data collection instruments

The data were collected by using the mosaic approach, which allowed me to make use of a variety of data collection strategies. The strategies used were observation, semi-structured interviews with parents and teachers, photovoice, drawings, narrative reflections of the Grade 3 participants and my own reflections.

1.7.6 Data analysis

Organising and analysing qualitative data is an intense, engaging and challenging process (Bazeley, 2013:3). Qualitative research produces data that can be compared to a bundle of laundry: the laundry basket is filled with various colours, textures and blends of material (Creswell, 2013:42). My “laundry basket” was filled with observations of the participants, semi-structured interviews (transcriptions), photographic contributions, drawings, narrative reflections and my own reflections (field notes). All the data enabled me to hear the voices of the learners and to analyse them to give meaning to my study.

Summarising and analysing the data entailed several steps, firstly, I had to familiarise myself with the data. When I knew what my data collection comprised of, I allocated relevant information codes to the date according to my research questions. Coding the data allowed themes to emerge, which I reviewed to make sure that I was able to answer each research question. After reviewing my research themes, I defined them and gave them suitable names (Clarke & Braun, 2013:120−123).

1.8 ETHICAL CONSIDERATIONS

Ethical measures were consistently applied to avoid harming or deceiving my participants (Flick, 2014:33). I ensured that the ethical principles stipulated by the University of Pretoria's Ethics Committee were upheld throughout the study. The stipulated principles were as follows:

- Voluntary participation: The participants were notified via letters and information meetings that their participation was voluntary.
- Informed consent: This was established when all the relevant parties signed the letters of consent and assent, allowing the research to continue.
- Safety during participation: The learners were never exposed to any harm during the study and their peers or the school they attended could not be identified from the photographs they took.
- Privacy: Pseudonyms were used to protect the identities of the participants.
- Trust: I did not mislead any participant. I believe trust between me and the participants was maintained throughout this research study.

1.9 CHAPTER OUTLINE

Provided below is an outline of this study:

Chapter 1

Chapter 1 provides an outline of the study. The reader is provided with a background to the study, the problem statement, the rationale, significance and purpose of the study. Key concepts are also discussed to provide better understanding.

Chapter 2

Chapter 2 consists of the literature review. The literature review focuses on the research question of the study. It offers an overview of a wide spectrum of literature from various countries. The literature review focuses on how English as LoLT has an influence on language learning and identity development in general. The nature and purpose of language planning are discussed as well as the language ideologies.

Lastly, the literature review focuses on the South African context and the emerging theoretical framework is being explained.

Chapter 3

In Chapter 3, a detailed description is given of the research design and methodology used in the study. The methodology and metatheoretical paradigms are justified. It explains the choice of research design and selection of participants and clarifies the ethical considerations. Furthermore, the data collection and analysis process is described.

Chapter 4

The fourth chapter clarifies the analysis of the six Grade 3 learner's life storybooks and, the responses of the two Grade 3 teachers and the participating parents'. In this chapter, I present the results of the study with an explanation of the themes and subthemes that emerged from the analysis of the raw data. I also present the results of visual data that focus on the Grade 3 learners', family, school and neighbourhood. Interpretive comments are provided in an attempt to enhance the understanding of how Grade 3 learners construct their linguistic identity in a diverse classroom.

Chapter 5

In this chapter, I provide a summary of the main findings that emerged from the data analysis and the literature review. Finally, I submit my suggestions and conclusion.

1.10 CONCLUSION

In Chapter 1, I explained the purpose and the rationale of the study. I clarified the concepts and provided my research questions. Finally, an overview of all the chapters in the study is given.

In the next chapter, Chapter 2, I provide a literature review on constructing a language identity. I explain how various theorists believe language is acquired followed by how language and speech develops.

Chapter 2

Literature review

2.1 INTRODUCTION

In this chapter, I review the literature on the understanding of learning in a language that differs from the HL. I first describe the background of language, which paints an interesting picture of how language evolved globally over time. I then outline the various phases of language learning, the various theories of language development, the importance of the learners' HL and the influence of the LoLT. I also explain why language planning internationally and nationally is important.

The case of South Africa in terms of the history of South Africa and the present situation is discussed. Next, an emerging theoretical framework of factors that influence learners' language learning is described. Lastly, I provide a conclusion to Chapter 2.

2.2 LANGUAGE IN CONTEXT

Some of the first signs of communication between humans were cave paintings, found in Western Europe and dating back to the end of the last Ice Age (Crowley & Heyer, 2015:2). When someone draws a picture and another person interprets it as a picture, it may be considered as a form of communication (Janson, 2012:51). According to Janson (2012:51), the history of language, primarily deals with written language. However, Aaron and Joshi (2006:264) disagree: they consider writing not as a natural endowment, but as a human invention and cultural artefact.

Language differentiates humans from animals (Finegan, 2014:267). Györi (2001:7) concurs, claiming that human language is unique, because it consists of a dual function, namely communication and cognition. Language is for sharing and to coordinate actions (Finegan, 2014:290). Humans have the ability to discuss their ideas, emotions and desires (Sapir, 2014:5), whereas Everson (1994:8) posits that animals only make sounds.

Hodges, Steffensen and Martin (2012:499) identify three main functions of using language. The first is coordination, when people work together to accomplish a common goal. Secondly, language assists people to learn, not only academically, but also about what is considered socially correct behaviour in certain contexts. Lastly, language helps people to make friends. Arguably, language makes people part of a community, and being part of a community language assists people to find common ground and to care for each other (Clark, 1996; Hodges, 2011; Schmid, 2008).

It is therefore clear that language plays a very important role in a human's life. There are various language learning theories. The four schools of thought that will be discussed in this chapter are the behaviourist, the nativist, the cognitive construction and the social construction.

2.3 LANGUAGE LEARNING THEORIES

Gray and MacBlain (2013:3) define a theory as "a set of statements or principles devised to explain a group of facts or phenomena". There are numerous theories about language acquisition (Martin, 2012:36), which can be grouped in two schools of thought, namely nature and nurture (Lathey & Blake, 2013:22). Nurture theorists suggest that language is a learnt behaviour (Lathey & Blake, 2013; Martin, 2012). Nature theorists suggest that humans are prewired for language learning, in other words, that language forms part of human nature (Martin, 2012:36). The process of language acquisition has been described by various schools of psychology. We can distinguish between three schools, namely behaviourist, nativist and interactionist.

2.3.1 Behaviourist learning theory

Burrhus Frederic Skinner (1904–1990) was an advocate of the behaviourist learning theory. He stated that behaviour has consequences.

According to Gray and MacBlain (2015:91–99), Skinner believed a learner's behaviour is shaped and maintained by rewards or punishments. In other words, there are consequences related to the child's behaviour: if it is positive the child will get a reward; if the behaviour is negative, the child will be punished. This is called operant conditioning. Through operant conditioning, an association is made

between a behaviour and its consequence (Gray & MacBlain, 2015:93). Skinner insisted that teachers should focus on reinforcement and success, instead of punishing failure (Pritchard, 2014:12). Blanchard and Johnson (2015:39) support this statement; they hold the view that focusing on the success of a person will be more helpful for them to reach their full potential in the future. He knew the importance of a positive approach to learning, which involves rewards, but he also understood the value of punishment (Pritchard, 2014:16).

Behaviourists believe that learning a language does not differ from any kind of learning, because they believe all learning is shaped by forming habits (Mitchell, Myles & Marsden, 2013:58). An example of a habit acquired while learning a language is that when a child pronounces a word correctly and receives a positive reward such as a “well done”, he will continue to pronounce it correctly. This change or learnt habit is effected through the process of reward and reinforcement, but does not influence the mental process or understanding of a learner (Pritchard, 2014:17). In other words, when the child is actively involved in his own learning, he determines the consequence (Gray & MacBlain, 2015:95–97). According to the views of Pritchard and Gray and MacBlain, the behaviouristic approach to learning focuses more on the result than on whether the child actually understood what was explained or just gave the teacher the answer she wanted, to be able to continue the lesson. Complex thought does not enlighten learning (Gray & MacBlain, 2015:95–97).

Schultz and Schultz (2009:6) compare behaviourism to people as a “kind of vending machine”. The metaphor of behaviourism as a vending machine indicates that the behaviour of the child will determine the consequence they receive. However, people are not as simple as vending machines, but much more complex. Humanistic psychologists believe people are more complex in the sense that they have unique human qualities such as a conscious free will, which Skinner did not take into consideration (Schultz & Schultz, 2009:392). Gray and MacBlain (2015:95–97) agree with Schultz and Schultz that behaviourists do not take the complexity of human thought, motivation and intention or the social context of learning into consideration.

2.3.2 Nativist

Noam Chomsky (1928−) is a supporter of the behaviourist learning theory. He advocates the generative approach.

Noam Chomsky is the founder of the generative approach to language and language development (Kennison, 2014:14). He believes language is innate, biologically pre-programmed and a faculty independent of other cognitive structures (Harley, 2013:34). Chomsky believes we are born with the predisposition to acquire language, and this refers to nativism or the native approach to language learning (Kennison, 2014:14). In other words, learning a language is a natural process that is developed by the language acquisition device (LAD), an organ in the brain that is responsible for language development (Kennison, 2014:14).

Chomsky argues that innate knowledge contains universal grammar (Kennison, 2014:14). Universal grammar commonly refers to competence (Mitchell *et al.,* 2013:118). Linguistic competence is divided into two sections. Firstly, it consists of the idealised linguistic competence or acceptable usage of a language. Secondly, actual linguistic performance has to do with concerns about our abstract knowledge of our language (Harley, 2013:34–35).

2.3.3 Cognitive construction

Jean Piaget (1896–1980) was the main proponent of the behaviourist learning theory. He focused on learning and cognitive construction.

From a constructivist's point of view, individuals learn through their experiences of their world; in many different ways, they try to find out and make sense of what is going on around them (Pritchard, 2014:22). I can only imagine a child walking around the playground and seeing a worm for the first time and wondering what it is, what it does, and so on. Pritchard explains that Piaget viewed the growing child as a lone scientist, in other words, "one who works, experiments and make discoveries on their own" (Pritchard, 2014:26).

Piaget believed that children make sense of their world by using schemes (Louw & Louw, 2007:24). Schemes are considered a psychological outline for organising encounters based on individuals' prior experience and memories (Louw & Louw,

2007:24). In order to make sense of the world around them, children have to organise their experiences into schemes (Gray & MacBlain, 2015:105). When children encounter a new experience, they have to deal with information that seems to be in conflict with what they already know, and this is called adoption (Louw & Louw, 2007:24). Gonzalaz-DeHass and Williams (2012:22) explain that the conflict between the difference of prior knowledge and the new information obtained refers to disequilibrium. However, the process of assimilation and accommodation enables the child to regain a state of equilibrium (Conzalaz-DelHass & Williams, 2012:22). Assimilation is the ability to interpret a new experience in terms of an existing scheme, whereas accommodation is when the scheme is adapted or changed through new information acquired through assimilation (Louw & Louw, 2007:24-25).

2.3.4 Social construction

Lev Semyonovich Vygotsky (1896-1934) is regarded as the father of the social constructivist theory.

Vygotsky was one of the first psychologists to emphasise the cultural context of a child's development (Louw & Louw, 2007:26). In contrast to Piaget, he believed that child development is the result of interactions between children and their social environment (Gray & MacBlain, 2015:140). He focused on the methods adults use to convey their beliefs and the customs and skills of their culture to their children, which in turn assists the child to develop higher thinking levels (Gonzalez-DeHass & Williams, 2012:63; Louw & Louw, 2007:26). Vygotsky refers to the methods that are used to convey such beliefs, customs and skills as tools (Gray & MacBlain, 2015:141). Roebuck (2000:80) and Daniels (2016:15) explain tools as artificial and social rather than organic or from an individual origin. Gonzalez-DeHass and Williams (2012:62) add that there are two types of tools, physical (material objects) and psychological (language, mnemonics and gestures). A third type of tool was identified by Gray and MacBlain (2015:141), namely the cultural tool, which is a product of the human culture and unique historical activities.

The interactions between a child and the social environment have a few benefits for the child. When a child is unsure and struggling to do an activity, a teacher who assists him provides scaffolding by giving a clue or a device to solve the problem

(Pritchard, 2014:26–27). Scaffolding might be seen as assisting children on the level where they currently are. When the learners are challenged to move to the next phase with assistance, it refers to the zone of proximal development (ZPD) (Pritchard, 2014:27). The ZPD was defined by Vygotsky (1978:86) as

> …the distance between a child's actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers.

Because every child is unique the teacher must, for example, support the children at whatever levels they are and take into consideration that the levels of achievement will differ (Gray & MacBlain, 2015:147).

As seen, the various theorists differ about how language is acquired. Skinner focused on reinforcement. Chomsky believed humans are prewired with the ability to communicate. Piaget believed children are lone learners who file their experiences in schemes. Lastly, Vygotsky focused on a child's ability to learn through social interaction. Even though the theories of language learning do not agree, it is suggested that children around the world go through similar stages, using similar constructions in order to express similar meaning, and they tend to make the same errors (Mitchell *et al*., 2013:80). The next section focuses on how language and speech are developed.

2.4 LANGUAGE DEVELOPMENT

Language and speech development goes through various phases. Language and speech development is a slow and difficult task, which the young child has to master (De Witt & Booysen, 2007:96). Therefore, children are unable to learn any language without the necessary language input. Torras, Tragant and García (2010:40) compare young children's ability to learn to sponges. The more children are exposed to language through songs, rhymes and stories and songs, the more likely they are to retain the language. The quantity of language exposure is just as important as the quality of the language exposure, as it influences the child's vocabulary knowledge (Muñoz, 2010; Ramírez-Esparza, García-Sierra & Kuhl 2014). Language

and speech development can be distinguished through the following various phases:

2.4.1 Prelinguistic speech

It is believed that crying is the first spoken form of communication. Even though a baby's crying does not contain words, it is seen as the seeds of word formation, and children are encouraged to grow through the process of crying (Lathey & Blake, 2013:38). There are different types of crying. In undifferentiated crying, the baby only makes his parents aware of his needs. In differentiated crying, the parents are able to distinguish what the baby wants by listening to the pitch of his cry (De Witt & Booysen, 2007:98). Lathey and Blake (2013:34–36) point out that babies cry for four main reasons, namely when they are in pain, uncomfortable, tired or hungry.

Another significant aspect of prelinguistic speech is cooing. Cooing is when the baby starts to use elongated vowel sounds such as "aah" and "uhr", which are produced by the speech organs (De Witt & Booysen, 2007; Kennison, 2014; Lathey & Blake, 2013). As soon as the baby has acquired a variety of vowel sounds, and becomes more confident in making them, the child's sounds will become more adventurous and amusing (Lathey & Blake, 2013:44−46). Cooing might be considered as cute and amusing, but Lathey and Blake (2013:88) emphasise that the first six months of pre-babbling are actually the building blocks of word formation.

Whereas the speech organs produce cooing, babbling is seen as vocal gymnastics (De Witt & Booysen, 2007:98). In other words, babbling refers to exercising the vocal cords, whereas cooing refers to the exploration of what the speech organs are able to do. During the babbling phase, the baby will start making consonant sounds such as "p", "b", "m" and "w" and later "d and g" sounds as well (Lathey & Blake, 2013:89–91). There is some evidence that the speech sounds appear in a predetermined developmental order (Lathey & Blake, 2013:89−91).

Babbling is divided into two stages, according to Foster-Cohen (2014:42–43). The first stage is canonical babbling or reduplicating babbling (Lathey & Blake, 2013:89–91), in which the baby will repeat simple sequences, such as "ba ba" and "goo goo". The second stage is the variegated babbling stage, when the baby will start to add two consonant sounds together, for example "mu bu" or "du in" (Foster-Cohen,

2014; Lathey & Blake, 2013). De Witt and Booysen (2007:98) note that babies become aware of the sounds around them and will start to imitate and repeat what they hear. By the age of ten months, the babbling becomes more elaborate, reaching four to five syllables such as “goo-ee-yah” or “bay-mee-ooo-du”, and the baby’s voice tone will vary at times (Lathey & Blake, 2013:89–91). This type of babbling is considered to be conversational babble or gibberish, according to Lathey and Blake (2013:89–91). Foster-Cohen (2014:43) adds that when the baby starts to use facial expressions, it becomes expressive babbling.

Toward the end of the prelinguistic speech phase and the beginning of the linguistic phase, the baby will understand more of what the parent is trying to convey, respond to short phrases such as “bey bey” (Lathey & Blake, 2013:89–91). Lastly, the baby should be able to respond to his name by looking at whoever is talking to him (Lathey & Blake, 2013:89–91).

2.4.2 Linguistic speech

At the age of approximately 12 to 18 months, the baby will use one-word sentences to convey his message (Lathey & Blake, 2013:89–91). Concurring with Lathey and Blake, De Witt and Booysen (2007:98) assert that children can get their message across by using one word. Caregivers and parents are motivated to elaborate on the idea of using appropriate words instead of baby talk (Basit, Hughes, Iqbal & Cooper, 2014:117).

A simple example:

Child: “Cookie.”

Parent: “Do you want a cookie?”

Child: “Yes.”

Parent: “Yes, Mommy, I would like a cookie, please.”

When a parent elaborates on an idea, it assists the child to expand their vocabulary (Ramírez-Esparza *et al.,* 2014:880).

Around the age of two years, the infant’s vocabulary is estimated to consist of 50 words (Lathey & Blake, 2013:123). The infant will start producing multiple-word

sentences (Kennison, 2014:2). He will begin to copy everything he hears, instigating a language explosion (Lathey & Blake, 2013:23).

Between the ages of three and four years, the toddler is able to produce comprehending, syntactically complex sentences (Kennison, 2014:2). At this age, Lathey and Blake (2013:230) note that toddlers "become more eloquent when it comes to expressing their feelings and emotions"; in turn, this will assist them to develop stronger friendships with their peers. The toddlers will initiate various interactions, propose new topics, and verify new information (Clark, 2016:32).

Clark (2016:23) reminds us that infants are born into a social world; they develop and grow up as social beings wrapped up in a network of relationships from the beginning, and they are first exposed to language and language use in this setting. This view is supported by Wasik and Van Horn (2012:3), who write that before children enter any kind of formal educational setting, they learn their HL through interactions with their family.

2.5 HERITAGE CULTURE

Culture, as it is, is usually understood and involves a "totality of traits and characters" that are unusual to people to the extent that distinguishes them from other people and societies (Idang, 2015:98). A few unusual traits Idang (2015:98) notes include the language that is associated with a specific culture, the way the people dress, dance, the music that relates to the culture and the religion they practise. Aziza (1996:31) defines culture as

> … the totality of the pattern of behaviour of a particular group of people. It [Culture] includes everything that make them distinct from any other group of people for instance, their greeting habits, dressing, social norms and taboos, food, songs and dance patterns, rites of passage from birth, through marriage to death, traditional occupations, religions as well as philosophical beliefs.

Both Idang and Aziza's explanations of what a culture represents mentions the way people dress, dance, the music they listen to and their religion. Aziza's definition mentions the rites of passage from birth right through to death. In Lee's (2014:191) interviews, the research provides evidence that it is considered crucial that the youth recognise the importance to practise their cultures' traditional ceremonies and

religion in their indigenous language as it connects them to not only their past but their present as well. A participant in Lee's (2014:136) study said that the teachings of their culture, traditions, and beliefs would be more meaningful to the youth if they are able to learn it in their native language instead of trying to explain it to them in another language.

Lee's statement makes sense, namely that if a learner assimilated the teachings of his culture in his heritage language, he would be able to practise its traditions and ceremonies in this language. The elders of indigenous communities have this desire that the youth realise the importance to continue the rituals by using their indigenous language (Wilson & Kamanā, 2014:191). Such as African cultures where most of their traditional ceremonies have a religious core (Ezedike, 2009:455). Young individuals have to be able to communicate with sorcerers and diviners to be able to communicate with their ancestral spirits, which will give the message to the Supreme Being (Ezedike, 2009:455).

2.6 HERITAGE LANGUAGE

Heritage languages belong to a specific heritage culture. The heritage language is used and maintained mostly by families, community members, or learners who attend a heritage language school (Val & Vinogradova, 2010:5). Before children enter any kind of educational setting, they will already know their heritage language due to the amount of exposure (Wasik, 2012:11). This assists the children to "gain an implicit knowledge of grammar" from interaction, and not from attending school (Wasik, 2012:11). Charles (2013:201) noted that people are moving away from their indigenous communities to pursue a better life by attending English-medium schools.

Some people regard language only as a form of communication. To others, language is the connection to who they are and where they come from. It has been reported that more and more, indigenous languages lie in the hearts of the elders (Charles, 2013:202). In other words, only the elders know the standardised language, whereas the younger generation only knows the diluted version of their spoken heritage language (Phatudi, 2013:12). Charles (2013:204) points out that in many cases, people have lost the ability to communicate with their grandparents

and elders, as they only know a few simple words or phrases. This seems true if viewed over three generations and the influence of colonialism. Sarkar and Lavoie (2013:91) explain that grandparents who still practise their traditional lifestyle are mostly fluent only in their heritage language, while the parents are bilingual because of the pressures of receiving a better education or job opportunity. Lastly, the grandchildren tend to be fluent in only the predominant or colonial language. This means the parents are the link between their parents and their children.

Studies of Gelman (2009:52) show the importance of the HL as a key mechanism for transmitting culturally important knowledge across generations. Language and culture are inherently interwoven. For many people, the knowledge of a language is just as important as the knowledge of their culture (Clark, 2016:400). Identity can be seen as the individual's sense of belonging to a particular culture; therefore, culture and identity are closely linked (Nunan, 2012:162). If the identity of a person is linked to the desire to belong to a culture, then that sense and realisation can only be expressed through language (Nunan, 2012:162). In other words, language, culture and identity are intertwined.

2.7 THE EXPLOSION OF ENGLISH

In the late 1400s, Portugal and Spain started to spread their language, religion and trade along the Atlantic and around the Indian Ocean (Northup, 2013:19). During the 1600s the Dutch, Iberians, later on the French, and the British, followed in the 1700s (Northup, 2013:19). Soon the native people realised that the European countries had authority and thus adapted their language accordingly. In many countries, a version of the colonial language became the lingua franca (*ibid*,).

After the two World Wars, the British Empire ended due to a lack of resources (Janson, 2012:227). This gave the English language a boost in the European countries due to the economic and military assistance they received from the United States of America (USA) (Janson, 2012:227). It is noted by Sarkar and Lavoie (2013:90) that in schools who were run by religious communities, the learners were physically punished when they spoke their native language. English got a boost, not only because of the assistance they received from the USA, but because the native speakers were physically forced to change their language to English. Everything

changed during the era of modernisation and industrialisation in the 18th century (Kaplan & Baldauf, 1997; Sarkar & Lavoie, 2013). The Industrial Revolution began in England and had spread by the "end of the 19th century in the rest of Europe, Russia, the United States, and Japan" (Culpeper & Nevala, 2012:378). The Industrial Revolution did not only improve the levels of production, but also the development of technology, which resulted in higher standards of living (Nevalainen & Traugott, 2012:378).

The invention of the industrial printing press during the Industrial Revolution gave people access to a common language, which allowed inclusion and participation nationally and internationally (Finkelstein & McCleery, 2013:94). Crystal (2004:15) says that it is only possible for a language to become a global language because it relies on "the power of the people who speak it". Three factors enabled English to become a global language. Firstly, it spread throughout the British Empire to all the countries Britain conquered. Secondly, the USA took the leading position in technology development and improved their economy drastically. Lastly, as people began to do more and more business internationally, they had to be able to communicate with each other and English became the common language that filled the gap (Janson, 2012:229). Doing business at an international level helped people to improve their standard of living. However, the predominance of English language has influenced people's heritage culture.

2.7.1 English and the heritage culture

Globally, minority language people tend to enrol their children in schools where the LoLT is English, to assist their children when they want to enter the labour market. Gorter *et al.* (2013:3) found that parents regarded being competent in English as prestigious. Many parents even enrol their children in an English crèche or pre-school, prior to formal schooling (De Klerk, 2000:201). The parents' perceptions of English language learning and teaching (ELoLT) and the children's language identity preference, ultimately have an impact on their HL (Castro, Mendez, Garcia & Westerberg, 2012:275). The parents are torn: do they stay connected to their cultural roots, do they balance their HL and the LoLT, or do they, as Olivier (2013:47) notes, adapt to the new culture? Culture no longer refers to the way people live, but

rather to the choices they make from the “global cultural supermarket” (Mathews, 2012:299).

Carter’s (2006:308) study identifies three types of cultural behaviour, namely cultural mainstreamers, noncompliant believers and cultural straddlers. Cultural mainstreamers adapt to the majority community completely (Carter, 2006:308). This means that they lose contact with their cultural heritage and assimilate themselves into the Western culture. As explained by Clark (2016:400), learning a language is connected closely to learning how to behave within a group, which makes it difficult to untangle the roots of a culture from the language.

Noncompliant believers are aware of the cultural norms prescribed for academic, social and economic success, but remain connected to their cultural roots (Carter, 2006:308). Pitikoe (2017) researched a problem that Basotho men face in Lesotho on a daily basis. Basotho males are responsible for providing for their families from a very young age, at the expense of their education. These men are aware of the importance of being literate, but because of their responsibility toward their families, they learn through cultural and social interactions (Pitikoe, 2017:109). Whereas Pitikoe’s study focused on adults, Magogwe (2009) focused on primary school children. He found that the learners “valued their culture and would not trade it off for another one” (Magogwe, 2009:9).

Cultural straddlers are able to bridge the gap between mainstreamers and noncompliant believers (Carter, 2006:308). An example of cultural straddlers can be found in a study by Sung (2013:381). They found that students did not want to sound like a native English person, but wanted to be competent in English. One African student participant in a study by Phan (2008:43) said she believed she was able to obtain a job at a finance company because her accent sounded more Western than that of the other 25 African applicants. It has been noted that young Somali learners who emigrated from Somalia to the United Kingdom tried to balance their Somalian heritage and embrace the Western culture at the same time (Valentine, Sporton & Nielsen, 2008:385). Sung (2013:383) describes cultural straddlers as people who strive toward a bicultural identity.

A bicultural identity refers to people who try to identify with their compatriots who are a dominant cultural group within their society (Sung, 2013:383). Lamb (2004:3) is more descriptive than Sung. He defines a bicultural identity as one in which people incorporate an English-speaking globally-involved version of themselves with their HL-speaking self. To obtain a bicultural identity, according to Mathews (2012:304), people select aspects of their cultural world from the global cultural market, picking out aspects of various cultures that suit their personal environments, desires and characteristics (Mathews, 2012:304).

In their study, Valentine *et al*. (2008:378–385) distinguished three ways in which young Somalian children tried to bridge the cultural gap. The children communicated with their siblings in English but spoke Somalian to their parents. Secondly, the children had to interpret what the local people were saying to their families, who did not understand English. However, the parents wanted their children to communicate in English only at school and use their HL at home.

2.7.2 Language components

Language is not only about expressing oneself through talking or writing, but also about being able to receive a message through reading or listening to whoever is speaking to you (McLaughlin, 2013:201). To communicate effectively, children need to develop receptive language skills to understand the language they hear. Children also need to develop expressive language skills to convey their own thoughts, feelings and desires. To convey and receive a message meaningfully, a person has to have a reasonable knowledge of the four language components (De Witt & Booysen, 2007:100).

The four components of language are syntax, phonology, morphology and semantics. Syntax refers to the language rules about how the words must be ordered within a sentence (Kennison, 2014:5). Phonology or phonological rules determine how the sounds of a word are combined to form words and sentences (Kennison, 2014:7). A phoneme is the smallest unit of a sound, these are the individual, invisible sounds of a language (Beattie & Ellis, 2017; Kennison, 2014). Beattie and Ellis (2017:114–116) note that newcomers to linguistics confuse phonemes with letters. Phonemes are the elements of a spoken language, whereas

letters belong to the written language (Kennison, 2014:7). Morphology or morphological rules include rules about how new words can be formed (Kennison, 2014:6). The term morpheme refers to the smallest unit of meaning within a language, for example “chair”; in turn, morphemes are built up from phonemes (Beattie & Ellis, 2017; Kennison, 2014). Semantic rules are the grammatical rules pertaining to the meaning of the words and sentences (Kennison, 2014:9).

Table 2.1: Summary of language components

	Phonology	**Morphology and syntax**	**Semantics**	**Highest form of language skill**
Receptive language skill	Listening and differentiating between sounds of speech	Understanding grammatical structure of language	Understanding the meaning of words in certain contexts	Ability to read with comprehension
Expressive language skill	Producing sounds of speech	Using grammatical structure in language	Using words in the correct circumstances	Being able to write and spell correctly

(De Witt & Booysen, 2007:101)

As seen in Table 2.1, all four language components play a role when receiving a message or expressing oneself. Wyse, Jones, Bradford and Wolpert (2013:67) explain that communication is the transformation of meanings. The representational language skills emerge with the child’s cognitive skill, which enables the child to organise and understand the world around him.

2.7.3 Levels of language proficiency

Being able to communicate fluently in English before entering primary school might make it easier for the child when entering a formal educational setting. Parents in Mexico send their children to private bilingual schools to be able to learn English from a young age (López-Gopar, Morales & Jiménez, 2013:178). In North India literate parents send their children for private English tutoring lessons (Groff, 2013:200). Parents in Korea are also willing to pay for private tutoring to improve their child’s English proficiency (Chang, 2012:279). Various studies conducted in South Africa found that parents were willing to pay daily transport fees to enable their children to attend an English-medium school in an urban area (Bell & MacKay, 2011; De Kadt, Norris, Fleisch, Richter & Alvanides, 2014; Fataar, 2010; Hunter,

2010). It is clear that some parents are willing to go the extra mile to give their child a better future (Culpeper & Nevala, 2012:378).

There are two types of language proficiencies, namely basic interpersonal communicative skills (BICS) and secondly, cognitive academic language proficiency (CALP), as distinguished by Cummins (2008:72). BICS will assist a person who only wants to know the basics of English, for example to be able to communicate nationally or internationally, whereas CALP will assist a person to further his education at an international level. Christoph (2012:354) reminds us that a good education can contribute to better opportunities and security in the labour market as well as to establish one's social position, reputation and participation in society. One should remember that the level of proficiency depends on the person's motivational level.

2.8 LANGUAGE PLANNING

Not everybody's native language is English. For some people, English is not even their second language, but their third or fourth (Gorter *et al*., 2013:3). It seems as if English is used everywhere, but this is not true, Kachru and Smith (2008:178) found that only 25% of the earth's population uses English. According to the World Economic Forum (2015), about 1 billion or 20% of people around the world use English for some purpose. Why is English then considered the global language? Crystal (2003:3) reckons it is because English is recognisable in every country.

There are at least three types or varieties of English, according to Kachru and Smith (2008:2). English is used as a primary language of the majority population in countries such as the United States of America and the United Kingdom. Secondly, English is used as an additional language for national and international communication in communities that are multilingual, for example India and South Africa. Lastly, countries such as China and Germany only use English as a method of international communication and business. All nations therefore have to decide when, how and what kind of English should be taught in their schools (Kachru & Smith, 2008:178).

2.8.1 The nature and purpose of language planning

The nature and purpose of language planning and developing and implementing a language policy continue to be important elements of national, social and education policies in many societies (Reagan & Osborn, 2002:107). This is especially true in developing countries, where the legacy of a former colonial language, such as English, French or Portuguese, is still seen as the prestige language of education (Shoba & Chimbutane, 2013:4). The former colonial languages play an important role when planning and developing a language policy. A country should take several factors into consideration, such as whether the selected language is going to enhance socioeconomic development. Other questions include: Is the specific language forcing the citizens of the country to change their existing language usage? What is the status of the language going to be, and will this language attempt to increase the number of users of that particular language? (Martin, 2012:24).

2.8.2 Language planning policy

A language planning policy (LPP) consists of three layers, as identified by Ricento and Hornberger (1996:409). They compare an LPP to an onion, where the outer layers of the onion represent the broad language objectives stipulated in the legislation or high court rulings at the national level. At the institutional level, the rulings are operationalised in regulations and guidelines. The last, inner layer of the onion is where the guidelines are interpreted and implemented in institutional settings. Countries all around the world are changing their LPP implementation from a top-down to a multilayered process including all agencies, from the government to the classroom (Cincotta-Segi, 2013:157). However, a participant in a study in Ghana disagreed, saying, “I have never, maybe I’m wrong, I have never seen a situation where policymakers have found it necessary to come down to talk to practising teachers about what they want to do with our policy” (Shoba, 2013:45). Brock-Utne (2010:641) believes that language-in-education policies are seldom informed by research evidence. He states that language policy decisions are usually based on political expediency, on the dependency on foreign aid agencies, who determine the conditions of the language policy-making and on the lack of meaningful dialogue between researchers and policymakers (Brock-Utne, 2010:636).

LPP is about making plans, creating policies and developing activities that are deliberately designed to sustain or provide the necessary conditions to construct the desired society by all (Chathrine, 2013:69). This definition seems too good to be true. Kaplan and Baldauf (1997:3) offer a more realistic description of an LPP: A body of ideas, laws and regulations (language policy), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities.

To be able to change rules, beliefs and practices to achieve the desired change in societies around the world, the planning of an LPP involves the status of the language, the corpus of a language, the acquisition of a language and lastly prestige planning (Kheng, 2013:69). Status planning refers to the efforts of the government or institutions to determine what language or languages should be used and where, for example in court, English is mostly used in South Africa, whereas a church may select the language that will be used during the sermon (Reagan & Osborn, 2002:108). The view of the status of a language results in corpus planning (Reagan & Osborn, 2002:108). In other words, how will the country standardise, elaborate and purify a selected language (ibid.)?

In Singapore, a variety of English is used, called Singlish (Nunan, 2012:188). The government is so determined to “stamp out” Singlish, that it is running a campaign “Speak Good English” (Nunan, 2012:188). The acquisition planning of language determines the main medium of instruction in schools (Kheng, 2013:69). It is clear that status, corpus and acquisition planning all filter through and play a role in prestige planning. This conclusion is supported by Kheng (2013:69), who states, “Prestige planning complements status and corpus planning and usually involves official interventions by the government to add value to a language(s).”

Regardless of whether the LPP is implemented using the top-down process or the multilayered process, an LPP is not a one size fits all. Kheng (2013:66) explains that one universal language policy will not accommodate the various cultural, geographic and linguistic needs. No matter who developed and implemented or the LPP how it was done, it will be impossible to accommodate everybody in the same country.

2.8.3 Language ideology

The Oxford Advanced Learner's Dictionary (OALD, 2006) defines ideology as a set of ideas based on economic or political systems. The OALD further defines an ideology as a set of beliefs, especially held by a particular group that influences the way people behave. These definitions are closely related to an LPP. Cobarrubias (1983:63) argues that ideologies are fundamental to all forms of status planning. He also points out that ideologies are neglected when it comes to language planning because they involve "value judgements and directs a certain mode of treatment that status decisions raise ethical issues" (Cobarrubias, 1983:63). Dhir and Gòkè-Pariolà (2002:243) suggest that Cobarrubias's four typical ideologies may motivate decision-making in language planning in any society. The four ideologies identified by Cobarrubias (1983:63–67) are linguistic assimilation, linguistic pluralism, vernacularisation and internationalism.

Cobarrubias (1983:64) explains that the basic principle of linguistic assimilation is that everybody, regardless of his or her origin, should be able to speak and function in the dominant language. Dhir and Gòkè-Pariolà (2002:243) support this view of linguistic assimilation, stating that everyone in the community should learn the dominant language. Unmistakably, linguistic assimilation stresses the superiority of the dominant language and does not appear to give equal rights to minority languages.

"Linguistic pluralism may be territorially based, individually based, or both", according to Dhir and Gòkè-Pariolà (2002:243). Cobarrubias (1983:65) describes linguistic pluralism in greater detail, as the coexistence of various language groups and their right to maintain and develop their languages on an equitable basis. Schools around the world implement methods that enable children to stay connected to their HL. These methods are additive bilingualism, multilingualism and trilingualism, as identified by Martin (2012:27), and are taught additionally to the learner's HL (Stefánsson, 2013:2).

Vernacularisation involves the restoration or elaboration of an indigenous language and its successive adoption as an official language (Dhir & Gòkè-Pariolà, 2002:243). A good example would be South Africa, who made nine indigenous languages official after the apartheid regime. Cobarrubias (1983:66) describes several

processes of vernacularisation, such as the revival of a dead language, for example Hebrew in Israel, the restoration of a classical language and the promotion of an indigenous language to official status and its eventual standardisation. Even though South Africa has eleven official languages, not all eleven are given the same recognition (Rubagumya, 2013:233).

Internationalism can be described as allowing a nonindigenous language to serve as a method for broader communication, either as an official language or as a language of instruction at some level of the educational process (Cobarrubias, 1983:66). Different degrees of internationalism can be distinguished, according to Cobarrubias (1983:66). In the following examples, the nonindigenous language will refer to the English language, as it represents the global lingua franca (Sung, 2013:377). English may be granted semi-official status for external communication, which serves as a window to the international community (Batsalelwang & Kamwendo, 2013; Cobarrubias, 1983). It might be adopted as an official language when the official indigenous language or languages are not sufficiently developed to carry out the functions of the state (Cobarrubias, 1983:66). Furthermore, although it might serve as a window to wider communities, English may not be recognised as an official language but can be studied and used as a language of instruction. This will allow people entrance to higher education institutions abroad (Alsagoff, McKay, Hu & Renandya, 2012; Cobarrubias, 1983).

2.9 THE CASE OF SOUTH AFRICA

2.9.1 During the apartheid era

During the apartheid era, parents did not have the freedom to select a school in which they could enrol their child. Evans and Cleghorn (2014:3) mention that the government determined the access to state schools based on racial and zoning policies. In the 1960s, “black African children” only received one-tenth of school funding, whereas the “white students” received more financial support from the government (Hunter, 2015:41). Joubert, Ebersöhn and Eloff (2010:397) remind us that the apartheid regime considered the “white racial group” to be superior, which was why they received a better education, job creation, housing and other human rights than other cultural groups. One should remember that apartheid mainly

supported the white population and “divided the society into racial-ethnic lines” (Joubert *et al*., 2010:397). The two official languages during the apartheid regime were English and Afrikaans.

2.9.2 After the apartheid era

When apartheid began to crumble during the early 1990s, the ANC was unbanned and South African schools opened their doors to all races (De Klerk, 2000; Hunter, 2015; Joubert *et al*., 2010). On 27 April 1994, South Africa held its first democratic election, whereupon Nelson Mandela became the first black South African president (Joubert *et al*., 2010:3). A wave of change engulfed South Africa. The idea of the rainbow nation was born, a notion that was captured in the new coat of arms, national anthem, national flag and recognition of nine indigenous languages as official languages (Joubert *et al*., 2010; Norton & Toohey, 2011; Van Staden & Howie, 2012).

The dominant race group now runs the South African government, but the academic culture of South Africa remains Westernised (Steyn, Harris & Hartell, 2014:3). It is significant that even now, after apartheid, education in a colonial language is favoured above the indigenous languages (Evans & Cleghorn, 2014:4). Even though institutions have adopted English as their LoLT, the other languages are prohibited from being used in the community (Phatudi, 2013:13).

2.9.3 English in South Africa

Even though South Africa has eleven official languages, not all of them are represented meaningfully in public life. For example, Webb (2013:179) points out that English is still the dominant language used in parliament, courts of law, universities, schools and printed media. A participant in McKinney’s study (2007:14) referred to the prestige variety of English as “Louis Vuitton English”; this comparison makes sense, as Webb (2013:179) notes that nothing in terms of language policy has actually changed in South Africa since 1996. According to Sung (2013:382), English allows South Africans to communicate even if their HL differs. Thus, English can be considered as the glue joining South Africans together to form a rainbow nation (Joubert *et al*., 2010:3).

The Constitution (1996) accords equal status to all 11 official languages, but South African legislation in general and the language education policy do not prescribe which of the official languages should be used at schools (Taylor & Coetzee, 2013:3). The language of instruction at a specific institution is chosen by the school governing body (Evans & Cleghorn, 2014; Taylor & Coetzee, 2013). Schools are under pressure as many parents are willing to go to great lengths to ensure that English is the main medium of instruction (Evans & Cleghorn, 2014:2). Parents prefer to enrol their children into schools where the mother tongue is not the LoLT (Hoadley, Murray, Drew & Setati, 2010:2).

After apartheid, African parents were now free to choose the school their children would attend, and preferred to enrol their children in schools where the medium of instruction was English (De Klerk, 2000; Evans & Cleghorn, 2014). Three reasons for this choice were identified by Hunter (2015:45): parents want their children to be fluent in English early in their lives; many parents are under the impression that most of the teachers' HL is English; and parents believe English-medium schools have better facilities such as libraries and computer laboratories.

Also, parents may prefer English as the medium of instruction because it is considered the language of power above the other ten official languages (Norton & Toohey, 2011:424). The English schools maintain firm discipline, are known for their high standards and abundant resources and the classrooms are generally cheerfully decorated by the teachers at their own cost (Evans & Cleghorn, 2014; Hunter, 2015).

Attending an English learning and teaching school (ELoLT) is not easy for all South Africans. This statement is supported by Taylor and Coetzee (2013:1), who remind us that the majority of South African children do not consider English their HL. In a study by Jacobson (2000:19), one of his parent participants mentioned that their daughter was very unhappy in a former Model C school. They subsequently enrolled her into a "mainly black primary school". Their daughter was happier, but the parents were aware that the quality of education she received was not of the same standard (Jacobson, 2000:19). In Phatudi's (2013:8) study, two of her participants said they did not feel as if they belonged. The one student participant said she felt like an

outcast because she was unable to read her Tshivenda Bible. The other participant said,

> When you are in a school you feel that you are on top of them – interact with your community in church and social gatherings, it's where you discover that you are an outcast and it's not a very good feeling… (Phatudi, 2013:8)

It can be concluded that the ethos, culture and character of every institution determine to a large extent how the language identities of the learners are constructed and actualised (Phatudi, 2013:1).

2.9.4 The Curriculum Assessment Policy Statement

The Curriculum Assessment Policy Statement (CAPS) for Language recommends that language teaching should follow an additive approach to bilingualism. In other words, learners should become competent in an additional language while their HL is being maintained and developed (DBE, 2011:8). Because parents see the value of being fluent in English, they enrol their children into crèches where the LoLT is English (De Klerk, 2000:203). Parents who value English proficiency above their heritage language identity play an important role in shaping the learner's language identity. This statement is supported by Val and Vinogradova (2010:5):

> [A] heritage language identity involves not only heritage language knowledge and fluency, but also some level of affiliation with and connection to the heritage culture.

I found it significant that Ofomata (2011:79) stated that it was the parents and other family members who taught a child his heritage language. However, as previously stated, the heritage language lies in the hearts of the elders. Families emigrate or move to where the job and education opportunities are better, making it difficult to visit their extended family regularly. In the end, the children are unable to communicate with their grandparents in their heritage language due to the lack of exposure. When children are not exposed to their heritage language and culture, how does this affect their language identity? To answer this question, the following theoretical framework will be explained and used to analyse the data collected in Chapter 3.

2.10 THEORETICAL FRAMEWORK

Multerud (2001:484) regards a theoretical framework as the analysts' reading glasses. I chose Bronfenbrenner's ecological system as the theoretical framework not only to guide me in the collecting and analysing of the data.

Bronfenbrenner was one of the first psychologists who adopted a holistic perspective of a child (Gray & MacBlain, 2015:26). During the 1970s, Bronfenbrenner developed a complex ecological model which explains the direct and indirect situations or experiences that influence a child's life (Swart & Pettipher, 2011:13). One of the key assumptions of Bronfenbrenner's theory is that a child's development is influenced by his immediate environment, such as his family, and more distant environments, such as the attitudes and ideologies of cultures (Louw & Louw, 2007:29). Bronfenbrenner (1979) compared his ecological system to "a set of nested structures, each contained inside the next like Russian dolls" (in Swart & Pettipher, 2011:14).

These nested structures refer to the ecological system, which includes the microsystem, mesosystem, exosystem and the macrosystem (Swart & Pettipher, 2011:14). All these systems interact with the chronosystem (time and dimension) at some point (Swart & Pettipher, 2011:14). Figure 2.1 gives a visual representation of Bronfenbrenner's ecological system.

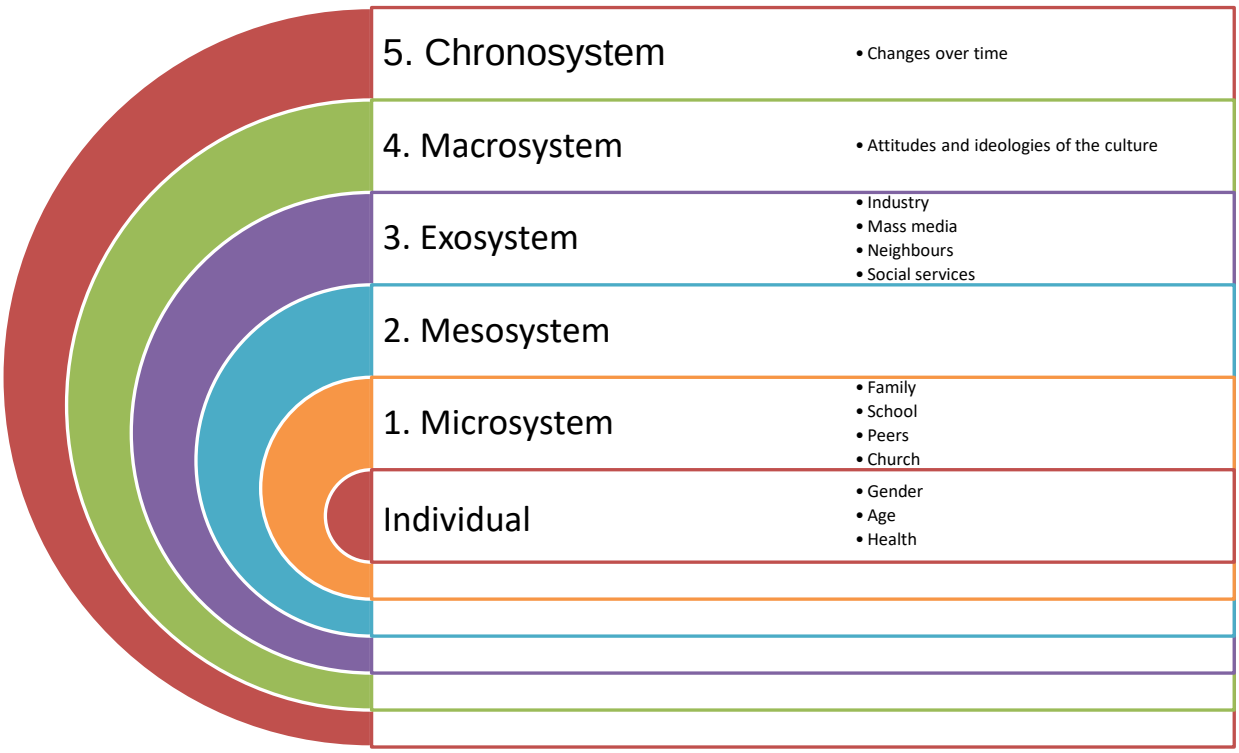


Figure 2.1: Bronfenbrenner's ecological system

Bronfenbrenner's theory is explained using Figure 2.1 (Gray & MacBlain, 2015; Swart & Pettipher, 2011).

In the centre is the individual, who has certain characteristics such as age, gender and health. The microsystem is the first system that has an influence on the individual. It represents the child's interactions with his mother, father, friends and family. This system is a two-way process within this layer. While the child's behaviour, actions and beliefs are influenced by his parents, the child also influences the parents. This system usually gives the child a sense of belonging, support, love and protection

The microsystem is followed by the mesosystem. The mesosystem refers to the relationship between two or more elements of the microsystem. The mesosystem consists of situations or settings in which the child is actively involved, such as the classroom or interacting with peers. This system relates to the construction of connections between his parents and his Grade 1 teacher. In the mesosystem, the child relates his experiences at school to those in his family.

The exosystem is the layer after the mesosystem. It refers to the child's neighbours, the mass media, industries and social services available to the public. The child is

not directly involved in the exosystem; it represents the companies his parents work for or own. However, the exosystem directly influences the child's microsystem, for example, when the parents work late and seldom see him.

The macrosystem is the fourth layer. This layer refers to the dominant social and economic structures as well as the attitudes, beliefs, values and ideologies that come from the systems of a particular society and culture. All of these affect the inner layers. The last layer, the chronosystem, refers to the dimension of time and how it relates specifically to the interactions between the various systems and their influences on the child's development, for example the fall of apartheid.

2.11 CONCLUSION

Chapter 2 provided an overview of the various theorists' opinions and theories of how language is learnt. This chapter also discussed the influence the English language, how it influenced heritage languages, and how it became the global lingua franca. The chapter concludes with an explanation of the theoretical framework after the case of South Africa had been discussed. In Chapter 3, the research design and methodology are explained, to be able to answer the research questions mentioned in Chapter 1.

Chapter 3

Research design and methodology

3.1 INTRODUCTION

The previous chapter, Chapter 2, contains a literature review from various sources relating to constructing a linguistic identity. This chapter discusses the research method and design for the collection and analysis of data. This chapter begins with a description of the research approach, followed by the research design and, sampling procedure that I implemented. It explains of the data collection and analysis process, the trustworthiness of the data collected and the ethical considerations that I took into account during this study. Table 3.1 provides an overview of the research methodology and the research process.

Table 3.1: Overview of the research methodology and research process

PARADIGMATIC ASSUMPTIONS	
Methodological paradigm	Qualitative method
Metatheoretical paradigm	Constructivism, more specifically social constructivism
RESEARCH DESIGN	
Multiple case study	
Selection of case	Purposive sampling
Selection of participants	Convenience and purposive sampling
QUALITATIVE DATA COLLECTION	
Data collection techniques	**Data documentation techniques**
Face-to-face semi-structured interviews with teachers and parents	Verbatim written transcripts of answers given to questions in the interview
Observation of relationships, interaction and the atmosphere in the school setting	Narrative reflections, photovoice, drawings, observation and field notes, semi-structured interviews and documents.
DATA ANALYSIS AND INTERPRETATION	
Constructivist thematic analysis of data derived from the life storybooks consisting of narrative reflections, photographs and drawings, as well the transcriptions of the semi-structured interviews.	
QUALITY CRITERIA OF THE STUDY	
Qualitative quality criteria	Credibility, transferability, dependability, conformability, authenticity

ETHICAL CONSIDERATIONS
Informed consent, confidentiality, anonymity and trust, role of the researcher

3.2 PARADIGMATIC APPROACH

3.2.1 Metatheoretical paradigm

A constructivist, more specifically a social constructivist, metatheoretical paradigm enlightens my study. Baerveldt (2013:157) explains that constructivists claim that "cognition is fundamentally adaptive and that knowledge needs to be 'viable' rather than 'true'". Constructivists prefer to adapt their knowledge and use the new knowledge in a more practical way instead of being realists. Goldenberg and Goldenberg (2012:342) explain constructivism straightforwardly by saying that constructivists focus on the essence of knowing and reject the idea of describing a true reality. Nieuwenhuis (2007a:59) states that the problem with constructivism is that it is trying to achieve a single correct interpretation of a specific problem. What Nieuwenhuis emphasises, concurs with what Bearveldt (2013:157) and Goldenberg and Goldenberg (2012:342) said, namely that nobody would experience the same event in the same way. Lincoln and Guba (2016:5) elaborate further on what constructivists focus on:

> …constructivists, recognise that it is rarely the raw physical reality which shapes our behaviour and our response to the physical environment. It is, rather, the meanings we associate with any tangible reality or social interaction which determines how we respond.

Everybody constructs a sense of their world based on their own previously held dominant beliefs, which in turn largely reflect the dominant beliefs of society (Goldenberg & Goldenberg, 2012:370). Before people are able to make sense of their world, they have to be actively involved in gaining knowledge and being socially interactive with other people (Schrader, 2015:23).

Looking through the lens of a social constructivist (interpretivist), my main objective was to try to understand how and what my participants experienced by being taught in a language other than their HL and what meanings they assigned to the phenomena of being taught in a language other than their HL (Nieuwenhuis, 2007a:59).

Creswell (2013:36) compares four theoretical paradigms: post-positivist, social constructivism, transformation and pragmatism, functioning in the field of education (Table 3.2).

Table 3.2: A summary of the metatheoretical paradigm

Basic beliefs	**Ontology** (Nature of reality)	**Epistemology** (Nature of knowledge between knower and would be known)	**Axiological beliefs** (Role of values)	**Methodology** (Approach to systematic inquiry)
Post-positivist	A single reality exists	Reality can only be approximated. Interaction with research subjects is kept to a minimum	Researcher's biases need to be controlled and not expressed in a study	Quantitative (primarily); deductive methods are important, such as testing theories, specifying important variables, making comparisons among groups
Social constructivism	Multiple realities are constructed through lived experiences and interactions with other	Reality is co-constructed between the researcher and the researched and shaped by their individual experiences	Individual values are honoured, and are negotiated among individuals	Qualitative (primarily); use of an inductive method of emergent ideas (through consensus) obtained through methods such as interviewing and observing
Transformation	Multiple, realities shaped by social, political, cultural, economic, ethnic, gender and disability values	Co-created findings with multiple ways of knowing	Respect for indigenous values; values need to be problematised and interrogated	Qualitative and quantitative methods can both be used; contextual and historical
Pragmatism	Reality is what is useful, is practical, and "works"	Reality is known through using many tools of research that reflect both objective and subjective evidence	Values are discussed because of the way that knowledge reflects both the researchers' and participants' views	The research process involves both qualitative and quantitative approaches to data collection and analysis

(Creswell, 2013:36; Van Heerden, 2012:65–66)

Social constructivism shares most of the assumptions of constructivism, but also leans toward the interpretive framework (Creswell, 2013:24). The ontology outlined in Table 3.2 refers to the nature of the realities and this information was obtained by

using Bronfenbrenner's ecological model as seen in Chapter 2 (Figure 2.1). The ontology of social constructivism refers to "studying aspects of developing individuals, relations between those individuals and their immediate surrounding world", as defined by Tudge (1997:120–121).

The epistemology refers to the "nature of knowledge between knower and would be known" (Creswell, 2013:36). By exploring the richness, depth and complexity of being taught in a language other than their HL, I began to develop an understanding of the meanings that my participants ascribed to the phenomena and their social context. Through under-covering how my participants constructed meanings, I gained insights into the meanings conveyed, thereby holistically improving my comprehension of every participant (Nieuwenhuis, 2007a:59).

By conducting my research in the six Grade 3 learners' social contexts, I had the opportunity of understanding the perceptions they have of their own activities (Nieuwenhuis, 2007a:59). Some participants stayed after school, while some learners completed the activities at their aftercare centres.

I used qualitative methods to collect my data because of the richness and depth of explorations and descriptions it yields (Nieuwenhuis, 2007a:60). The techniques, allowed me to understand how my participants interpreted their social environment and interact within it.

3.2.2 Methodological paradigm

In this study, I used a qualitative research approach. The qualitative research approach gave me the opportunity not only to observe my participants in their natural setting, but allowed me to gain a deeper insight understanding of what they experience on a daily basis by attending a school where their HL differs from the LoLT (Denzin & Lincoln, 2011:3). I painted this holistic picture using multiple interactive methods empowered the learners to share their life stories (Creswell, 2013; Rossman & Rallis, 2012).

Marshall and Rossman (2016:9) succinctly state that qualitative researchers are intrigued by the complexity of social interactions expressed by their participants in their daily lives and by the meaning the participants attribute to these interactions.

In this study, the social interactions expressed by the participating Grade 3 learners reflect what and how they experienced being taught in a language that differed from their HL on a daily basis. Conducting a study with Grade 3 learners while they were socialising with their peers as their day went on had its challenges. The way they experienced certain events or the opinions they had about a certain topic could have changed due to various internal or external factors.

3.3 RESEARCH QUESTIONS

3.3.1 Primary research question

How do Grade 3 learners construct their language identity?

3.3.2 Secondary research questions

- What are the beliefs and feelings of the children, parents and teachers toward learning in a language other than their home language?
- What factors, if any, influence a young child's language learning?

3.4 RESEARCH DESIGN

A research design refers to a map a researcher follows to conduct the study, which leads me to my final destination (Creswell, 2013:49). In this study, I employed the case study method to guide me in collecting and analysing data.

3.4.1 Case study method

The case study method has three different roads a researcher can follow to collect and analyse the data. The road selected will depend on the researcher's main purpose with the study. The first option is the intrinsic case study, where the focus of the researcher is mainly on a single case. The second road is the instrumental case study, which is a tool to assist the researcher to understand more about a general phenomenon. Lastly, the researcher can apply a multiple case study, which was chosen for this study (Creswell, 2013; Mukherji & Albon, 2015).

The purpose of this study was to understand how Grade 3 learners experienced learning in a language that differs from their HL. The case study method allowed me to use a variety of data collection instruments (Creswell, 2013:97).

3.4.2 Multiple case studies

As the name implies, the multiple case study studies more than one case. “A multiple case starts with recognising what concept or idea binds the cases together”, according to Stake (2006:26). The concept that bound the cases in my study together, was the learners’ construction of their language identities in a culturally diverse context. When more cases are studied and more comparisons drawn between the cases and findings, the outcome can be more valid data. Making use of multiple case studies does not allow for much control of the participants (Yin, 2013). I was able to gain insight into the dynamics (Nieuwenhuis, 2007b:76), similarities and differences (Mukherji & Albon, 2015:8), and form a more detailed picture of what my participants experienced on a daily basis.

3.5 RESEARCH CONTEXT

In Chapter 2, the emerging theoretical framework was discussed. This framework provided the structural frame for collecting and analysing data. Hughes (2010:35) describes the paradigm as the way one sees the world. This could refer to the lens that assists the researcher in organising the principles through which reality is interpreted (Maree & Van der Westhuizen, 2007:32).

Holloway and Galvin (2016:3) state, “Qualitative research is a form of social inquiry that focuses on the way people make sense of their experiences and the world they live in.” The foundation of qualitative research “lies in the interpretive approach to social reality”; in other words, it provides a description of people’s lived experiences (Holloway & Galvin, 2016:3). The purpose of my study was to gain insight into the way Grade 3 learners made sense of their experience of learning in a language other than their HL.

I used an interpretivist paradigm and tried to understand what my participants experienced by seeing the world through their eyes (Nieuwenhuis, 2007a:48), because the main focus of my study was to understand and make sense of their experiences. I regarded the Grade 3 learners as the experts of their lives and the co-creators of knowledge (Creswell, 2013:36). Knowledge was created through a process of personal interactions based on understanding and interpretation of

experiences within a particular situation (Nieuwenhuis, 2007; Terre Blanche & Durrheim, 2002).

3.6 SAMPLING PROCEDURE

The process of choosing who will be one's participants is called sampling, as defined by Mukherji and Albon (2015:237). Selecting participants can be done in two ways (Creswell, 2013; Mukherji & Albon, 2015; Nieuwenhuis, 2007):

- The probability sampling method, which represents the whole population.
- The non-probability sampling method, which only represents a part of the population.

The non-probability or purposive sampling method was selected as I had specific requirements in selecting my participants. The following sampling criteria are outlined next:

Sampling criteria for the primary school

- The primary school had to be in the East Rand.
- The primary school's LoLT should be English.
- The primary school had to be culturally diverse.

Sampling criteria for primary school teachers

- The primary teachers had to be qualified (with a certificate, diploma or degree in Education).
- The primary school teachers had to be teaching Grade 3 learners in the research period.
- The primary school teachers had to have at least three Grade 3 learners in their classroom whose HL differed from the school's LoLT.
- The primary school teachers selected had to indicate that they were willing to participate voluntarily.

Sampling criteria for learners

- The participants had to be in Grade 3.
- They should all have enrolled in Grade 3 in 2016, as I wanted them to be the same age.
- The Grade 3 learners' HL should differ from their LoLT.
- The ideal would be to have three boys and three girls participating in my study.
- The Grade 3 learners selected had to indicate that they wanted to participate voluntarily.

The participants were selected with the assistance of the two teachers, as they knew the learners better. I asked the register teachers to indicate possible participants for my study from their classes. The parents were contacted and the purpose of the study and the ethical practices were explained to them. The parents who gave permission for their children to form part of my study were themselves participants in the study. The parents were included in my investigation so that they could give their perspective on why they had enrolled their children in a school where the LoLT differed from their HL.

One parent gave consent for their child to participate in the study, but withdrew her participation as a parent. Therefore, the data collected from the specific learner could not be used when credibility was checked.

Once the participant had the required experience with the phenomenon, it became easier for me to "forge a common understanding" (Creswell, 2013:155). When I taught Afrikaans as a first additional language to learners who were not even taught in their HL, I could see how they struggled to comprehend what I was trying to teach them. Being able to see the struggles these learners faced daily assisted me in forging a common understanding with my participants. I wanted to do my study at an English school mainly because as I believed English schools were more culturally diverse than Afrikaans schools. Moreover, if the study was done in an indigenous-language school, I would have needed an interpreter. I conducted my study at one school where two Grade 3 teachers, six Grade 3 learners and their parents participated in my study. Qualitative research studies a small number of individuals,

while allowing the researcher to collect extensive detail about each individual under study (Creswell, 2013:157). The participants' responses gave me the detailed data I needed to answer my research question.

3.7 ROLE OF THE RESEARCHER

In my role as a researcher, was obligated to follow the ethical considerations as stipulated by the University of Pretoria. I had to get permission to conduct my study from the GDE before I made contact with any public school. When I obtained the permission, I contacted the school, arranged a meeting with the head and explained my study to her. As soon as I received her consent, I arranged meetings with the two Grade 3 teachers they assigned to me. My role was to get the necessary consent and assent from the potential participants, and arrange meetings with them. I explained to the participants that the information would be kept confidential and that they would be given pseudonyms. I reminded them that they had the right to leave the study when they wanted to. I made sure that the participants suffered no physical or emotional harm.

3.8 DATA COLLECTION PROCESS

Before the data collection process started, the necessary steps were taken according to the outline in Table 3.3, and the flow chart in Figure 3.1 drawn up. Table 3.3 and Figure 3.1 assisted me to make sure that all the necessary data was collected.

Table 3.3: Summary of research process

Time frame	Role of the researcher	Role of the participant
Phase 1 March–April 2016	• Arranged an information session with the headmistress and deputy principal of the primary school with consent letters. • Asked for assistance in selecting two Grade 3 teachers.	• The deputy principal attended the information session and gave the relevant consent letter to the principal to sign. • The deputy principal assigned two Grade 3 teachers who met the criteria for participation in this study.
Phase 2 April 2016	• Arranged information session with the two Grade 3 teachers selected by the deputy principal with the relevant consent letters. • Ask the teachers to point out who in their classrooms would	• The two Grade 3 teachers attended the information session and signed the relevant consent letters. • They provided a list of names of possible learners who would be willing to participate in the study.

Time frame	Role of the researcher	Role of the participant
	meet the criteria for participation in the study. • Handed out the letters of consent and assent to possible candidates. • Discussed dates and times when it would suit the two Grade 3 teachers to conduct the semi-structured interviews with them separately.	They also indicated when they would be able to participate in their individual semi-structured interviews. • The two Grade 3 teachers supplied dates and times • The Grade 3 learners returned the letters of consent and assent. • Their parents provided dates and times when they would be available to participate in the semi-structured interviews.
Phase 3 April–June 2016	• Arranged meetings with parents of the participants for their semi-structured interviews. • Discussed when, where and what time it would suit the parents to conduct research with their child.	• Parents participated in semi-structured interviews. • Parents gave an indication to when, where and what time their child was available to participate in this study. • Learners gave their assent.
Phase 4 April–June 2016	• Collected data from the Grade 3 learners.	• The Grade 3 learners drew pictures of themselves with their likes and dislikes. • They drew their families and told me what they enjoyed doing together in their spare time. • They drew the school. They had to put a red sticker on the areas they enjoyed and a blue sticker on the areas they disliked. • Photographs were taken with digital and disposable cameras about the things they liked and disliked at home and at school. • Narrative reflections were done continuously during the various activities.
Phase 5 June–December 2016	• Semi-structured interviews were transcribed verbatim. • Data were analysed	
Phase 6 January–November 2017	• Complete dissertation	

Figure 3.1 gives a representation of the participants and the phases of how consent and assent were obtained and data retrieved.

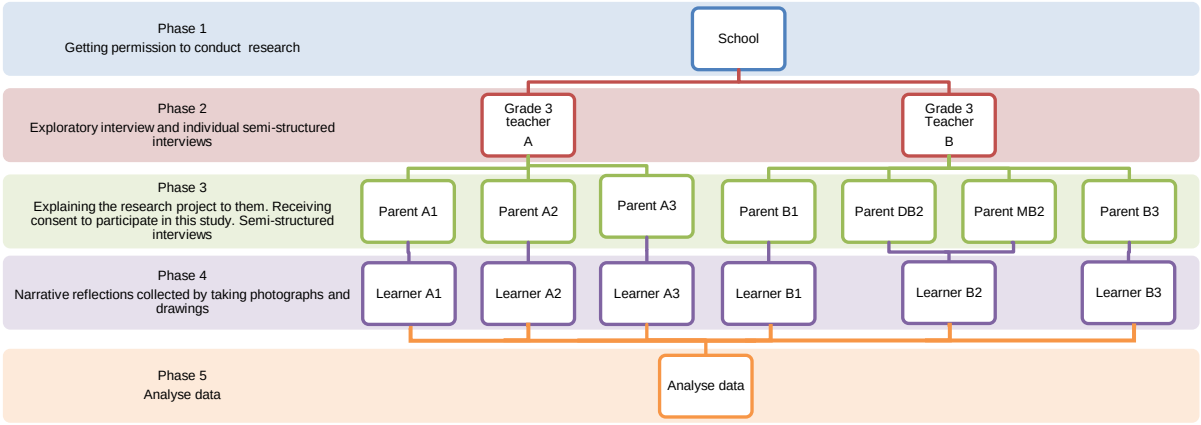


Figure 3.1: Summary of research process

Table 4.2 gives a summary of the information on the Grade 3 learners, their parents and the two Grade 3 teachers.

Table 3.4: Summary of the participants

Research sites: Grade 3 teachers' classroom	Grade 3 learner code	Parent participant code	Teacher participant code
Classroom A	LA1	PA1	TA
	LA2	PA2	
	LA3	PA3	
Classroom B	LB1	PB1	TB
	LB2	PDB2	
		PMB2	
	LB3	PB3	
	LB4	PB4	

Key:

L = Learner

P = Parent

T = Teacher

1, 2, 3 = Participant number

PDB2 = Father of Grade 3 learner LB2 in classroom B

PMB2 = Mother of Grade 3 learner LB2 in Classroom B

3.8.1 Phases of data collection

Phase 1: March–April 2016

During Phase 1, I approached the school. Firstly, I made appointments with the headmistress and the deputy principal of the specific primary school (Addendum A on CD). The deputy principal was able to see me. I explained to him what my research study was about and asked permission to conduct my research at that specific school. Because he was in charge of placing students to complete their practical teaching, I explained to the deputy principal that I needed two Grade 3 teachers, stating the sampling criteria. After I gained the school's permission, the deputy principal assigned two Grade 3 teachers to me.

Phase 2: April 2016

An information meeting with the two designated Grade 3 teachers was arranged (Addendum B on CD), and the necessary consent letters were signed (Addendum C on CD). I discussed the study with them, and the roles they had to fulfil were explained to them. We discussed that I would be with teacher TA[1] the first month and the second month with teacher TB. We further discussed suitable dates and times for their individual semi-structured interviews.

I asked the teachers to write down or tick on a class list which learners met the given criteria for participation in the study and to hand out letters for all the learners in their classrooms to notify the parents of my presence (Addendum D on CD). In the two classes combined, there were a possible 14 participants. Out of the 14 possible participants, only four were girls. Potential participants received letters of consent and assent. Out of the 14 learners, seven parents agreed to take part in the study. One parent withdrew later on.

Phase 3: April–June 2016

As soon as I received the letters in which, the parents agreed to not only participate in my study (Addendum E on CD), but to allow their children to participate as well

[1] Pseudonyms were used to protect the participants' identities.

(Addendum F on CD), I arranged meetings to conduct their semi-structured interview (Addendum G on CD). These meetings took place either at the participants' homes or at a coffee shop close to the school (Addendum H on CD).

I was advised not to conduct research during school hours, as it would interfere with the learners' lessons. I asked the parents' advice about when and where I could conduct my research their children.

During this phase, I arranged meetings with the teachers to conduct semi-structured interviews with them. I used a semi-structured interview schedule to ask questions related to my study (Addendum I on CD). The semi-structured interviews allowed me to gain a better understanding when I was uncertain or wanted the parents to elaborate on a specific question.

Phase 4: April–June 2016

During this phase, I went to the various aftercare centres that the Grade 3 participants attended and told the various principals what my study was about and that I had received permission from the parents to conduct research with the assistance of their child (Addendum J on CD). The aftercare centres were very helpful, providing suitable spaces where I could gather my data.

I planned the activities in such a manner that it would take 30–45 minutes to complete an activity once a week (Addendum K on CD). Every participant was allowed to eat and drink during the activity, to make them feel more at ease and take away the feeling of a formal setting. Because the data was collected in classrooms or at day-care centres, I did not want the learner to feel restricted in terms of rules such as no eating or drinking while we were doing an activity. I wanted them to feel relaxed; this had to be fun and not feel like a chore. The number of sessions depended on the amount of time and the detail each learner needed for the specific activity. When they got tired, I reminded them that they could continue in our next session.

Phase 5: June–December 2016

During this phase, I transcribed the interviews verbatim and prepared the data to be analysed.

Phase 6: January–November 2017

During this phase, I completed my dissertation and sent it to the language and technical editor.

3.9 DATA COLLECTION INSTRUMENTS

My choice multiple case study method provided me with the route I had to follow to conduct my research. The route as set out in Figure 3.1 allowed me to use various data collection instruments. I selected the mosaic approach as it enabled me to listen to the young learners by "hanging out" with them, which provided me with a more holistic picture of the young learners' perceptions (Albon & Rosen, 2014:126).

3.9.1 Mosaic approach

A mosaic is a picture made from various materials such as glass, tiles or pebbles of different colours. When a mosaic picture is still incomplete, it may be unappealing, but if everything comes together properly, it forms a pleasing whole. The same principle applied to my study. The mosaic approach was perfect for my study as it allowed me to use various methods of data collection to gain a better understanding of the phenomenon under study. Clark (2017:9) say that using the mosaic approach brings together a range of methods for listening to young children about their lives. The mosaic approach emphasised the young learners' opinions and points of view. When these were put together, I had exactly the "picture" I needed to answer my research question.

The advantage of the mosaic research approach was that it allowed me to use multiple methods, which assisted me in gaining a better perspective of the phenomenon. It enabled the learners to be actively involved in collecting the data, which is usually not the case. The learners were not only actively involved; they had the opportunity to reflect on their findings, thus making their voices heard.

The mosaic approach is adaptable and mainly focuses on lived experiences. This approach allowed me to change activities as I wished to assist me in finding ways and methods to collect my data in more age appropriate ways. For instance, instead of having the participants writing short sentences about their likes and dislikes, I asked them to tell me about them and wrote down what they said. Figure 3.2 is a representation of a typical research mosaic.

Figure 3.2: Example of a mosaic research study

Clark (2011:54) points out some advantages of using the mosaic approach with young children. The advantages are outlined in Figure 3.3.

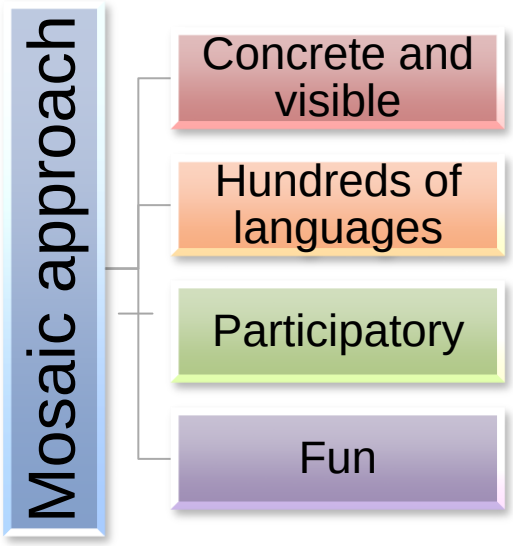


Figure 3.3: Summary of the advantages of using the mosaic approach with children (Clark, 2011:54)

Both the researcher collecting data and the young participants can benefit from the mosaic approach. Clark (2011:54) identifies four advantages. Firstly, the mosaic approach draws the learners' attention to their current experiences, the here and the now. This is important, as their voice might get lost among the pressing needs of the adults around them. Secondly, because the learners are able to use visual and other methods that, do not rely on written work, it is helpful when working with children whose HL is not English (Clark, 2011:54). This implies that the mosaic approach is flexible enough to accommodate learners who speak various languages. Thirdly, the learners have the opportunity to be actively involved in collecting the data, as they see their reality all the time (*ibid.*). Finally, using imaginative tools provide a release from stressful circumstances *(ibid.)*.

3.9.2 Narrative reflections

Creswell (2013:104) explains that the focus of narrative research is to "explore the life of an individual". The personal narratives provided me with verbal information that I wrote down (transcriptions of the participants' narratives). This assisted me in developing a more holistic picture of the learners' everyday experience, beliefs and practices. Written narratives assisted the learners' in giving their "authentic voice" (Eldén, 2012:68) to the photographs they took. The narratives were done by means of creating life storybooks.

Every page in the Grade 3 learners' life storybooks referred to a specific area in their lives. Every topic was broad enough to allow the learner to talk freely about a particular issue; this gave the learner a certain degree of control over the interview (Fargas-Malet, McSherry, Larkin & Robinson, 2010:186).

The narrative reflections consisted of photographs and drawings, taken and drawn by the Grade 3 learners. The photographs and drawings were discussed during our sessions. The limitations of the narrative reflections were that some learners might have forgotten the significance of why they initially selected specific images (Cook & Hess, 2007:32). The field notes that I took during my observation of the learners together with my reflection diary, which I kept during the data collection phase, provided me with the significance of the pictures they drew, as well as the photographs they took.

3.10 VISUAL MATERIALS

3.10.1 Photographs

The learners were asked to assemble a life storybook, which consisted of images that they drew and photographs they had taken. In addition, they could paste stickers to describe their feelings (if needed) to express how the object or place in the pictures made them feel. Punch (2002:333) states that a storybook assembled by a learner would allow them to express their own views in accordance with their own level of ability.

I asked questions during the activities to guide them and assist them in selecting and designing their own life storybook. I asked the learners to think about their daily lives. They were asked to select any drawings and photographs that represented the way they experienced every day and how it made them feel.

I had certain expectations about what I anticipated from the learners. Firstly, I wanted to see how they saw themselves. The children took photographs that described who they were, for example, of their hobbies, likes and dislikes. Secondly, I wanted to find out how they saw themselves in their family situation. The children drew the various family members and told me more about them. Thirdly, I wanted to know how they experienced school. The children took photographs or drew a picture of the school and indicated with stickers which areas they liked and disliked.

The photographs generated rich data for triangulating with the data that I collected from the learners' narrative reflections and observations. All the above-mentioned data assisted me in gaining a better understanding of how Grade 3 learners experienced their daily lives. The life storybook allowed learners to tap into their subconsciousness and revealed their "authentic voice" (Eldén, 2012:67), thus revealing their true thoughts, feelings and experiences of the school context LoLT that differed from their home situation.

The photographs furthermore acted as prompts to the learners' personal life stories (Newman, Woodcock & Dunham, 2006:301). The photographs provided a good means of eliciting relevant detailed information and rich descriptions of the

participants. This led to “a far deeper understanding than a simple conversation” would have (Newman *et al*., 2006:301).

I sat with each learner and worked through their personal life storybook discussing the photographs and pictures that they had drawn. Learners could encircle the event that stood out for them on that day or add stickers to describe the day.

A limitation of this study was that some doubt might exist as to why the participants selected a specific picture or took a specific photograph and added it to their life storybooks. Giving the children freedom with a camera meant that I had no control over the photographs that they took (Barker & Weller, 2003:41).

With hindsight, I realised that I could have asked the learners to assist me in making rules for using the camera, to avoid their using it inappropriately. The learners might have taken photographs that, they regretted and were too shy to discuss. I therefore explained to the learners in my study that they would be the first to see the photographs and that they would have the opportunity to remove any unwanted photographs (Clark- Ibáñez, 2004:1518).

3.10.2 Drawings

I asked each participant (Grade 3 learner) to draw three pictures: firstly, they had to draw a picture of themselves including their hobbies, likes and dislikes. Secondly, I asked them to draw their family, the people who lived with them in their home. When they were done with the sketch of their family, we discussed every family member, for example asking where their mother worked. Finally, they had to draw the school.

These drawings provided me with a better understanding of who the children were, how they saw themselves and what their living conditions were like. The drawings were used to determine whether the descriptions corresponded with what the teachers told me about the learners, and what the parents said in their interviews.

The advantage of using drawings was that they allowed the learners who were not verbally strong to express themselves. Research confirms that producing or engaging with images is often part of learners’ everyday lives, which they experience as “fun, relaxing, triggering remembering, helping the abstract become

concrete", and the drawings additionally helped me to minimise the power relation between myself as the adult and the participants (Eldén, 2012:68).

Creswell (2014:222) describes the advantages of using visual materials such as photographs and drawings. Firstly, taking photographs and making drawings may be a more self-effacing method of collecting data. Secondly, it provided the Grade 3 learners with an opportunity to share their realities (Mukherji & Albon, 2015:213). Thirdly, taking photographs and making drawings are creative activities and capture the attention visually (Creswell, 2014:222). The disadvantage of using visual materials is that they may be difficult to interpret. Moreover, in my study my presence might have affected the Grade 3 learners' responses (Mukherji & Albon, 2015:215).

3.10.3 Observation and field notes

Nieuwenhuis (2007b:84) states that by observing the participants the researcher is able to hear, see, and experience reality in the same way as the participant. In other words, the researcher gets the chance to experience the life from the learners' point of view. Mayall (2008:109) agrees with Nieuwenhuis, as he defines "participant observation" as "a form of observation that involves watching, listening, reflecting and also engaging with the children in conversation". However, I was not allowed to engage with the learners during lessons, as it would have been disruptive for the learners and for the teachers as well. By "watching, listening, reflecting and engaging with the children" (Mayall, 2008:110), my picture of each participant became clearer over time. I immersed myself in a chosen situation and gained an insider's perspective of their particular settings (Nieuwenhuis, 2007b:84). Because each teacher had three of my participants in their classroom, my observation was much easier because I only had to observe three children at a time for four weeks.

As explained by Marshall and Rossman (2016:143), using a variety of data collection techniques allowed me to gather life data (collecting data as it happens) in a natural setting that enhanced my understanding of the different challenges the learners faced daily, which was an advantage. I was able to take notes as it happened, thus making the observational data more accurate. I saw some aspects that were important to the study, but which the learners took for granted. The data

collected from observing the participants was a useful tool to verify and supplement the information obtained from my other sources (Marshall & Rossman, 2016:145).

The limitation of observation as a data collection technique was that the learners behaved differently than they normally would, as they attempted to impress me. I avoided this by faking the first two days of observation and only started observing on the third day, when the children were used to my presence in their surroundings (Rule & John, 2011:68). The findings of the observations were without a doubt filtered through the interpretive lens of the observer (Marshall & Rossman, 2016:145), in other words, my biases, emotions and a number of other factors played a role in my experiences of a specific day in the research field. I kept a reflection journal to assist me, not only to recollect what happened on that specific day in the research field but also to write about how and what I experienced on a certain day.

One of the advantages of observation when collecting data was that it provided first-hand experience with my Grade 3 participants, as I was able to record information as it happened (Creswell, 2014:221). A possible disadvantage of observation was that, I could have been perceived as interfering while the teacher tried to teach (Creswell, 2014:221). Private information could have been observed that I was unable to report and the Grade 3 participants could have presented special problems in gaining empathy *(ibid.)*.

3.10.4 Semi-structured interviews

Semi-structured interviews "usually require the participant to answer a set of predetermined questions" (Nieuwenhuis, 2007b:87). Semi-structured interviews allow for probing and clarification of answers, which assisted me in my research.

I did the interviews on a one-on-one basis; participants were allowed to select the area where the interview would take place, as they might feel more comfortable in a setting known to them (Chen, 2009:28). This allowed me to gain a better understanding of the interviewees. I scheduled interview times that were convenient for the teachers and parents.

I interviewed the teachers first to gather more information about the learners' backgrounds and to make sure whether they as teachers thought a particular learner might be a good candidate to participate in this specific study and to discuss whether the parents would be willing to cooperate. The second interview I had with the teachers separately was about their beliefs and feelings about teaching learners' whose HL differed from the school's LoLT.

The interviews with the parents of the Grade 3 learner participants were held when it suited them. This allowed me to gain a better understanding of their family's culture, their home situation, their child, how they experienced their child at home, and why they chose to enrol their child in a school where their HL differed from the LoLT. The interviews with the participating parents and teachers strengthened the trustworthiness of the learners' life storybook (narrative reflection).

A challenge of this specific technique was that one parent did not want to be interviewed. The teacher said she thought the mother felt too ashamed because they lived in the township and she did not have a job at that time. I tried to remind the mother of this specific learner that their identities would remain anonymous, but she still refused to be interviewed. I experienced language barriers on two different occasions. During the first interview that I had, the father had a strong accent, which made it very difficult to understand what he was trying to convey. I regularly asked him to elaborate, or I rephrased what he said to me in simpler terms to make sure I understood him correctly. He struggled to understand some of my questions; I rephrased them into simpler terms also.

The other interviewee wanted her employer to be present, because she was apparently scared of giving the wrong answers or that she would struggle to understand what I asked her. This specific interview was done in Afrikaans as the woman struggled to convey her feelings and beliefs clearly in English properly.

The semi-structured interviews enabled me to obtain answers from the parents, whom I was unable to observe (Creswell, 2014:221). The participating parents provided me with historical information, not only about their children but also about their own experiences with language learning while attending school and entering

the labour market (Creswell, 2014:221). I was able to control the line of questioning, keeping my research question in mind *(ibid.)*.

A possible disadvantage of interviews was that they might provide indirect information filtered through the views of the participating parents and two Grade 3 teachers (Creswell, 2014:221). The interview data provided information in a designated place instead of the participant's natural settings (Creswell, 2014:221). Out of the eight semi-structured interviews held with the participating parents and two Grade 3 teachers, two interviews were held at the participating parents' homes. The interview with one parent was held at an after school care centre. The other two parent interviews were held at a coffee shop close to the school and the two Grade 3 teacher's interviews were conducted in their separate classrooms. The participating parents and two Grade 3 teacher's answers could have been biased because of my presence (*ibid.*). Not all the participating parents and two Grade 3 teachers were equally expressive and insightful during the interviews.

3.10.5 Documents

There are three types of documents that are suitable for data collection, according to Mills, Durepos and Wiebe (2010:318), namely public record or documentation, personal documents and physical materials. I selected personal documents for the purpose of this study to help me analyse the data. The personal documents consisted of the individuals' information form and their summative reports. The information forms were used to confirm what the parents and learners said. The summative reports provided me with more information about the learner form the teachers' point of view.

Figure 3.1 provided a summary of various data collection instruments that were used. Figure 3.4 indicates which data collection instrument was used with which participant.

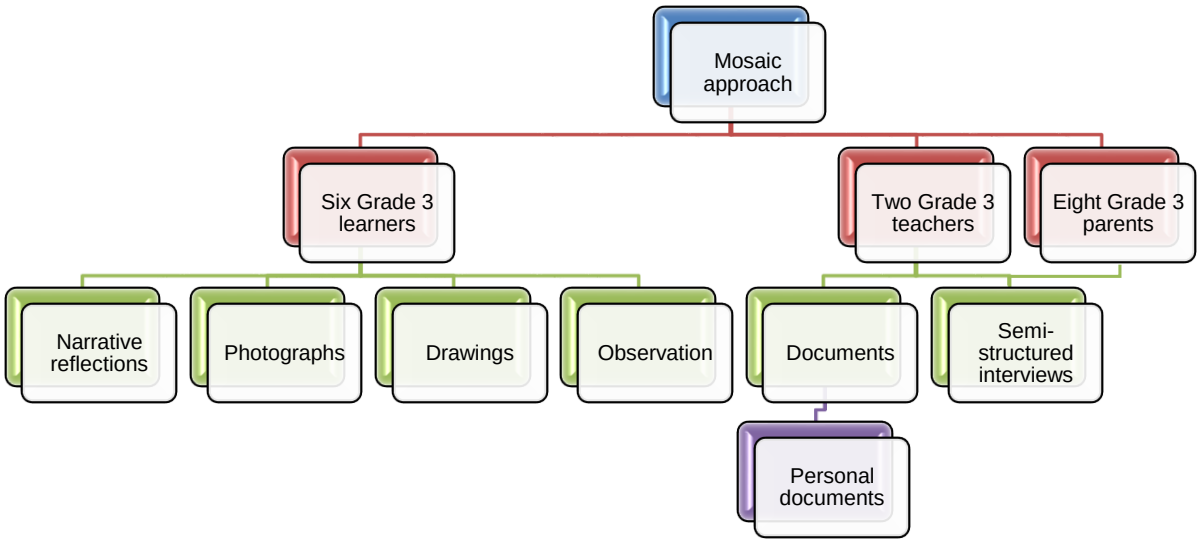


Figure 3.4: Summary of data collected by participants

Figure 3.5 is a summary of the advantages of involving the participants in the data collection process.

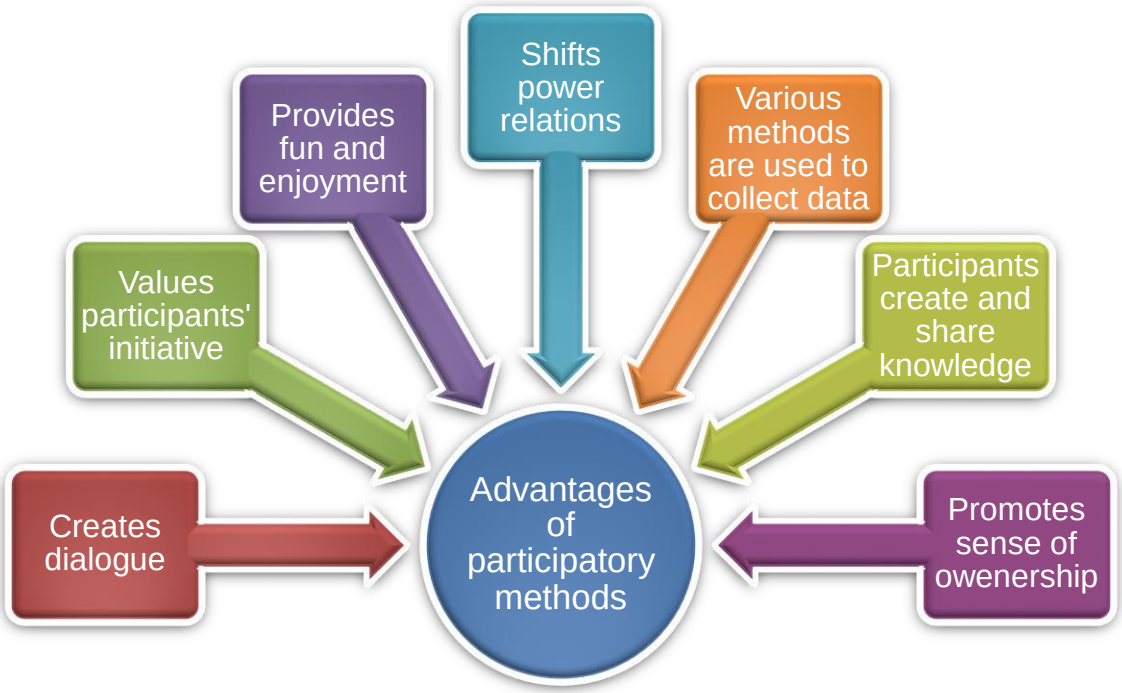


Figure 3.5: Advantages of participatory methods of data collection (Rule & John, 2011:71)

3.11 SUMMARISING AND INTERPRETING INFORMATION

The data collection in a case study is typically extensive, drawing information from multiple sources (Creswell, 2013:100). My six Grade 3 participants had to complete

four activities to make their own life storybooks. They drew pictures, took photographs and explained to me what they had drawn and why they selected those specific photographs to go into their life storybooks. I took field notes during observation (Addendum L on CD). I had semi-structured interviews with each register teacher separately. Most of my participants' parents took part in the semi-structured interviews.

I tried to make sense of the information I have collected from my various sources (Berg & Lune, 2012:325). The challenge of doing a case study is that I had to narrow down the broad scope of data that I collected (Creswell, 2013:101), summarising this abundant amount of data. I made a page with tables for every participant (Addendum M on CD). The summary of every participant made it easier to interpret my findings as all their information was on one page.

3.12 DATA ANALYSIS

Multiple case studies offer a multiperspective analysis in which the focus is not on the voice of one or two participants only, but also on the views from other relevant groups (Nieuwenhuis, 2007b:75). This also applied to the multiple perspectives in this study. Leung, Harris and Rampton (2004:428) advise qualitative researchers to smooth out the messiness of their data, by paying attention to the findings that are relevant to the theoretical framework. The data analysis process consists of noticing, collecting and reflecting (Nieuwenhuis, 2007c:100). To smooth out the messiness of my data, I analysed the data using Creswell's (2014:228-231) six steps (Figure 3.6.).

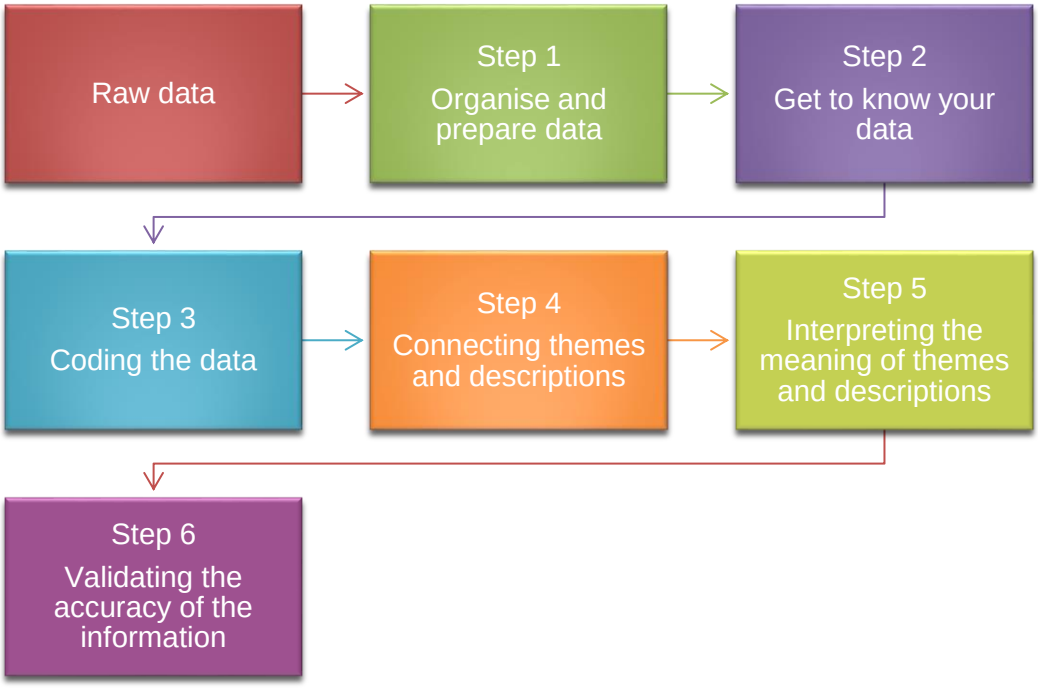


Figure 3.6: Summary of data analysis process (adapted from Creswell, 2014:228)

Firstly, I transcribed all my interviews verbatim (Addendum N on CD). I had the life storybooks scanned and copied so that I could make notes and not influence the trustworthiness of my raw data. The data was catalogued according to the relevant teacher, the Grade 3 learners in her class and the parents of the learners (Figure 3.7).

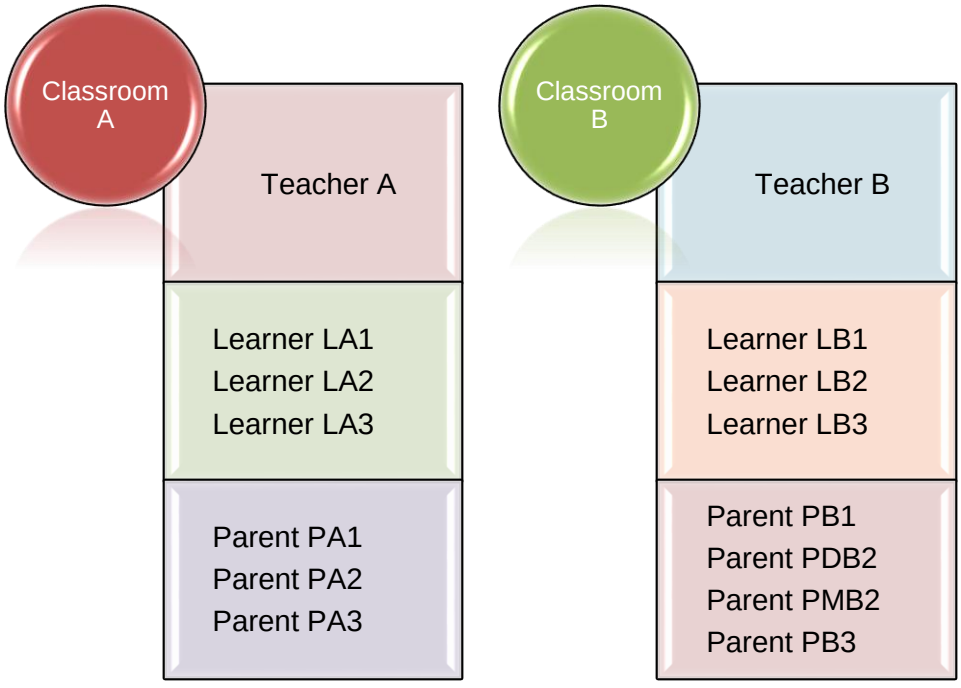


Figure 3.7: Organising of data

Secondly, I described my sample and my participants. Describing every participant helped me not to confuse the participants. I went through my data and made notes in the margins of my transcriptions and observational field notes. After I had familiarised myself with my data, I started coding it. I organised all the data by bracketing chunks and writing a word that represented a category. This was done in a table format, which assisted me with Step 4. The table it enabled me to describe the participants better. Codes were generated from the descriptions, which assisted me in generating themes. The themes and subthemes that were generated in Step 4 will be represented as a narrative passage in Chapter 4 to convey my findings of the analysis. In the final step, I interpret my findings.

The steps Creswell presented, “are interconnected and form a spiral of activities all related to the analysis and representation of the data” (Creswell, 2013:179). The qualitative data in my study that had to be analysed consisted transcribed interviews, my field notes and the life storybooks of the six Grade 3 learners. Smith (1990:6) describes analysing qualitative data as both being a science and an art the science referring to the coding and the art to being able to see a theme and interpret the findings. “Interpretation in qualitative research involves abstracting out beyond the codes and themes to the larger meaning of the data”, as described by Creswell (2013:187). The larger meaning of the data is elucidated by Ary, Jacobs and Razavieh (2002:425) and describes what I attempted to achieve in my study, especially through the data analysis:

> The collected data are in the subjects’ experiences and perspectives; the qualitative researcher attempts to arrive at a rich description of the people, objects, events, places, conversations and so on.

3.12.1 Describing, comparing and relating analysed data

Identifying themes and subthemes is not the final step of the data analysis process. I used the “describe-compare-relate” (Bazeley, 2009:10) formula to record the results of the data analysis. Creswell (2013:104) agrees with Bazeley, stating that data should be analysed through descriptions of the cases and the themes found in the cases, as well as cross-case themes. Describing every case study meant giving the details of every case and discussing the details using the explanatory method

(Yin, 2013). After describing my findings, patterns were established between two or more categories or cases (Creswell, 2013:199).

3.13 TRUSTWORTHINESS OF DATA COLLECTED

To establish trustworthiness according to Akinyoade (2013:5), the interpretations of the data must be credible, transferable, dependable and confirmable. The first aspect is trustworthiness, with the focus on credibility, transferability, dependability and conformability. Triangulation is discussed separately.

3.13.1 Trustworthiness

Credibility

Data can only be believed or regarded as credible when the researcher spends a lot of time in the research field and with the participants of the study (Akinyoade, 2013:5). Credibility in my study was achieved by spending two months in the research field. Albon and Rosen (2014:126) stated it beautifully by saying "'hanging out' with the children over time is likely to reward the researcher with greater insights into their lives". During our "hanging out" sessions, the credibility of this study was further increased by ensuring that the collected data projected the learners' experiences.

Transferability

"Transferability means the degree to which the results of qualitative research can be generalised or transferred to other context or settings" (Akinyoade, 2013:5). This implies that if another researcher used the same research context, research process and the same assumptions, the results could be applied to another setting. However, transferability cannot be applied to my study, as other researchers will not find participants with the exact same experiences, histories or personalities, even if the study were conducted at the same school. When conducting a qualitative study, transferability is not a requirement as the main aim of compiling a qualitative study is to gain a deeper understanding of a specific phenomenon.

Dependability

According to Ary, Jacobs, Sorensen Irvine and Walker (2012:536), “dependability can be demonstrated by showing consistent findings across multiple settings or multiple investigators”. Because this was an interpretive study, others’ interpretation of my findings will differ.

Confirmability

Akinyoade (2013:5) states that conformability is established when others could confirm the results. Ary *et al*. (2012:538) agree with Akinyoade, saying that data can only be demonstrated as confirmable when a complete audit trail is available to other researchers. The audit trail would assist them to arrive or not to arrive at the same conclusions, given the same data and context.

3.13.2 Triangulation

“Triangulation refers to the practice of using multiple sources of data or multiple approaches to analysing data to enhance the credibility of a research study”, as defined by Salkind (2010:1537). The multiple data sources used in this study were narrative reflections, photographs, drawings and observations obtained from the learners. These findings were compared to the documents and the transcriptions of the interviews with the parents and teachers. When multiple sources lead to the same conclusion, a stronger case is made (Ary *et al.,* 2012:561).

Nieuwenhuis (2007b:86-87) recommends the following steps to ensure trustworthiness. Firstly, I verified my raw data by asking the respondents to elaborate or to explain what they were trying to convey. Secondly, I kept notes about decisions that I made in my reflective journal. These notes also assisted my supervisor when we went through my findings to make sure I was not biased when I selected my themes. When it came to coding the data, I asked a colleague to go through my findings with me and both of us coded the data together to see whether there were any inconsistencies. The comments of my supervisor and colleague on my findings, interpretations and conclusions were valuable, guiding me in the right direction. Figure 3.8 gives a visual representation of how triangulation was implemented in this study.

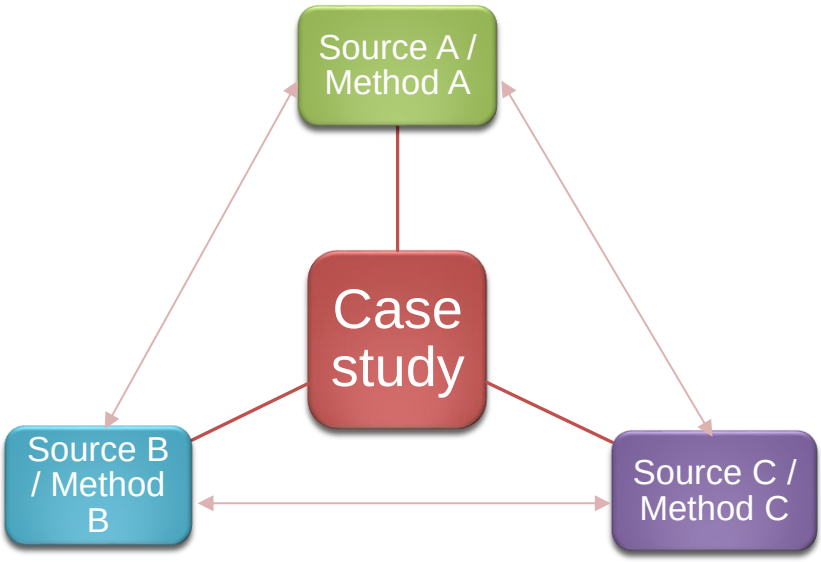


Figure 3.8: Visual representation of triangulation process (adapted from Rule & John, 2011:109)

3.13.3 Confirming case study findings

Some researchers criticise the subjectivity that goes hand in hand with interpretivist work, arriving that no research is free of the biases, assumptions and personality of the researcher (Sword, 1999:277). Interpretivist researchers cannot separate themselves from the data collection activities in which they are intimately involved (Sword, 1999:277). To strengthen the credibility of the data, Hancock and Algozzine (2017), as well as Hays and Singh (2011), suggest that the researcher confirms case study findings by the following:

- Reflective journals, field notes and memos – These are the notes I made during the data collection process to assist with the audit trail. These notes include how the child felt during an activity; notes I made after conducting the semi-structured interviews and notes that were made while and after transcribing the audio recordings of the interviews.

- Audit trail – An audit trail provides physical evidence of the systematic data collection and analysis procedures. My raw data is filed in a binder, in a safe and saved on a CD that will be stored at the Department of Early Childhood Education at the University of Pretoria for 15 years.

- Referential adequacy – Referential adequacy refers to checking my preliminary findings and interpretations against the raw data, previous literature, and existing research to explore alternative explanations for findings as they emerge.

- Articulation of researcher's personal biases – Acknowledging my biases and explaining how I addressed these biases ensured that the research process and findings were not influenced by my feelings toward my participants. I tried to remain unbiased throughout the research process by treating every participant in the same manner and tried not to allow my personal feelings or opinions to cloud my findings.

- Review of the report – My supervisor and I reviewed my case study methods, as she was familiar with my goals and procedures.

3.14 ETHICAL CONSIDERATIONS

I applied for ethical clearance at the University of Pretoria's Ethics Committee and the GDE and received feedback-confirming approval for starting my data collection process at the end of February 2016. I had the right to search for the truth, but not at the expense of the rights of my participants (Mouton, 2001:239). The following guidelines, as stipulated by the University of Pretoria's Ethics Committee, were upheld and respected throughout the research process:

- Voluntary participation gave the participants the right to withdraw during any stage during of the research process.

- Informed consent meant the participants were informed at all times about the research process and purpose. The participants had to give their consent to be able to take part in this study.

- Informed assent meant a participant under the age of 18 was informed at all times about the research process and purpose. The Grade 3 learners had to give their permission to participate in this study.

- Safety in participation, the participants, both the adults and children, were not put in any form of physical or emotional danger.

- Privacy meant that the identities of the participants remained confidential and anonymous throughout the research process.

- Trust implies that the participants were not subjected to any form of deception or betrayal during the research process or its published outcomes.

To uphold the principles as stipulated by the University of Pretoria and Webster, Lewis and Brown (2013:78). I arranged information meetings with the headmistress, teachers and parents. In these meetings, I explained to the participants that they were being invited to participate voluntarily and could withdraw from this study at any time if they wished to do so. I informed all the participants of what the research study entailed and what their role in the study would be. They were assured that their identities would be safeguarded by using pseudonyms. All the information they shared with me was treated with utmost respect and kept private and confidential.

3.15 CONCLUSION

In Chapter 3 the qualitative, multiple case study approach for collecting data was described. The sampling procedure of using one school, two Grade 3 teachers and six Grade 3 learners and their parents was explained. I described the data collection methods, how I summarised, organised and analysed the data. Chapter 4 provides the research results, presented according to the themes and subthemes that emerged during the data collection process.

Chapter 4

Data analysis, findings and interpretation

4.1 INTRODUCTION

Chapter 3 described and illustrated the method and design for the collection and analysis of the data. The research design was the multiple case study method. The multiple case study method assisted me in answering the "how" and "why" questions (Nieuwenhuis, 2007b:75), for example how Grade 3 learners constructed a language identity in a diverse classroom and why their parents chose to enrol them in an English-medium school. Before answering the "how" and "why" questions, I selected participants and decided what data collection instruments I would use. Lastly, Chapter 3 outlined how the data would be analysed.

Chapter 4 offers an interpretative report of the data collected from my study of six Grade 3 learners, their parents and two Grade 3 teachers. It describes and explains the experiences and understandings of learners' language identity in a culturally diverse classroom. The data is presented as a narrative passage and I sought to make the report as trustworthy as possible. Finally, at the end of the chapter, I offer an interpretation of the findings. Table 4.1 lists the keys used in Chapter 4.

Table 4.1: Keys used in the analysis

Key	Description
	The journal notes I wrote during my study are in a blue Times New Roman font. I wrote these notes as I reflected on my feelings, thoughts and insights.
	The observational field notes I made during my study are in pink Times New Roman font. They are the field notes I made while observing the learners in the classroom.
L	Grade 3 learner
P	Parent
T	Teacher

4.2 REFLECTION ON DATA COLLECTION PROCESS

Seven data collection instruments made it possible to collect the data I needed for the study. The data collection instruments were: individual semi-structured interviews with the two Grade 3 teachers and the participating parents; observations and field notes; narrative reflective reflections that consisted of the drawings and photographs in the Grade 3 learners' life storybooks; documents and a reflective journal (Figure 4.1). The seven data collection instruments complemented each other well and I then applied the triangulation method (Figure 4.2).

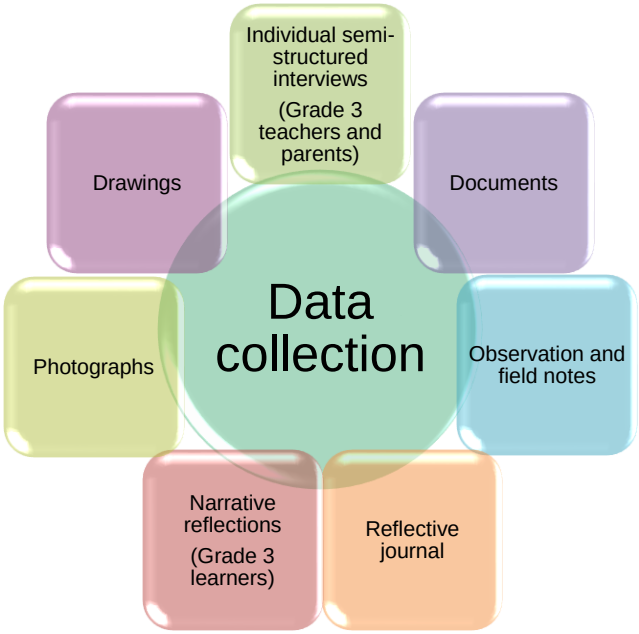


Figure 4.1: Relationship between the instruments of the data collection process

Figure 4.2 illustrates how triangulation was applied in this study. The Grade 3 learners made life storybooks; the semi-structured interviews with the participating parents reassured that the Grade 3 learners did not just make stuff up to please me. The documents the two Grade 3 teachers provided, reassured me that what the parents and the Grade 3 learners had said, was true. I found a few inconsistencies, for example in the learners' descriptions of the activities the families did together, where the parents did not mention Gold Reef City or going to Sun City. The second inconsistency was that some parents had written that their HL was Zulu on their child's information form, but during the interviews with the parents it came out that, they used English more than their HL at home.

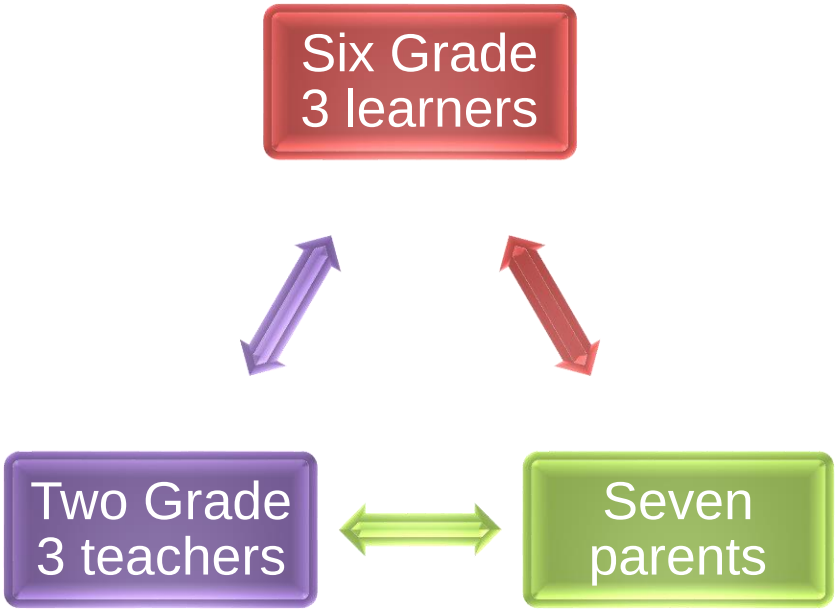


Figure 4.2: Visual illustration of triangulation

4.3 REFLECTION ON THE PARTICIPANTS

The school where the study was conducted was purposefully selected because it met all the sampling requirements. The school was situated in the East Rand, the medium of instruction was English and the school was culturally diverse. The deputy principal selected the two Grade 3 teachers according to my sampling criteria and assigned them to me. In turn, the participants were selected with the assistance of the two Grade 3 teachers. The teachers highlighted the names of all the learners who met the sampling criteria I had discussed with them, on a class list. Teacher TA had seven possible participants and Teacher TB had eight possible participants. Seven of the parents of the possible 15 participants consented to allow their children to participate. Although LB4 participated in the data collection process, his mother cancelled the interview; his life storybook could therefore not be used, as the parent could not verify the findings. Because the GDE had advised me not to interfere with the participants' learning, I only observed the learners from a distance in the classroom. A letter was given to all the learners in TA and TB's classes to notify the parents of my presence.

The following journal entries describe the days before commencing working in the field.

Journal entry

I e-mailed the principal today (8th of March 2016), requesting an appointment to discuss the nature of my study. The school replied to my e-mail the 5th of April 2016. An appointment was arranged with the deputy principal to discuss the nature of my study. I met with the two Grade 3 teachers that I was assigned to on the 18th of April. I was able to start conducting my research on the 25th of April 2016.

I collected the data at the school over a period of eight weeks. During the eight weeks, I did four different activities with all seven participants individually. These activities assisted me with focusing on the various sets of data.

4.4 REFLECTION ON THE DATA GENERATION PROCESS

Before the semi-structured interviews, I reminded every participant that their identity would be kept anonymous and asked them if I might audio record the interview. The interviews were held at times that suited the individuals.

The semi-structured interviews with the two Grade 3 teachers gave me more information about how they experienced teaching learners whose HL differed from the school's LoLT. The answers TA gave me during her semi-structured interview focused mainly on the barriers the learners faced, whereas TB's answers provided me with more in depth data.

The semi-structured interviews with the parents focused on their learning experiences and what motivated them to enrol their child at an English-medium school. Two semi-structured parent interviews were done at their individual homes; three interviews with the parents were done at a coffee shop not too far from the school and one interview was done at the participant's employer's job. PB4 did not want to be interviewed, therefore LB4's data was not used as triangulation could not have been done to ensure the information given to me by TB and LB4 was dependable. The interview with PB1 was done in Afrikaans as the participant felt more comfortable using Afrikaans instead of English. PB1 also requested that her employer should sit in during the interview to assist if she did not understand the question. There were some very interesting interviews. PA1 explained his MBA degree to me but I could nevertheless gather the answers I required. PDB2 and

PMB2's interview was significant: PDB2 said his mother did not approve of LB2 being allowed to speak English as much as he currently did, and that was the first time PMB2 heard about her mother-in-law's opinion.

I had an observation schedule with me, and notes were made about the learners, the teachers and the activities they did. The seven Grade 3 learners each received an A3 ring bound book, in which the various activities were done. Photograph 4.1 gives an indication of the various types of media I made available to the Grade 3 learners. I tried to accommodate all the participants, because I knew some would like to use things that they did not have or were not allowed to use during classroom activities, such as felt-tip pens. After every activity that they completed, the learners reflected on what they had done.

Photograph 4.1: The supplies the learners had for completing the activities

Before the fourth activity commenced I explained to the learners how the camera worked and that they had to take photographs of their choice of the area where they lived. Each learner in turn took the camera home. Their parents were notified the day the camera was sent home. During the interview, I also told the parents that their child would be using a camera and of what they should take photographs.

When it was a Grade 3 learner's turn, I again explained to each individual how the camera worked and what photographs they should take. Classroom A used a digital camera, whereas Classroom B used disposable cameras. One of the participants lost the digital camera, but it could be retrieved. Because disposable camera can only take a limited number of photographs can be taken, I told Classroom B's Grade 3 learners to take photographs of the area where they lived and that I would give them an opportunity to use the digital camera to take photographs of their likes and dislikes at school during our sessions.

4.5 THEMES AND SUBTHEMES

I identified themes after the data was gathered, read, organised and summarised (Bazeley, 2009). Themes in qualitative research can be seen as the umbrella term for several codes gathered to form a common idea (Creswell, 2013:186). These emerging themes assisted me in answering my research questions. Table 4.3 outlines the themes and subthemes identified to present how the Grade 3 learners in the study constructed their linguistic identity in culturally diverse classrooms.

Table 4.2: Summary of themes and subthemes

THEME 1: Learners' beliefs and feelings
Subtheme 1.1: Language of the learner
Subtheme 1.2: Culture of the learner
Subtheme 1.3: Identity of the learner
THEME 2: Parents' beliefs and feelings
Subtheme 2.1: Home language
Subtheme 2.2: The language learning experiences of the parent
Subtheme 2.3: Culture of the parent
Subtheme 2.4: Identity of the parent
THEME 3: Teachers' beliefs and feelings
Subtheme 3.1: Teaching in a language other than the learners' home language
Subtheme 3.2: Learners' confidence in using English
Subtheme 3.3: Identity of the learners

The six Grade 3 participants and I did four activities together. After every activity, they reflected on what they had drawn or taken photographs of for the life storybook.

The first activity focused on the Grade 3 learners personally. They had to draw themselves, their likes and dislikes. During the second activity, they drew their family and we talked about their parents' careers, their HL and their culture, for example. For the third activity, the six Grade 3 learners drew the school and applied red dots on the areas they liked and blue dots on the areas they disliked. In the last activity, they took photographs of the area where they live as well as their likes and dislikes.

4.6 THE CASE OF LA1

LA1 was a Grade 3 Xhosa boy, who had recently moved to Gauteng. LA1's family lived just outside town on a smallholding. LA1 was the youngest of four children. He had three sisters, of whom two were at a boarding school, and the eldest sister was studying in Cape Town. LA1 enjoyed playing sports like soccer and swimming with his brother (cousin). He also liked watching movies. LA1's family enjoyed attending sports events in which he and his sisters participated, and they went to church as a family on Sundays. LA1 disliked learning Afrikaans, as the words were not easy. LA1 enjoyed mathematics as he was allowed to count on his fingers. Drawing 4.1 portrays a self-portrait of LA1.

Drawing 4.1: LA1's self-portrait

Observational field note

I noticed LA1 coloured his eyes blue. He did mention that he was unsure what the colour of his eyes were, but he did not ask me what his eye colour actually was.

Drawing 4.2 represents LA1's likes.

Drawing 4.2: Drawing done by LA1 of his likes in general

LA1 liked his house as it was big and had many flowers and his dogs were there too. LA1 drew a red apple because red was his favourite colour and because they are juicy. In LA1's drawing, the word "family" is written in capital letters, emphasising what he said – "They (LA1's family) take care of me, and they love me." LA1 drew blue clouds under the sticker "Like", because he said they were in the sky and he could not touch them. LA1 drew a brown light delivery vehicle; LA1 likes light delivery vehicles because they could carry a lot of things in the back. Lastly, LA1 drew himself in a swimming pool; it was the only hobby LA1 drew. LA1 drew two pictures under "Dislike" (Drawing 4.3): firstly, he drew a snake as they are poisonous and secondly he drew a star, because LA1 considered stars to be too shiny.

Drawing 4.3: Drawing done by LA1 of his dislikes in general

LA1 drew his mother, his father, his three sisters and himself. LA1 drew him and his sisters in birth order. As seen in Drawing 4.4, LA1 is the only young boy in his immediate family and LA1 is the youngest of the four children.

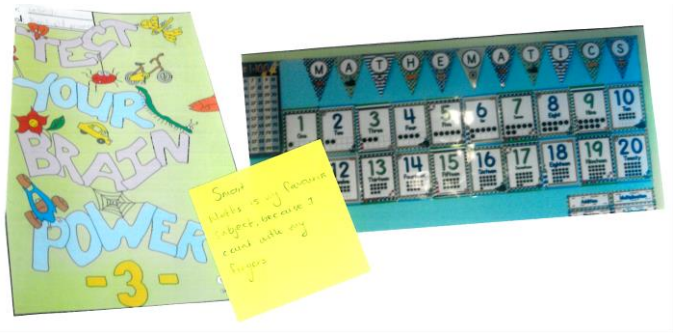
Drawing 4.4: LA1's drawing of his family

Photograph 4.2 illustrates the subject LA1 dislikes the most. LA1 applied a sticker on the photograph expressing his feelings toward learning Afrikaans.

Photograph 4.2: The subject LA1 disliked the most

LA1	"I might write a sentence that is wrong."

Photograph 4.3 represents LA1's favourite subject, math. He enjoyed mathematics, because he could use his fingers to count.



Photograph 4.3: LA1's favourite subject

LA1	"Math is my favourite subject, because I count with my fingers."

4.7 THE CASE OF LA2

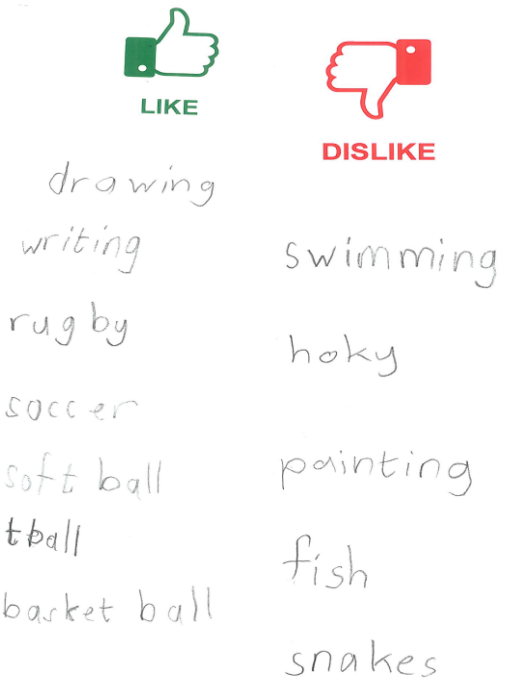
LA2 was a Tswana boy and an only child. LA2 lived in an urban area with his two aunts and his mother. LA2 enjoyed going to the movies, spending time at the zoo and visiting his grandmother in Limpopo. LA2 also enjoyed playing rugby. LA2 disliked Life Skills as he found it boring and enjoyed learning Afrikaans, as it was a "nice" subject. Drawing 4.5 below is a representation of how LA2 perceived himself.

Drawing 4.5: LA2's self-portrait

Observational field note

LA2 coloured himself light brown, it can be seen on his hands.

In Drawing 4.6, LA2 wrote down his likes and dislikes.



Drawing 4.6: LA2's likes and dislikes

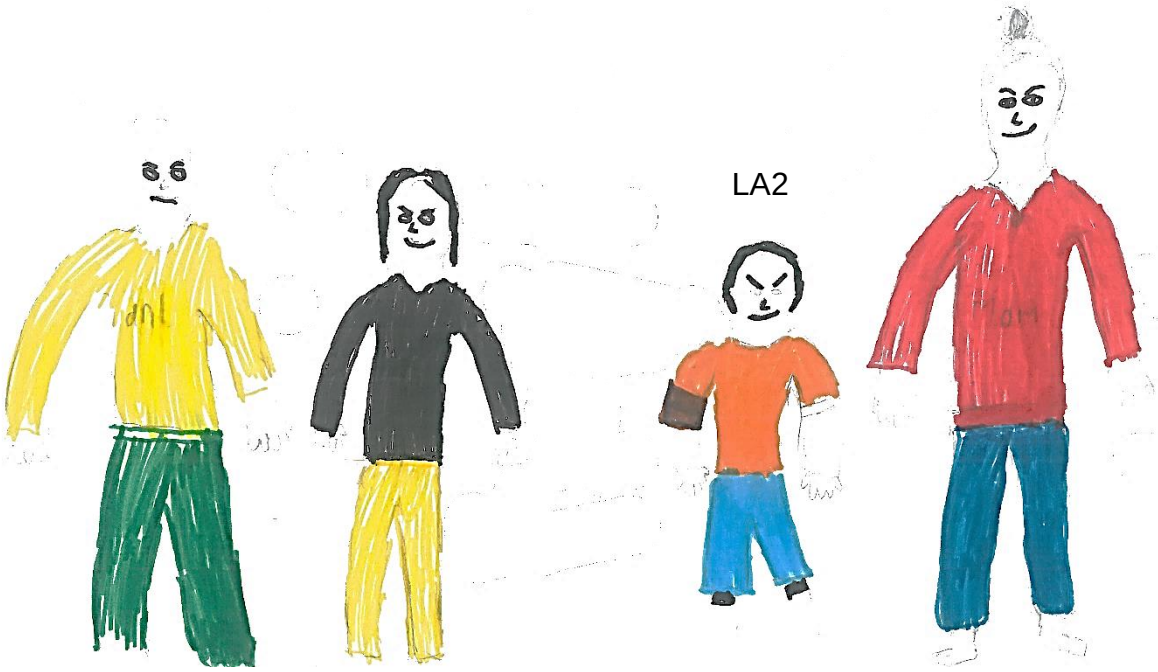
Journal entry

LA2 described his pants in Drawing 4.5 as a sporty pant. In Drawing 4.6, LA2 wrote down the various sports that he enjoys. I would definitely describe him as an athletic person.

Observational field note

LA2 did not elaborate on his likes and dislikes.

Drawing 4.7, LA2 drew his two aunts, himself and his mother. Both aunts were LA2's favourites and both of them did the cooking at home. LA2 revealed that he ignored his aunts when he was unsure of what they were saying in Tswana.



Drawing 4.7: A drawing done by LA2 of his family

Observational field note

LA2 did colour in the picture, but did not want to colour in the body parts.

Photograph 4.4 is a visual representation of the subject that LA2 described as boring.

Photograph 4.4: The subject that LA2 found boring

LA2	"Because everything in Life Skills you have to colour, and that you always have to draw a picture of the story."

LA2 mentioned that he enjoyed attending an Afrikaans church, because the services were shorter. LA2 sometimes went to a Zulu church with his aunts. However, he

said he did not understand what the minister was saying. The Afrikaans church could be a reason why LA2 enjoyed learning Afrikaans as he could apply his knowledge at church (Photograph 4.4).

Photograph 4.5: The subject that LA2 enjoyed the most

LA2	"It's a nice subject."

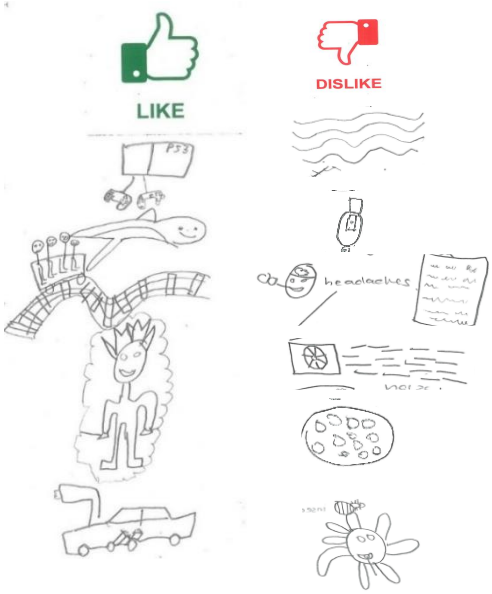
4.8 THE CASE OF LA3

LA3 was a Zulu boy and had a younger brother. LA3 lived with his parents in an urban area not too far from the school. LA3 enjoyed going to Carnival City, Gold Reef City and Emperor's Palace with his family. LA3 did not participate in any sports, but enjoyed playing with his Play Station. LA3's hobbies included playing outside, racing, basketball and cars. LA3 enjoyed English, Mathematics and Life Skills. LA3 also enjoyed practising cursive handwriting and art but disliked working in his jotter and doing Afrikaans. The jotter was a book that, the Grade 3 learners used for completing activities that were not marked by the teacher.

Drawing 4.8 is an illustration of how LA3 identified himself.

Drawing 4.8: LA3's self-portrait

Under the "Like" sticker (Drawing 4.9), LA3 drew his Play Station 3; because playing on his Play Station was his favourite hobby. Below his Play Station, he drew a dolphin, a rollercoaster, a Dragon Ball Z toy and a car. LA3 drew the following under the "Dislike" sticker: air, light, headaches, work, noise, nighttime and insects such as ants and spiders.



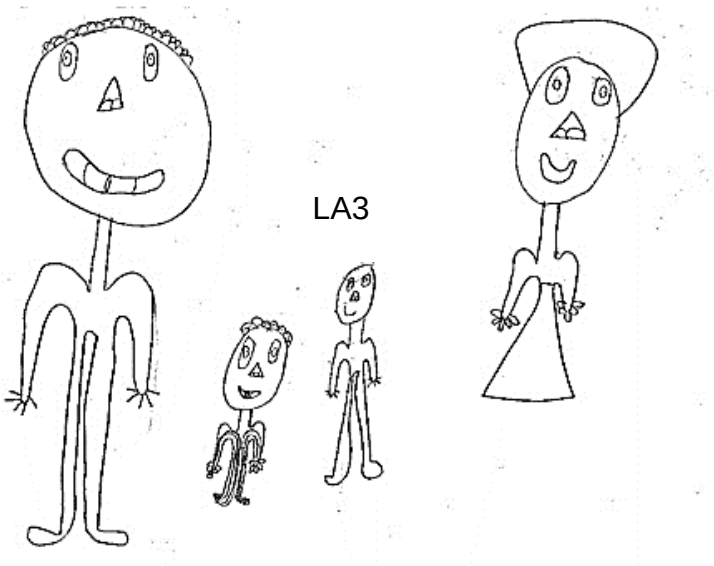
Drawing 4.9: LA3's likes and dislikes

LA3's likes	
Play Station 3	"The games are fun to play and I do not get bored."
Dolphins	"They swim and jump which splashes then I get wet and it is fun."
	"It is fun, but it makes me scared."
Rollercoaster	"Dragon Ball Z has buttons that you press and they do funny stuff."
Toy	
LA3's dislikes	
Air	"The air pushes the dust in my eyes."
Light	"Hurts my eyes."
Headaches	"My head gets painful and it is not nice."
Noise	"Makes my tummy rumble."
Night time	"I have nightmares when I go out sometimes [I] see cats that are going to scratch me or rats."
Ants	"Keep getting into me and I need to get them off me."
Spiders	"Cause when I see spiders I get frightened. We have spiders but not big ones."

Observational field note

Next to LA3's drawing of work he put a sticker with the word "Boring" on it. LA3 come across as a very sensitive young boy.

LA3 drew his father, his younger brother, himself and his mother (Drawing 4.10).



Drawing 4.10: A drawing done by LA3 of his family

Observational field note

LA3 was asked if he would like to colour in the picture. He did not want to. In Drawing 4.10, LA3 did not draw his mother's legs, or perhaps the dress is covering them. Secondly, LA3 did not draw clothing for his father or himself. LA3 was unable to tell me more about his parents' occupations.

LA3 enjoyed learning English; he considered English his favourite subject (Photograph 4.6).

Photograph 4.6: One of LA3's favourite subjects, English

LA3	"Cause its nice work to do and its fun and I know the language English."

LA3 mentioned during the first activity that we did that he enjoyed Mathematics because it was fun and easy. Photograph 4.7 illustrates how much LA3 enjoyed mathematics; he did not only photograph the mathematics banner, but the numbers as well.

Photograph 4.7: Another subject LA3 enjoyed, Mathematics

LA3	"Because it is easy to do and it is fun because when I do it, I think about learning with numbers."

Life Skills is another favourite subject of LA3; he also focused on what they learnt during Life Skills (Photographs 4.8).

Photograph 4.8: LA3 enjoyed Life Skills

LA3	“I like Life Skills because you do good habits and fun talents.”

LA3 disliked learning Afrikaans, as he could not understand what the people were saying (Photograph 4.9).

Photograph 4.9: The subject LA3 disliked

LA3	“When they speak their language, I struggle to know what they mean.”

As explained earlier, a jotter is a book in which the Grade 3 learners did activities such as copying a paragraph from the chalkboard. LA3 disliked working with the jotter (Photograph 4.10).

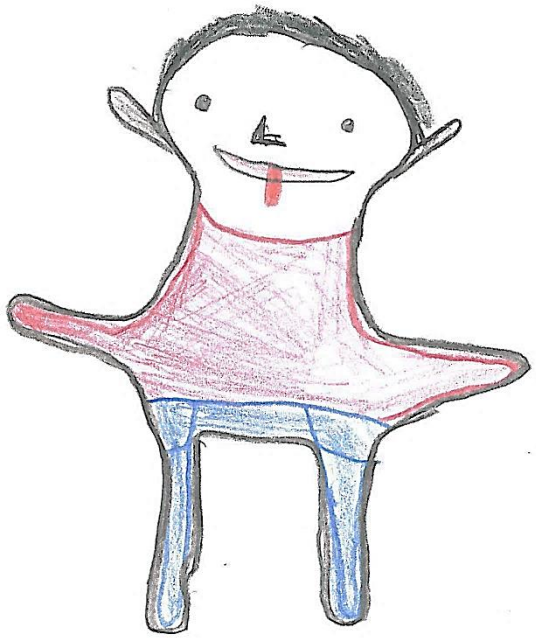
Photograph 4.10: The jotter LA3 disliked

LA3	“I don’t like a jotter, because it has too many work in it to do.”

4.9 THE CASE OF LB1

LB1 lived with his grandmother (PB1) and uncle in an apartment on the premises of the grandmother's employer. LB1 mentioned that PB1 often took him to Sun City, but PB1 verified that they had never been to Sun City. LB1 attended church and sometimes went to a park with PB1. LB1 liked cars, trucks, drawing and colouring. LB1 disliked writing, dancing, singing and running. LB1's favourite subject was Afrikaans. LB1 did not enjoy Mathematics, Life Skills, Handwriting and English.

Drawing 4.11 is a self-portrait of LB1.



Drawing 4.11: LB1's self-portrait

Observational field note

I asked LB1 whether he wanted to colour himself in, but he did not want to.

LB1 did not draw his likes and dislikes, but wrote them down next to the relevant sticker (Drawing 4.12).

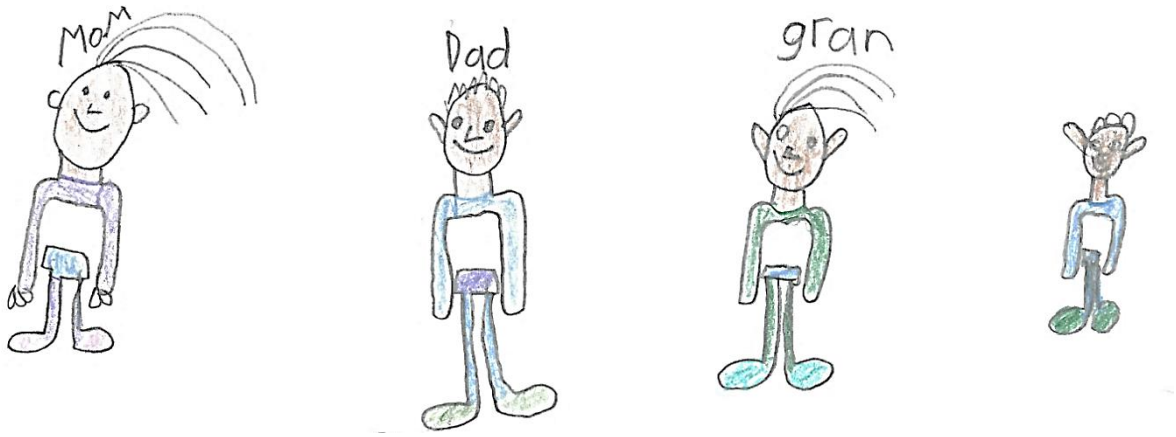
Drawing 4.12: LB1's likes and dislikes

LB1	Weeks	"They are nice. Fridays are nice, because you get to do art and do not get homework."

Observational field note

LB1 enjoys the weeks of the month.

In Drawing 4.13, LB1 said his parents did not live together. LB1 mentioned that the mother in this drawing cooked and cleaned, but he was unsure where. LB1 said the man labelled as "Dad", worked for nobody; he had his own company and built houses. LB1 said his grandmother (PB1) washed their clothes and she cleaned. According to LB1, the small man on the right was his father and he said that he might have seen when he was a baby, but he did not remember meeting him.

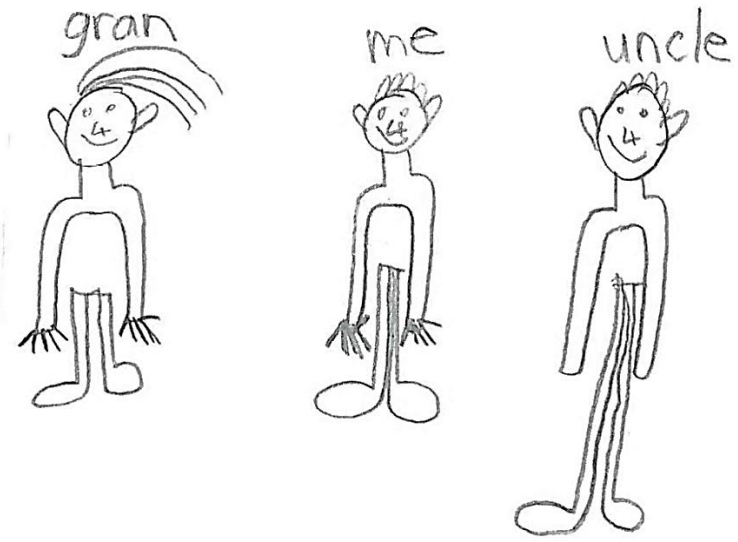


Drawing 4.13: A drawing done by LB1 of his imaginary family

Observational field note

LB1 drew two fathers, but did not draw himself as part of the family. He identified the small man at the far right of the drawing as his father as well. LB1 coloured in everyone in this drawing using a very light brown crayon, but the family's abdomens were not coloured in at all. When I asked him why he drew his family the way he did, he replied: "Because I just wanted to."

Drawing 4.14 is a true representation of LB1's family. He mentioned that he helped PB1 cook and clean. LB1 helped his grandmother with the cleaning for fun. LB1 and his uncle fixed things, but he did not mention what type of things they fixed.



Drawing 4.14: A drawing done by LB1 of his actual family

LB1 drew two different families, as seen in Drawing 4.13 and 4.14. LB1's birth mother is studying; his father left him at birth. Although LB1 said the small man to the right of Drawing 4.13 was his father, I think that the little man is actually a representation of LB1. In Drawing 4.13, LB1 coloured the family, but in Drawing 4.14 he did not want to colour in the people.

LB1	"I would describe gran, like she works a lot." "Walk a lot and drinks a lot. [Referring to his uncle]."

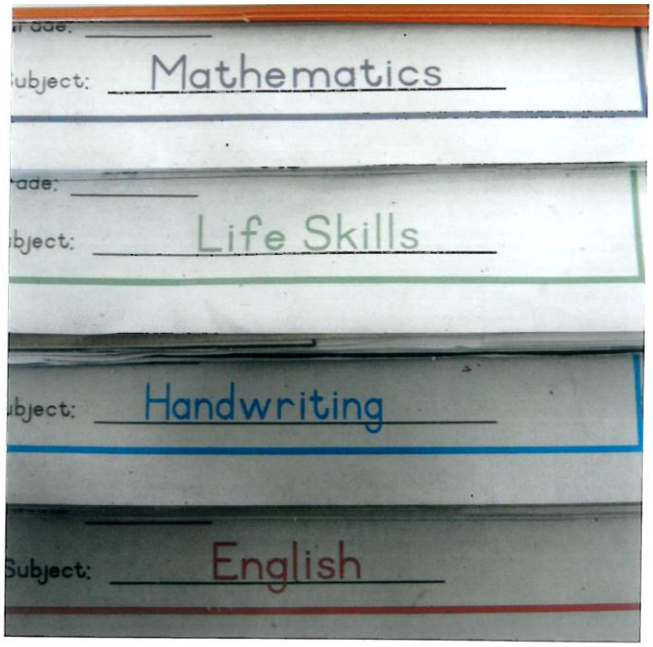
Observational field note

LB1 drew his actual family in this drawing, but note that he did not colour any of them in. He did not want to. In LB1's drawings, he does not draw the stomachs, he only draws the top half and the bottom half of people.

LB1 lived on the premises of an Afrikaans speaking family. He received more exposure to Afrikaans than Sotho at home, even though PB1 communicated with him in Sotho. This might be the reason why LB1 enjoyed learning Afrikaans (Photograph 4.11).

Photograph 4.11: LB1's favourite subject

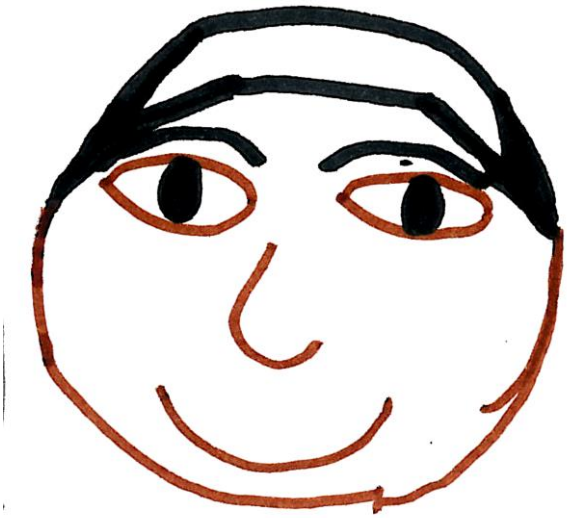
Photograph 4.12 depicts all the subjects LB1 disliked. LB1 only enjoyed Afrikaans.



Photograph 4.12: The subjects LB1 disliked

4.10 THE CASE OF LB2

LB2 is a Pedi boy (Drawing 4.15). LB2 mentioned that since they (his family) moved, he spoke more English than usual. LB2 enjoyed going to Spur, playing video games and playing soccer. LB2 enjoyed learning English, but disliked Mathematics, Handwriting and Afrikaans.



Drawing 4.15: LB2's self-portrait

Observational field note

LB2 only drew his head, and did not want to colour it in. According to LB2, they (the Grade 3 learners) were not allowed to colour in with felt-tip pens.

LB2 wrote that he liked – Lays (the chips), watching television, playing video games, playing on his phone and soccer. LB2 also mentioned that he enjoyed going to Spur.

Drawing 4.16: LB2's likes

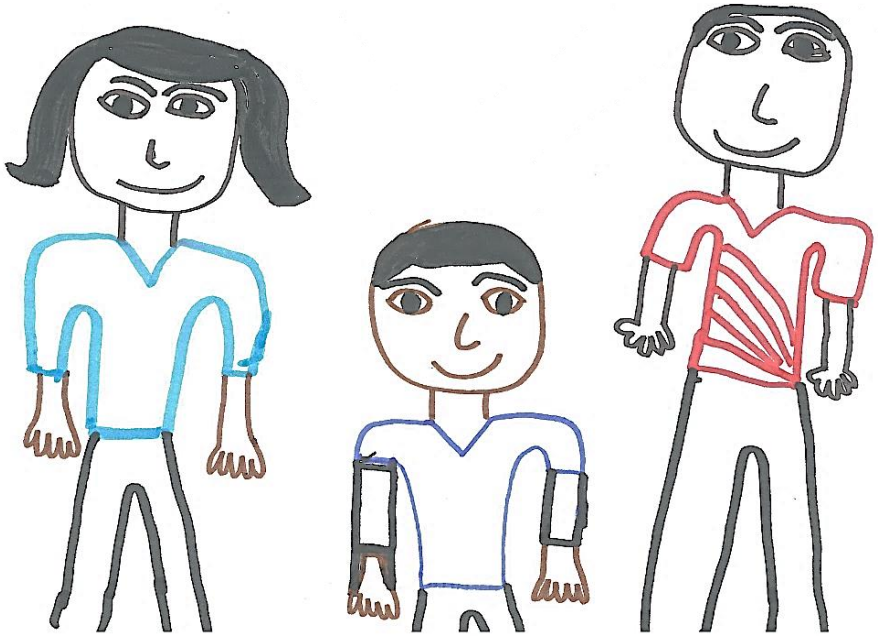
LB2 mentioned his dislikes during the first activity, where he had to draw a picture of himself with his likes and dislikes. LB2 disliked watching Tom and Jerry and Mickey Mouse. He did not enjoy the winter, because it was cold and he could not swim or eat ice cream. LB2 did not enjoy doing homework. In Drawing 4.17, only castor oil is drawn under the "Dislike" sticker.

Drawing 4.17: LB2's disliked item

Observational field note

LB2 mentioned his dislikes during the first activity, but only drew the castor oil.

During the second activity, where LB2 had to draw his family, he mentioned that he mostly saw his father's side of the family. LB2 also said that he did not know about other cultures. In Drawing 4.18 LB2 drew his mother (PMB2), himself and his father (PDB2).



Drawing 4.18: LB2's drawing of his family

LB2	PMB2	"My mom really likes writing and she is at work until 18:00pm or 17:00pm. She has a car, but my dad drives that car." "Xhosa or Zulu. (Referring to PMB2's culture)"
	PDB2	"He really likes watches and he drives most of the time and he gets back from home somewhere at 16:00pm and he has lots of friends." "I only see him in the morning and when he picks me up from school."

Observational field note

He did not colour in his family, as the Grade 3 learners are not allowed to use felt-tip pens when colouring in. In Drawing 4.18, LB2 used a black felt-tip pen to draw his mother and father, but used a brown felt-tip pen to draw himself.

LB2 enjoyed English (Photograph 4.13). This might be because he received more exposure to the English language than to his HL. LB2 mentioned earlier that PDB2 picked him up after 16:00 at an after-school centre.

Photograph 4.13: One of LB2's favourite subjects

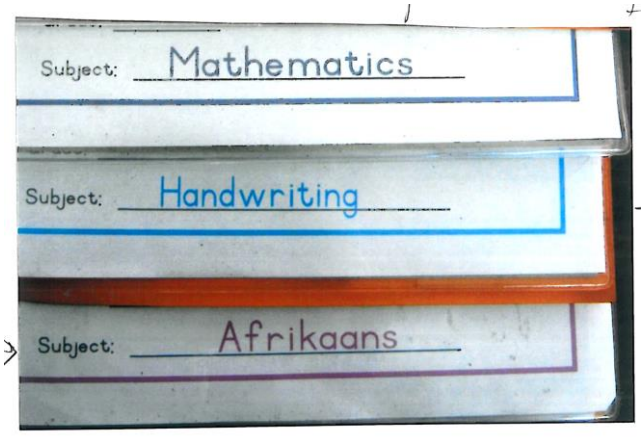
LB3	"I like English because it's not too hard and not too easy. And every year I have done good in my English assignments and it is my favourite subject. "

LB2 enjoyed Life Skills (Photograph 4.14), because he was under the impression that it was unnecessary to pass Life Skills to go to the next grade. The other reason why LB2 enjoyed Life Skills was that he had never failed the subject.

Photograph 4.14: LB2 enjoyed doing Life Skills

LB3	"Because it is the easiest subject. And I don't have to pass it to make it to a higher grade. Every year, I have never failed it in my life."

Photograph 4.15 depicts all the subjects LB2 disliked. LB2 disliked Mathematics, Handwriting and Afrikaans, because they were the three subjects he struggled with most.



Photograph 4.15: All the subjects LB2 disliked

LB3	Math	"Cause it's really boring for me and I REALLY don't like working this out. (Referring to solving mathematical equations). I am used to people asking me questions (snaps his fingers) and I answer then quickly."

Observational field note

LB2 said he disliked all the DBE books, but only took a photograph of the math DBE book.

Photograph 4.16, shows a DBE Mathematics book, but LB2 disliked all the DBE books.

Photograph 4.16: DBE Mathematics book

LB2	DBE book	"I like none of the DBE books." *Why?* "Because they have lots of boring math and I don't like the questions they ask me. There is stuff I don't really know." *Such as?* "Like the 100 + 416 and (sighs)."
	Handwriting	"In handwriting I have to write REALLY slowly, cause I am not that good with cursive and I get bored REALLY easily." *Why?* "Because sometimes I have to wait for a REALLY long time for the other kids."

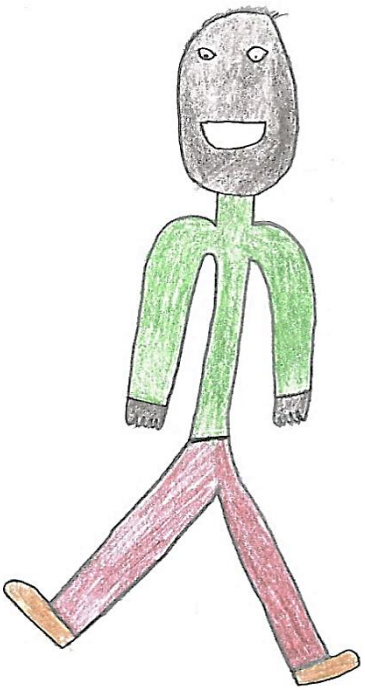
Observational field note

LB2 says he does not enjoy handwriting because he writes really slowly, but the reason he gives why he gets bored while practising cursive handwriting contradicts his dislike. LB2 mentioned he gets bored during handwriting because he has to wait for the other children. A person cannot wait for somebody to complete an activity, and at the same time remarked that he works slowly.

LB2	Afrikaans	"Cause it is the hardest subject I know and …. I like every year it feels like I am going to fail my year and I feel like my parents are going to torture me."

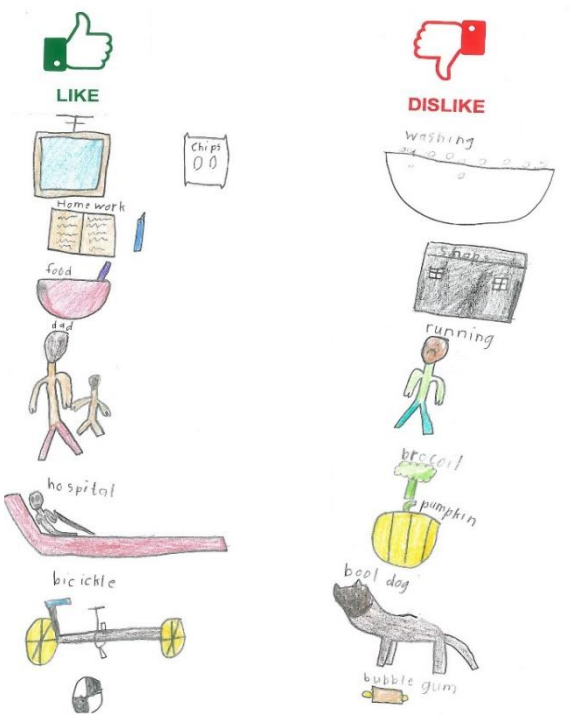
4.11 THE CASE OF LB3

LB3 was a Zulu boy, the youngest in his family (Drawing 4.19). LB3 lived with his father, mother, grandmother on his father's side and his two sisters, in an informal settlement. LB3 enjoyed watching television and playing ball with his father. Furthermore, LB3 did not enjoy shopping or running. LB3 did not enjoy Afrikaans, but enjoyed learning how to write cursive.



Drawing 4.19: LB3's self-portrait

Drawing 4.20 reflects LB3's likes and dislikes. LB3 liked watching television, eating chips, doing homework, food, his father, a hospital, his bicycle and his ball. LB3 disliked washing, going shopping, running, broccoli, pumpkin, bulldogs and bubble gum.



Drawing 4.20: LB3's likes and dislikes

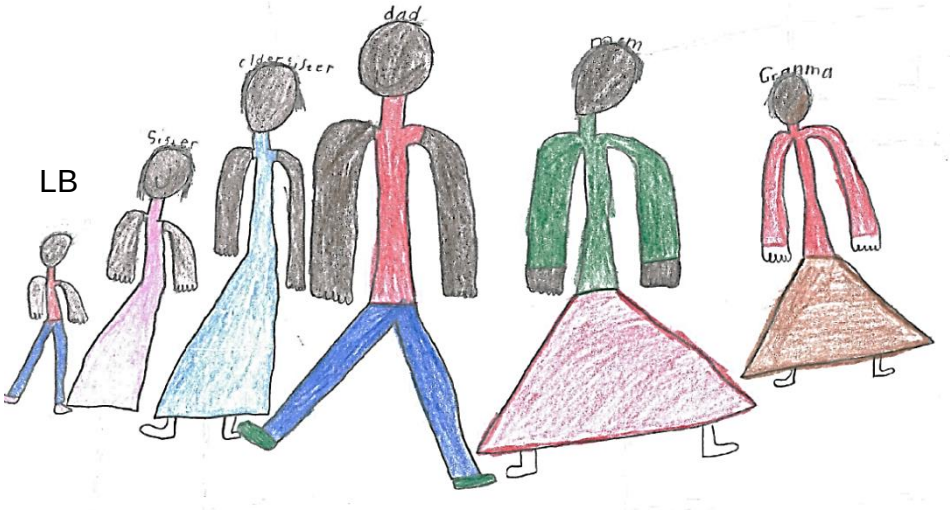
LB3's likes	
Television	"It inspires me to do stuff."
Chips	"Nic Nacks, sometimes they (the chips) don't have lots of cheese."
Homework	"Because my sister tells me the spelling and when I get one wrong I have to run around the house."
Food	"Bacon and macaroni and cheese."
Dad	"He buys me stuff sometimes and plays with me."
Hospital	"They make me food and I get to watch television."
Bicycle	"I ride it with my dad and we kind of have a race."
Ball	"I sometimes, when I am lonely, I go and play with the ball."

LB3's dislikes	
Washing	"It takes time and maybe my mom just left me."
Shopping	"We always have to walk there and sometimes they (the people working there) take time to come [to assist]"
Running	"Because it wastes my energy and make me tired."
Broccoli and pumpkin	"They (the vegetables) don't taste nice."
Bulldogs	"Because they bite and they are not friendly."
Bubble gum	"It gets stuck in my teeth."

Journal entry

LB3 comes across as a young boy who does not enjoy trying something that might challenge him, yet he gets bored quite easily.

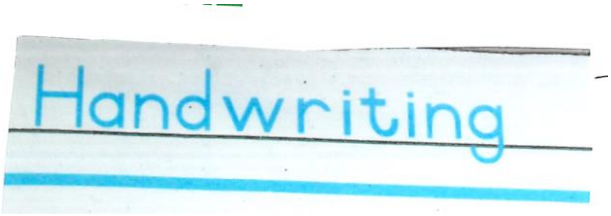
In Drawing 4.21 LB3 drew himself, his two sisters, his father, his mother (PB3) and his grandmother. LB3's sister in the pink dress was at high school and his elder sister was employed at a hospital. LB3 got along with both his sisters and they did not fight a lot. LB3 mentioned that his dad fixed cars and PB3 worked at the local clinic. LB3 thought PB3's culture was Zulu. Lastly, LB3 drew his grandmother on his father's side, who was living with them at the time. LB3 said his grandmother was Sotho and that when he wanted to speak to her, PB3 would assist him, when he struggled to find the correct words.



Drawing 4.21: LB3's drawing of his family

LB3	Middle sister	"She likes going somewhere [by] herself."
	Oldest sister	"She doing stuff and going out with us. She went with us to Sun City, and she doesn't like playing outside with me." *How does that make you feel?* "Sad" *Why?* "Because I am always alone.'
	Dad	"He always goes to work (fixes cars). He plays with me and he likes playing with me, He doesn't like watching [television] at night."
	Mom	"She works and cleans the house. She doesn't like doing work at night. She works at the clinic."
	Grandmother	"She stays in the bed and sleeps."

Photograph 4.17 depicts LB3's favourite subject, Handwriting. LB3 enjoyed Handwriting, because they (the Grade 3 learners) did not do it every day.



Photograph 4.17: LB3 enjoyed practising cursive writing

LB3	"It is my favourite and kind of easy. You don't have to do a lot of it."

LB3 did not enjoy learning Afrikaans (Photograph 4.18) because he struggled to read and spell in Afrikaans.

Photograph 4.18: The subject LB3 did not enjoy

LB3	"It's hard to read and answer the questions. Because it is hard to read and spell. Not my favourite subject."

4.12 SUMMARY OF THE CASES

In the following section, I discuss the themes and the subthemes, with supporting evidence. Table 4.4 gives a summary of all six cases. It enables the reader to view the similarities and differences between the six cases before their voices are heard in the theme discussion.

Table 4.3: Summary of the six Grade 3 participants

Case	Identity	Interests or hobbies	Family (Lived together)	Family activities	School	Neighbourhood
LA1	Xhosa boy Youngest child	Enjoyed swimming, playing sports and watching movies	Father, mother and three sisters	Attended a Zulu church Attended all his rugby matches	Dislikes: Afrikaans Likes: Mathematics	Smallholding just outside the city
LA2	Tswana boy Only child	Drawing, writing, playing rugby, soccer, softball, T-ball and basketball	Mother, two aunts	Going to the movies, the zoo and visiting his grandmother	Dislikes: Life Skills Likes: Afrikaans	Urban area
LA3	Zulu boy Eldest child	Playing outside, playing Play Station, racing, playing basketball and cars	Father, mother and younger brother	Going to Carnival City, Gold Reef City and Emperor's palace	Dislikes: Afrikaans Likes: English, Mathematics and Life Skills	Urban area
LB1	Unsure of his cultural and linguistic identity Only grandchild	Helping his uncle fix cars. He liked cars, trucks, drawing and colouring	Grandmother and uncle	Going to the park and church	Dislikes: English, Mathematics, Life Skills Likes: Afrikaans	Urban area
LB2	Pedi Only child	Watching television, playing video games and playing soccer	Father and mother	Going to Spur and attending church. Also attended traditional ceremonies	Dislikes: Afrikaans, Handwriting and Mathematics Likes: English and Life Skills	Urban area
LB3	Zulu Youngest child	Watching television, riding his bicycle and playing ball with his dad	Father, mother, grandmother and two sisters	Attended church, sometimes went to the mall, Gold Reef City or Sun City	Dislikes: Afrikaans Likes: Handwriting	Informal settlement

All the Grade 3 participants in this study revealed their beliefs and feelings toward being taught in a language other than their HL. In Figure 4.3, I show Theme 1: "Learners' beliefs and feelings" as revealed by the six Grade 3 participants.

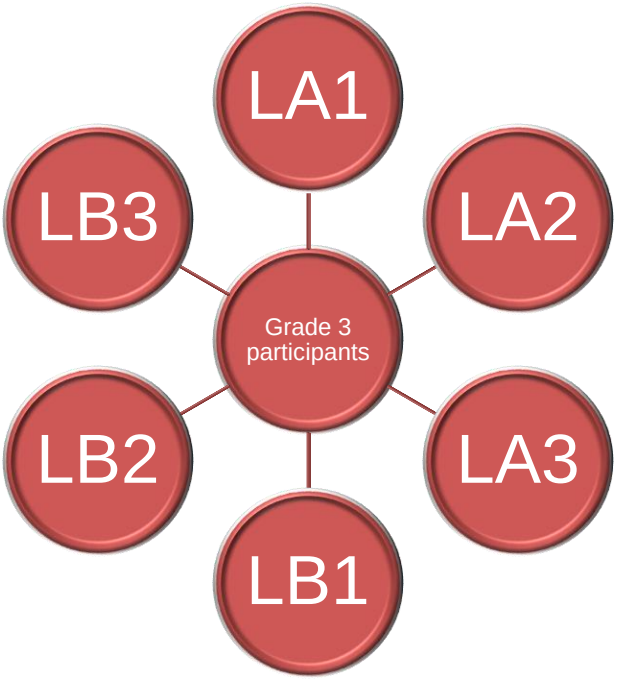


Figure 4.3: Theme 1 Learners' beliefs and feelings

4.12.1 Theme 1: Learners' beliefs and feelings

I present Theme 1 and the three subthemes in this selection with supporting evidence for each.

During the various activities, I asked the participants how they felt about being taught in English and whether they would have preferred being taught in their HL. The six Grade 3 learners gave the following statements.

"How do you feel about learning in English?"

"How would you feel if you were in a (their HL) school?"

LA1	"I am fine with speaking English." "I feel normal." "No, I would not prefer being in a Xhosa school, but sometimes I do not know. I know the words, but not all the words."

	"English, because in Xhosa school you have to write everything and I don't know how to write Xhosa."

LA1 had strong feelings about not wanting to be taught in Xhosa. LA1 felt normal and fine with attending an ELoLT school.

LA2	"English, because I know English better." "I feel fine." "Would not feel good because I would not know it properly." (Feelings about being taught in a Tswana school.)

LA2's responses revealed that he knew that if he attended a Tswana school, he would not perform as well academically because he did not know Tswana properly.

LA3	"I feel normal."

Journal entry

LA3 had less to say than the other participants in terms of his feelings and beliefs about being taught in English.

LB1	"English is bad; it's a lot of reading and talking." "Reading English is most worstest (sic) than Afrikaans."

LB2	"I feel fine, cause I learnt it a few years back … it just feels like another day at school and I expected it to [be] like this before I came to school." "It will be difficult for me and I need to spend a lot of time and it's hard for me to get the English out of me and to make new friends."

	(Referring to attending a Pedi school instead of an English-medium of instruction school.)

LB3	“It feels nice because I can make new friends.”

Feelings toward attending a Zulu school.

LB3	“They sometimes don’t go to school and they bully.”

The subtheme “Language of the learner” refers to the language or languages the Grade 3 participants knew. The language of the learners did not only focus on the six Grade 3 learners’ HL. This subtheme also gives an indication of when and where the learners expressed themselves in their HL. The Grade 3 participants also revealed when and where they use the English language the most.

4.12.1.1 Subtheme 1.1: Language of the learner

LA1	“At school I speak English with my friends.” “Xhosa, with friends at home.”

LA1 talked to his friends at school in English, as it was the medium of instruction. At home, LA1 communicated in Xhosa; because he was surrounded by people working on the plots in the area where he lived. This indicates that LA1 was aware that people had to adapt their language to the current setting in which they found themselves.

LA2	“She (his mother) wants me to speak English and I am used English with my mommy.”

LA2 mentioned that he knew English before he knew his HL. LA2 considered himself as being both English and Tswana. What I found interesting was that LA2 only spoke

Tswana with his aunts and English with his mother. During the second activity, in which LA2 had to draw his family, he remarked that if he could choose his language, he could speak English the whole day.

LA3	”Zulu even with my best friend.” “English at school.”

LB1	“Sepedi with gran and parents, sometimes Afrikaans.” “I cannot write in Sepedi.”

Journal entry

I learnt something new today. According to LB1, Northern Sotho is more difficult than Southern Sotho. The Sotho language is also referred to as Sepedi.

LB1 wished that he were in an Afrikaans-medium school. He disliked reading and speaking English. He also said he would not like to attend a Sepedi school, as he is unable to write in Sepedi.

LB2	“English most of the time.” “She (LB2’s grandmother) speaks Sesotho, but I reply in English.’

LB2 and his family attended a Sesotho church. LB2 also remarked that he sang and closed his eyes at church, because the minister spoke too fast to understand. Before LB2 and his family moved, he had spoken more Sepedi; at the time of the study, he spoke more English. LB2 stated that if he could choose only one language, he would like to learn Sesotho. If LB2 could become more proficient in Sesotho, he would be able to communicate to his grandmother in his heritage language.

LB3	“English and Zulu.”

LB3 used English at school and communicated with his friends in the township in Zulu.

The “Culture of the learner” subtheme reflects the cultures of the six Grade 3 learners. Not all the Grade 3 participants were sure what their culture was, or what culture in general referred to.

4.12.1.2 Subtheme 1.2: Culture of the learner

LA1	“My culture is my colour? Brown or black, I am always confused.”

LA1 identified culture with the colour of a person’s skin. LA1 said he became confused as he was unsure whether he was black or brown. LA1 said the same when he drew two of his sisters. In Drawing 4.1, LA1 drew himself as brown with blue eyes, which is not the norm. When LA1 drew his sisters, he coloured them in very lightly (Drawing 4.2). LA1 again said he became confused whether his sisters were black or brown.

LA2	“…both Tswana and English.”

LA2 did not wear traditional clothing or any bangles. He added that his cultural clothes were very expensive and that his family had to go to other countries to buy their traditional clothing. During the second activity, where LA2 had to draw his family, he revealed that he had only attended one traditional wedding and that it was the only traditional event he had attended as far as he knew. In LA2’s self-portrait (Drawing 4.3), he drew himself in light brown, explaining that his grandfather was a coloured man and his father a Tswana. In LA2’s second drawing (Drawing 4.4), he coloured in their clothing but did not colour in his family’s faces, only outlined them lightly.

LA3	“I was born a Zulu in KwaZulu Natal, Pietermaritzburg.” “I am Zulu cause God made me a Zulu.”

Journal entry

Today LA3 gave me the most logical answer when I asked him why he thinks he is Zulu, "… cause God made me a Zulu." How can one go against such logic?

"To what culture do you belong?"

LB1	"Cause."

Observational field note

LB1 is unsure what his culture is.

LB1 revealed that he did not know what his culture was. He did say that if he could choose a culture it would be Afrikaans, because it is the "nicest language". LB1 was in a difficult situation, because his grandmother and uncle were Sepedi, the grandmother's employer was Afrikaans and he himself attended an English-medium school.

LB2	"I think I am Pedi, but I hardly speak it at home. It is my culture because it is my language."
PDB2	"He has to be Pedi."

Journal entry

"Northern Sotho which is the original Sotho from Lesotho and the Free State … and then you get Northern Sotho from Limpopo, little bit of Mpumalanga …" This is how PDB2 explained Sotho to me. Pedi is associated with Northern Sotho.

LB3	"Zulu, because I speak Zulu the most and go to a Zulu church."

Journal entry

LB3 associated his culture with his religion.

Jenkins (2014:8) describes identity as being the way in which a person describes himself according to his interests. The subtheme “Identity of the learner” emerged from the various drawings of the learners’ likes and dislikes.

4.12.1.3 Subtheme 1.3: Identity of the learner

Of the six Grade 3 participants, some were unsure about which culture they belonged to, others knew what their culture was, and then there was LB1, who would like to belong to an entirely different culture. The identities of the six Grade 3 learners can definitely be seen in their drawings. None of them mentioned attending traditional ceremonies, although LA2 could describe a Zulu wedding. None of the participants made drawings of traditional festivals or clothing. Looking at the drawings of their likes and dislikes, I would suggest that the six Grade 3 participants identified more with the Western culture. The following comments by the participating parents support my belief that the six Grade 3 learners had become more Westernised.

PA1	“…they (referring to his children) are English and I have to [be] honest about that, that they are.”

LA2 stated that his family did more “English things” and that when he visited his grandmother, he did not do English stuff, but was happy that his family did not stay too long.

PA2	“In general he is like more into he is trapped into more white culture…”

PA3	“Even though we do speak Zulu, I see him moving in the English space.”

PB3	“I would say English.”

Table 4.4 gives a summary of the findings in Theme 1 and its subthemes, outlines the similarities and differences found among the six Grade 3 participants in Theme 1.

Table 4.4: A summary of Theme 1: Learners' beliefs and feelings

			LA1	LA2	LA3	LB1	LB2	LB3
Theme 1: Learners beliefs and feelings	*Theme 1* *Learners beliefs and feelings*	**Participants**	Felt fine using English: "I feel normal"	Preferred English because he knew English better "I feel fine"	"I feel normal"	Did not enjoy English, preferred Afrikaans	"I feel fine" – English allowed him to make friends	"It feels nice because I can make new friends"
	Subtheme 1.1 Language of the learner		Used English at school with his friends and Xhosa at home	Spoke to his aunts in Tswana, but only used English when he spoke to his mother	Spoke Zulu with his friend who lived close to him and English at school	Spoke to his grandmother in Sepedi and sometimes Afrikaans	English most of the time He even replied in English when his grandmother spoke to him in Sesotho	English and Zulu
	Subtheme 1.2 Culture of the learner		Identified culture with the colour of a person's skin "My culture is my colour? Black or brown I always get confused"	"… both Tswana and English"	Believed a person is born into a certain culture "I am Zulu cause God made me a Zulu"	Did not elaborate, only said "Cause"	Made a connection that culture and language go together "I think am Pedi, but I hardly speak it at home. It is my culture because it is my language"	Made a connection between culture, language and religion "Zulu, because I speak Zulu and the most and [I] go to a Zulu church"
	Subtheme 1.3 Identity of the learner		Did not draw or mention anything related to his cultural traditions	Did not draw anything that related to his culture, but did talk about cultural bangles	Did not draw anything that related to his culture but did explain what happened at a Zulu wedding	Did not draw or mention anything related to his cultural traditions	Definitely identifies more with the Western culture	Did not draw or mention anything related to his cultural traditions

In Table 4.5, it is clear that five out of the six Grade 3 participants did not mind attending an English-medium school. Only LB1 would prefer attending an Afrikaans-medium school. In Subtheme 1.1, “Language of learners”, it is clear that most of the Grade 3 learners were able to use both their HL and English, except LB2, who only communicated in English. In Subtheme 1.2, “Culture of learner”, four participants’ answers made an impression on me. Firstly, LA1 who believed that the colour of a person’s skin determined his culture. Secondly, LA3 who believed that a person was born into a specific culture. Thirdly, LB2 made an interesting suggestion, namely that people do not have to be able to use their HL to belong to a specific culture. Finally, LB3 made a connection between culture, language and religion. In Subtheme 1.3, “Identity of a learner”, the findings suggest that most of the participants identified more with the Western culture. Figure 4.3 shows how I arrived at the conclusion of Subtheme 1.3. Language and culture play a very important role in constructing one’s identity. Figure 4.4 does not represent a completed puzzle, as everybody continues to learn about the various languages, values and norms of other cultures, and the way a person identifies himself in certain situations will influence his identity at that specific moment.

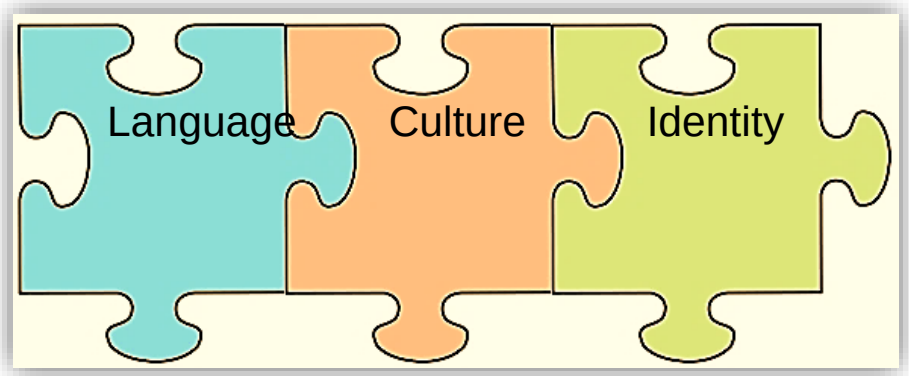


Figure 4.4: Connection of language, culture and identity

Theme 1 focused on the learners’ beliefs and feelings toward learning in a language other than their HL. Theme 2 focuses on the participating parents’ beliefs and feelings toward English as a medium of instruction (Figure 4.5). I present Theme 2 with four subthemes in the next section, with supporting evidence for each.

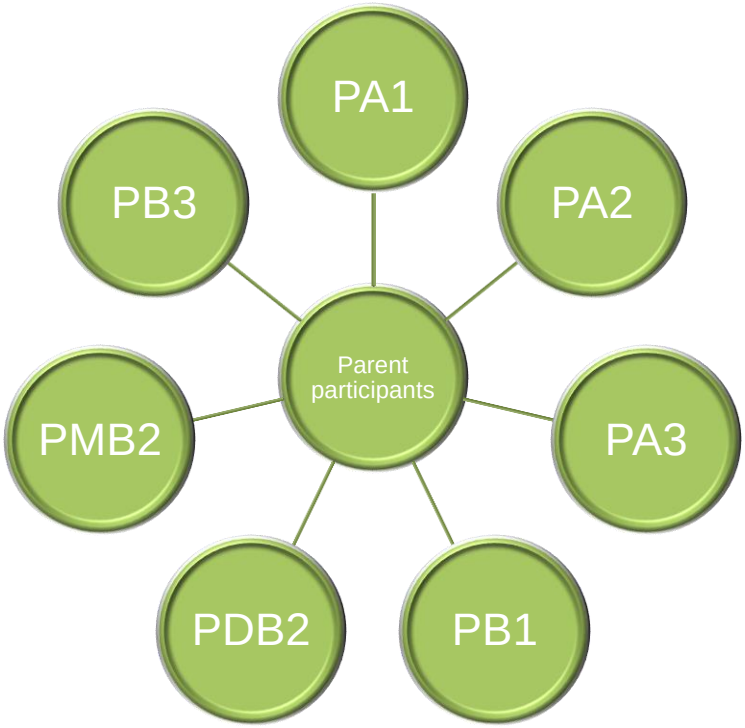


Figure 4.5: Theme 2's participants

4.12.2 Theme 2: Parents' beliefs and feelings

During the semi-structured interview with the six Grade 3 learners' parents, the questions were structured in three different sections. The first section focused on their family, the second on the parent and the last section on their feelings toward English being the medium of instruction. I typed all the semi-structured interviews verbatim. None of the participating parents' HL is English, and there will therefore be grammatical and language errors in their direct quotes. These errors reflect the participating parents' level of proficiency in English.

"What are your feelings about children learning in a language other than their HL?"

PA1	"I don't always know on which side I am, but I wish to be more on this side. [Referring, to a seesaw Westernised on the one side and Xhosa on the other. He indicated through this hand gesture that he was more Westernised.]" "So, to me English is like that, but the good thing about it jôh, English is international. So wherever you go then, then you have got that authority and then you are, you are able to."

	"English, I can't. No, no, no, just think economics, you just start economics in Xhosa, how can you start Math in Xhosa of this concern, you cannot. So I always think English." "And ê, and ê, and with [redacted] we went to the Department of Education and asked them to negotiate on our behalf. Then that is how he ultimately um, um, to get, to, get, to secure a place."

PA1 explained to me that the family communicated in Xhosa at home. The reason he gave me was that all their children had attended an English-medium pre-school. The principal of the pre-school encouraged PA1 to use English at home to support his children and ensure that they improved their English.

From PA1's transcripts, the emphasis of English learning focused on the academic aspects. What I found interesting was that PA1 referred to having authority when communicating in English. PA1 was trying to maintain a balance between Xhosa and English, but he admitted that the English language was dominating the "seesaw".

PDB2	"This house I do speak fluent in Sotho, not Pedi." "LB2 understands it, but he does not respond in Sotho. He speaks English and then I don't like that. I don't know how to take it out of his tongue." "…he has to know his language. Okay at least one of them" [Referring to LB2's heritage language.] "He could speak all the languages there [while LB2 was in a pre-primary school], but once he got to [redacted] primary [school], he forgot all these other languages, just concentrate on English." "My only problem with this English thing, I and I will say that's my only problem, not that he fits in or not, is I am afraid he is going to cause uhm, how can I put this? You know the older generation (pause) in our, like my grandmother she's 97 years old. She probably doesn't

	even understand, well she can understand but she does not speak uh fluent English. Know old people." "His relationship with them [the extended family], I think somehow it's going to be as I would expect it to be or as I would like it to be. Cause now they think this little brat here doesn't even speak his own language…"

PMB2	"If, if like you put the question to bring him in his school, where he is taught in English. Even in a location (township) they are taught in English, just as a matter the kids will go outside and they will speak the Zulu language. Just on his side, he doesn't get that opportunity to go outside and speak Zulu, he will go outside and speak English, and, and I believe you know what, no matter what language you, he, he was or which school he was gonna go. English was the language we would emphasise for him to actually know, because we know that it is going to take him beyond the school part, for him to learn and get a job and be able to survive and do all those things. He would actually have to learn English, no matter if he was in the township … no matter if he would pass Zulu or Sotho we would make sure his English would be proper for him to actually be a professional." "English was going to be, we will make sure that he would have to learn that language (referring to English) one way or another, even if he needed to get extra classes for him to be good at that language."

"What are the advantages and disadvantages of your child being enrolled in an English-medium school instead of being instructed in his HL?"

PA2	"O, there are a lot hey. When he go to high school, he will not struggle. When he have to do subjects like physical sciences, technology and you know. He won't struggle."

	“Who is going to take him to [redacted] every morning?”

PA2 only enrolled LA2 in an English-medium to school because it offered a solution to his transport problems. Enrolling LA2 in an English-medium school also meant LA2 would not struggle in high school with subjects such as physical science or technology. Being a technology teacher at a special needs school, PA2 believed that LA2 would not struggle in his educational career because of language barriers.

PA3	“I think one [of the benefits] is the English becomes better not only now, but long term. When I talk long term I am also talking working, like the other colleagues of mine, I think it does something to the confidence …’ “So when I think of the world and how far you want your children to go even things like a university … I do not see LA3 studying in South Africa. I do want him to study abroad there and to get, different culture, open mindedness. So you want him, when he goes there (overseas) that he is good in English, so I think for me that is the number one benefit.”

PA3 brought up two topics I found interesting, firstly that the confidence level of people who use English depends on their proficiency level in the English language. Secondly, PA3 mentioned that studying aboard would assist people in experiencing different cultures, which would broaden their frame of reference.

PB1	“Die voordele is dit is die tyd van nou vir die werk. As hy gaan werk dan kry hy swaar as hy nie Engels kan praat. Sotho hy is nie soos Engels nie, diep diep Engels soos by daai huis nie (buite Pretoria) soos hier in die dorp. Soos hier werk Engels te veel, daar (buite Pretoria) hy is hier en daar om te lees nie om te praat nie. Hier (waar hulle tans woon) jy moet lees en praat. Daar (buite Pretoria) skryf

	hulle net. Hulle praat nie Engels nie. Dis hoekom ek gesien het dit sal ligter wees vir hom." [If LB1 is unable to communicate in English, he will struggle to find a job. According to PB1 the Sotho school just outside Pretoria only focuses on being able to write English, not on being proficient in speaking or reading English.]

PB1 enrolled LB1 in an English-medium school to make it easier for LB1 to get a job in the future.

PB3	"…lots of things we do in English. You know the medium language. It's English wherever you go for a job it is English. So in some instances you might feel you wished that you were the model citizen of today, but that then was the time." "Yes. I believe that for him it's more opportunities or creating with other people, in other countries also, other than here in South Africa and getting job opportunities. Ja, that's my belief." "I had a dream of, I wanted that dream to happen to myself, but it didn't, cause I was coming from a background where we were so many, my parents could not afford the way we are. So I told us, I want my children to get the best education, they can ever had, so in my mind and in my beliefs, it's like … according to my experience also what I saw when, whenever there is a, e, a white person I would say somehow there is a discipline in those areas. There is still that discipline and those strict things that are happening, so I want my children to grow up like that."

In Theme 2, the parents voiced their opinions and concerns about enrolling their children in an English-medium school. The parents' attitude toward attending an English-medium school and the level of proficiency they wanted their children to acquire would have an impact on their HL. Most of the parents mentioned that the

English language would assist their children with their future endeavours. Subtheme "HL of the family" reveals the true usage of English in Grade 3 learners' environments.

4.12.2.1 Subtheme 2.1: Home language of the family

"What language do you speak at home?"

PA1	"My kids starting from [redacted] was up to [redacted] who was the last born. All of them, they started in pre-schools in English, their first language, which is English. But now the principal in East London has been encouraging me to, to actually speak at home English in order to support them and also ensure that they are, they improve in the language to do whatever, but I disagreed with him in the sense that, because they will lose touch of who they are. So I regard, personally, that language is a central aspect, central element of the culture of a person. So I then said guys "Speak English for the whole day and do all things, but as soon as you get in nêh, it will be Xhosa." We were always try to speak very, very difficult Xhosa for them. Sometimes they get confused and all that and there is one, [redacted], who was, who you would find that you speak it, she will still at least won't even understand what you are saying. É and, ê and we were calling them cocolites in which they hated that until, they were trying to understand (interviewer starts to laugh) at least they can understand, so I am still saying it is Xhosa." "…the reason why we were teaching them Xhosa is to try to make them fit when we get there. Because it was a frustration for example, when you attend a wedding or a function or whatever, now you find your kids standing like this going (indicating the children are standing straight hands in front of their laps and just looking around) everybody is speaking something that is foreign to them." "If you are talking about Xhosa dominated schools, let's say so, under normal circumstances they are either in townships or they are in the rural areas and ê, and ê, and ê if you. If I can just give you the

	pictures of the schools. The schools that we are talking about, one it does not have facilities and then if you get in terms of flooring you get of the classroom, they are using the, the ox, the cow dung and all that stuff to do that." "…they are less resourced and then again from a language point of view, then the kids coming from there they struggle to adjust when coming to tertiary school, there they come to English and there, you find that there need to be some kind of ê, of a gap, a gap, or whatever to close the gap up."

Journal entry

PA1 brought it to my attention during our semi-structured interview, that when I refer to family, I should refer to the people living under the same roof or the whole extended family.

LA1: "…we were calling them (his children) cocolites …" Cocolites (coconuts) is a derogatory way of saying an African person is black on the outside, but acts like a white person (Western culture). De Klerk (2000:202) explains that coconut or cocolites, as LA1 said, is regularly used by black people to belittle those people whom they consider traitors to their culture and heritage language.

PA2	"We, me he, speak English. With my sisters, he speak Tswana." "He is like when he starts at aftercare, I mean the pre-school in the crèche. They requested that I only speak English with him. So since then…"

PA2 pointed out that LA2 did not fit in with the Tswana community when the family went to visit his grandmother. Since PA2 and LA2 moved in with PA2's sisters, LA2's Tswana skills improved.

PA3	"Also Zulu and English, honestly. So we speak both."

	"I think things used to be … It used to be Zulu, but things started to move more … I would say Zulu. Maybe 60, 40. 60% Zulu, 40% English if I put it like that." "So in the house, mostly English, for me it was strange at first, because my family is the complete opposite, you know? So with LA3, I say, now he speaks more English, because of all these … influences or so forth to the point where LA3's brother who is two years old, also wants to speak English more."

PA3's HL situation is out of the ordinary. LA3's father was born in KwaZulu Natal, where the African people usually speak Zulu. However, LA3's family in KwaZulu Natal mainly spoke English at home, possibly because LA3's grandfather usually went to England regularly. PA3 actually found it strange that LA3's father's family does not communicate to each other in Zulu. In PA3's own family, it was the complete opposite. PA3 grew up speaking Tsonga to her mother and Zulu to her father.

PB1	"Ek praat met hom in Sotho of Afrikaans." [We communicate in Sotho or Afrikaans]

PDB2	English, Sotho and Zulu." "What I am saying is … I don't speak Pedi when I am here (referring to where they currently live.)"

"Why not?"

PDB2	"Because nobody will understand me. PMB2 does not speak Swazi, because if he had to speak, like Swazi, proper Swazi, it will be quite difficult. So we speak… what we call township language."

“What language do you speak at home?”

PMB2	“Communicational language.” “When you grow up you, you never grow up. How can I put this? You never grow up in one language, especially when you stay in a township, because your family will speak something whatever that you get from outside when you are playing. You will find, we as kids on the street, we have all, all of us speaking like different languages. That’s why it is very rare that you will find a kid from the township, who knows one language, it’s not possible. They will know Zulu, Sotho, all these different languages, because you will get to meet a lot of … [different people].”

PDB2 explained to me that township language, or as PMB2 referred to communicational language it, is a mixture of languages.

PB3	“Yes, but it comes that you find yourself mixing.” (Referring to mixing languages, English and Zulu.)” “Ja, I would say 80% of the time it is English.” “I wish they would rather not know my Xhosa more or they would rather know the Sotho. Because it makes the two of us (referring to her and her husband), but now they are in the middle, they are speaking Zulu, none of us is a Zulu. It’s just the common language that we can be able to communicate with one another, more than Xhosa because they say Xhosa is deep and difficult. So … everybody runs in Zulu. So I would say they are confused.”

The fact that PB3’s family communicated in Zulu, although PB3’s HL and culture were Xhosa, explains why the family mainly used English as their medium of communication.

It is significant that various participating parents concurred with PMB2's remark: "You never grow up in one language". Subtheme 2.2, "The language learning experience of the parent" elaborates on the statement made by PMB2.

4.12.2.2 Subtheme 2.2: The language learning experience of the parent

In this subtheme, the parent participants explained what the medium of instruction was during their school years and how it influenced them in the end.

"In what language were you taught?"

PA1	"Xhosa. Ja, it's Xhosa, because I am from Thabazimbi which is basically Xhosa. The problem there is, even the school is Xhosa, even your English you were taught in Xhosa. My Afrikaans, in Xhosa. The teacher does not understand Afrikaans. This word j, j, j, jy and then she would say it in Xhosa and then you will pass and that and that. So it was Xhosa." "As you go and then you get these things in tertiary and so you move up."

PA1 attended a Xhosa school where all the subjects were presented in Xhosa, even English and Afrikaans. I assume that the teachers used Xhosa to explain certain English and Afrikaans concepts to make it easier for the learners to comprehend. PA1 later attended tertiary institutes where English was the main medium of instruction.

PA2	"Ahhhh, I did Tswana from the primary and then after primary I went to a Northern Sotho high school where there was English and Northern Sotho was a language."

PA3	"Grew up being a Tsonga, but at home we would speak Zulu, because that is how my father was raised, so he is a Tsonga, but his mother at the other end, because of the stereotype, they [PA3's

	family] did not encourage them [the children] to speak Tsonga at home. Instead, they would speak Zulu. So even with us [PA3 and her siblings] growing up, we spoke Zulu, however my mother is Tswana.' "So when we speak to my mother, we speak Tswana, when we speak to my father we speak Zulu. That's even now at home, growing up, you wouldn't find it strange, sometimes I do find it weird, cause like when I speak Tswana it feels like I am excluding my father, I have to remember I have to speak Zulu to have a conversation." "I started with Tsonga, that time it was called Sub A not Grade 1. So Sub A to Standard 1 [Grade 3], I was doing Tsonga and when I went to Standard 4 [which is now Grade 6], what Grade is standard 2, Grade 4? Then I went to a multiracial school, but I started, that is why I know Tsonga. I think that's my advantage then at least I think so, so…"

Observational field note

The Tsonga stereotype is that all Tsonga people should have a very dark skin tone.

The medium of instruction was English at the multiracial school, with Afrikaans being the first additional language.

"How did you feel going from attending a Tsonga school to attending an English-medium school?"

PA3	"I did struggle to be quite honest. You are used to a school where the teacher might also speak Zulu …Tsonga [PA3 got confused with the two languages] and now you move to a school where everything is now English, um, and I did struggle a bit to be honest."

“In what language were you taught?”

PB1	“Noord Sotho.” [Northern Sotho] “Nee, ek sou nie kon nie, want ek is klaar Sotho ek kan nie tale verander nie.” [No, I would not, because I am already Sotho, I cannot change languages.]

PB1 attended a Northern Sotho school and grew up in a family speaking Northern Sotho. When I asked PB1 if she could have changed her LoLT, she answered no, because she was already Sotho, she therefore could not change languages.

PDB2	“Primary school it was Southern Sotho, whole high school was English first language.” “Language, there was a language barrier, I could not understand. I can … understand you but when I have to say something to you … it becomes very difficult. First three terms I failed them all because I could not understand what you, even when I had to read, I could read but I did not understand what I was saying to myself. That was the most difficult part, but by some miracle, I passed that year.”

PMB2	“Yes, because more, most on this side, there is no Swati schools all those things.” “So yes, we had to adapt to whatever we have here. So we have Zulu, so that was the nearest thing even in school, we did Zulu so that was like... (Referring to where she lived)” “You, you know ag that’s why I am saying it was. I never had a problem with English, because still if, no matter you, you, you study at school were like if you Zulu you had to pass Zulu as your HL. English

	was always there. We were taught in it, we had to read. I think, maybe I got the good foundation in English, so it was not something I did not want to focus on, but I wanted to focus on Zulu. Phew, Zulu was difficult..." "Exactly, so my mother was like very 'you can't be black and not know Zulu.'"

PMB2 explained that most Swazi people attended Zulu schools where she lived, because there were no Swazi schools in the region.

PB3	"First language was Xhosa, second language was English." "Throughout high school, there was Afrikaans, but it was not as dominant as English at that time."

Most participating parents mentioned that they either attended an English-medium school or that English was presented as a first additional subject. The experiences the parents had while attending school could have influenced the way they perceived their culture.

4.12.2.3 Subtheme 2.3: Culture of the parent

Mathews (2012:304) noted more than a decade ago that people choose aspects of their cultural world from the global culture that surrounds them and suits their personal environments, desires and characteristics. The analysis in Subtheme "Culture of parent" will indicate if Mathews' statement is correct or not.

"What is your HL?"

PA1	"O no. I am a Xhosa." "I don't always know on which side I am, but I wish to be more on this side." [Referring to a seesaw, Westernised on the one side and

	Xhosa on the other. He indicated through his gesture that he is more Westernised.]

PA2	"Like I am saying, I am a Tswana…" "Yeah, I stay true to Tswana and then, even now I cannot speak Sepedi but I did at school, I did it up to matric."

PA3	"Ja, like now in the house I am Tsonga so even though I didn't grow up speaking Tsonga, but I know it, in the house, I hardly ever speak it. It's, it's not mine, it is my language, but in the house we are Zulu."

Observational field note

PA3, brought it to my attention, that the father's culture determined what cultural traditions the family would follow.

"How do you feel about being brought up in a Northern Sotho family?"

PB1	"Ek voel maar reg." [I feel fine.]

"What is your HL?"

PDB2	"I am Pedi and she's Swazi." [Referring to PMB2.] "I was thinking. I think it is going to be a big disadvantage. You asked us earlier on if we still do African things and what not. Like as I said, my family are still very old fashioned and we still … Is it cultural? Whatever, we still do those things. We have to go and talk to the ancestors"

	“How will he... communicate with my great great father in English? I wish he didn’t know a word of English.”

PDB2: “I wish he (his son) didn’t know a word of English.” PDB2 mentioned during the interview that he had selected the school because of the colour of their uniform. PMB2 did the research about the school the father had chosen and enrolled LB2. Neither PDB2 nor PMB2 had thought about how enrolling their child at an English-medium school would have an effect on LB2 as regards practising their cultural traditions. PDB2 was concerned that LB2 would forget his own language. PDB2 admitted that LB2 did not understand what the minister was saying and that he would rather play on the phone than try to listen to the minister’s message. PMB2’s family was not as traditional as PDB2’s family, which might be why PMB2 had enrolled their son in an English-medium school. PMB2 makes the final decisions in the family, and she said earlier in Theme 2, whether LB2 attends an English-medium school or in a township school, they would go as far as hiring a tutor to assist their son to become proficient in English.

PMB2	‘Swati.”

PB3	“Xhosa.”

Nunan (2012:171) describes identity as a sense of belonging to a specific culture or subculture. In other words, culture and identity are closely linked. Subtheme 2.4 clarifies whether the participating parents identified more with their culture or with what society expected of them.

4.12.2.4 Subtheme 2.4: Identity of the parents

This subtheme is the final piece of the language, culture and identity puzzle, as illustrated in Figure 4.3. I asked the parents:

“What language is mostly spoken in the area where you live?”

PA1	"Yes I do. The main reason for that is the people around here are black and they normally speak Tswana and Sotho, we are not used to that so even with the black guys around we still have to speak English." [Attend an English church.] "… the school here in [redacted] is a good primary and then we taken the other two girls to [redacted] and then we were not taken, the issue was the radius, one of the closest schools is this black school, and I said no, no, they must better stay where they are. So, the two girls are still in [redacted]."

Based on PA1's data, I have reason to believe him to be a Westerner because of the following references he made during his interview. The three things that stood out for me with PA1 were that he and his family attended an English church. He fought for his children to attend English-medium schools. PA1 remarked that he was unsure whether he identified more with Xhosa or with the English culture

"When participating in family activities, what language do you use?"

PA2	"It depends, if we get English-speaking people, we go with the flow. If we get Tswana speaking people he will speak Tswana with them, but when it is my turn he will change to English."

PA2 stated that she adapted the language she used to the language spoken by people. PA2's son only communicated with her in English as LA2 was under the impression that that was what his mother expected from him.

PA3	"I think the more languages you know the better for you. Because on my side I know Zulu, Tsonga, Xhosa a bit, Tswana because of my mother, Sotho as well and English … if it is six languages you know and not just writing, writing I am not sure, speaking and hearing works in my favour, so ja."

PA3, could be considered multicultural as she was able to adapt her language usage to the situation. PA3's mother is Tswana, her father Zulu and PA3's job requires her to be fluent in English.

"Would you change the language you were taught in?"

PB1	"Nee, ek is bly ek word Sotho." [No, I am happy I am Sotho.]

I asked PB1 if she would have changed the medium of instruction at her school if she could have. PB1 replied that she would not have as she was satisfied with being Sotho.

Observational field note

PDB2, PMD2 and PB3 did not state what their identities were during the semi-structured interviews.

PDB2 and PMB2 used the communicational (township) language and their ability to communicate in a variety of languages to their advantage. PDB2 and PMB2 adapted their language and identity to the situation. PDB2 would use Pedi more when visiting his family and participating in cultural traditions, whereas when attending a school function, PDB2 would adapt his identity to English.

PB3 adapted her family's identity by changing their HL to Zulu, a language that did not belong to her or her husband. PB3 did mention that when they went to the Eastern Cape where PB3's family lived, they had to use Xhosa to be able to communicate with their extended family. PB3 seemed so used to the English language and culture that she did not realise that it actually did not bother that her son, LB3, was unable to understand the church service.

Table 4.6 provides readers with a summary of Theme 2 and the subthemes identified in the data, outlining the similarities and differences between the various participating parents.

Table 4.5: Summary of Theme 2: Parents' beliefs and feelings

			PA1	PA2	PA3	PB1	PDB2	PMB2	PB3
Theme 2	*Theme 2* *Parents beliefs and feelings*	**Participants**	Called his children cocolites All his children were in English schools	Did not want LA2 to struggle with science and technology in high school	Saw LA3 studying abroad Believed the proficiency in English boosted a person's confidence	Believed proficiency in English made it easier to get a job	Worried LB2 would not be able to communicate with their ancestors	Would pay for a private tutor to assist LB2 Adamant that LB2 had to be proficient in English	Believed English would assist LB3 to get a job
	Subtheme 2.1 Home language of the family		Xhosa and English	Tswana and English	Zulu and English	Sotho Afrikaans	Communicational language	Communicational language	English
	Subtheme 2.2 The language learning experiences of the parent		Xhosa school where even English was taught in Xhosa	Tswana in primary school Northern Sotho high school with English as a first additional language	Grade 1-3 the language of Tsonga Grade 4 until matric at a multiracial school where English was the medium of instruction and Afrikaans was the first additional language	Attended a Northern Sotho School	Attended a Southern Sotho primary school The medium of instruction was English during high school.	Attended a Zulu school from Grade 1 until Matric English was the first additional language	The school's medium of instruction was Xhosa English was the first additional language
	Subtheme 2.3 Culture of the parent		Wished to be more Xhosa	Tswana	Tsonga and Zulu.	Sotho	Sotho	Zulu	Xhosa
	Subtheme 2.4 Identity of the parent		Did not specify	Adapted to her surroundings.	Did not specify	Sotho	Did not specify	Did not specify	Did not specify

As seen in Table 4.6, six out of the seven parents believed that their children could only benefit from attending an English-medium school. PDB2's family was very traditional; PDB2 and PMB2 did not think about the consequences before enrolling LB2 in an English school. PDB2 was worried LB2 would lose his connection to the Zulu culture. In Subtheme 2.1, "The HL of the family", three parents mentioned an African language alongside English. PB1 and LB1 only communicated in Sotho and Afrikaans. Therefore, his only exposure to English was at school. PDB2 and PMB2 said they used the communicational language in their home. Communicational language or township language, as PDB2 called it, is a mixture of various languages.

In Subtheme 2.2, "The language experience of the parent", six out of seven participants had the opportunity to either attend an English-medium school or have English as a first additional language. In Subtheme 2.3, "Culture of the parent", LA1 said he leaned more toward the Western culture, but he wished he were more connected to his Xhosa heritage roots. PA3 was the only participant who said she identified with two cultures, Tsonga and Zulu. In Subtheme 2.4, "Identity of the parent", five participants did not specify their identity, while LA2 said she adapted her identity to the current situation, LB1 noted that she identified herself with the Sotho culture. This means, in Nunan's (2012:171) context, that the rest of the parents identified themselves more with what society expected of them.

Theme 1 focused on the learners' beliefs and feelings toward an English education. Theme 2 focused on the parents' beliefs and feelings toward enrolling their children in an English-medium school. Theme 3 focuses on the two perceptions of the participating Grade 3 teachers (Figure 4.6) of teaching English to learners whose HL differed from the school's LoLT.

Figure 4.6: Theme 3's teacher participants

4.12.3 Theme 3: Teachers' beliefs and feelings

The following statements are the opinions and experiences of the two participating Grade 3 teachers.

"What are your feelings and beliefs toward English being the language of learning and teaching?"

TA	There are advantages and disadvantages … they are gaining the extra language to teach and the disadvantages are they struggle more … other than being taught in their HL.

TB	The main advantage right now for them is that they are learning a language that is internationally recognised, so they would be able to go to other countries and make themselves understood. The disadvantage is that they do not always have somebody to help them with the homework properly or understand what they have been taught properly to support them when they have problems and that goes across all subjects not just English. The other problem is that they start sometimes lose their own cultural identity, because English is seen as more important than indigenous languages.

In Theme 3, the two Grade 3 teachers mentioned the benefits of learning English, but both of them also pointed out the challenges they experienced in teaching English to learners who were not proficient in English. Subtheme 3.1, "Teaching in

a language other than the learner's HL", will shed some more light on the challenges teachers experience on a daily basis.

4.12.3.1 Subtheme 3.1: Teaching in a language other than the learners' home language

Most of the learners, no matter what the school's LoLT is, were able to speak at least two languages, due to the mass media. The following outlines the daily challenges of the teachers and the children whose HL differed from the school's medium of instruction.

TA	I think most kids, the children that do get taught in another language struggles to get taught in the language other than their home language and it puts them at a disadvantage in the classroom. The struggle? The children that struggle do not grasp the concepts, you call them aside to practise with them and they still can't get it.

TB	It is very challenging and it makes the class, the pace of your lessons has to change and the work rate changes and ... basically the way you, you have to look at the way they are learning changes and it, it doesn't always translates successfully to classroom practice. Do they understand it? Are they able to link it to previous knowledge? Will they be able to take what they learnt now and will it make sense to them in a different context? Can they translate it across all subjects … and the reinforcement are very important. Language structures that we as English learners take for granted, have to be explicitly taught to non-language learners. Non-English language learners and vice versa I think children ... who are not English language learners get frustrated by … the different ways … the English language has changed, and keeps changing. Whereas other languages that are less pedantic about certain things or have less rules that don't always stay true rules like the "I" before "e"

	except before “c” except in a word like neighbour. So, uh, things like that are very difficult.

4.12.3.2 Subtheme 3.2: Learners’ confidence in using English

PA3 mentioned that being fluent in English gave a person more confidence. This subtheme gives an indication the teachers’ opinion of whether the participating Grade 3 learners were confident in expressing themselves in English.

TA	They try to avoid it. They try to not to participate in it. When I ask them to take part then they, they pause for a very very long time.

TB	The more confident ones just speak in English. The ones who tend to get stuck will sometimes look lost and I will help them with words if I can gather the gist of what they are trying to say and if their friend whose language is [got interrupted by another teacher, laughter between the two of us] so ja, then I think their friends help them. LB4 is very, very strong with English, his spoken English is impeccable. In fact most of the children English is impeccable, their downfall is their writing.

4.12.3.3 Subtheme 3.3: Identity of the learners

Teachers spend at least six to seven hours daily with learners. They see and hear things the parents do not see or hear. In this subtheme, TB gives her perception of the learners’ identities.

Observational field note

TA did not discuss how or if the English language has an effect on the learners who were not taught in their HL. TA was very nervous during the interview.

TA	I would say English.

TB	Absolutely Westernised. I'd, I'd say. I'd say most children in ex-Model C schools, town schools. Uhm, their parents' outlook is far more Western than it is traditional and tribal. Because a lot of the traditions that would normally followed aren't. … few children at this school [referring to the school where she worked] who wear their traditional, cultural bangles, bracelets, participating in cultural events. They are also more urban, so it is a lot harder for them to get to traditionally tribal groupings, outings, things like that.

Table 4.7 provides a summary of Theme 3, "Teachers' beliefs and feelings". The table gives an indication of the similarities and differences between the two participating teachers.

Table 4.6: Summary of Theme 3: Teachers' beliefs and feelings

			TA	TB
Theme 3	*Theme 3* *Teachers' beliefs and feelings*	**Participants**	They learn another language and struggle to learn.	English is internationally recognised The disadvantages are • There is not always someone available to assist the learners with their homework • The learners might lose their cultural identity
	Subtheme 3.1 Teaching in a language other than the learners home language		Beliefs learning in a language other than your home language puts you in a disadvantage situation The children struggle to grasp the concept	It is challenging, the work pace changes. You [the teacher] wonder whether they [the learners] grasp the concepts and are able to link the new concept to their prior knowledge
	Subtheme 3.2 Learners confidence in using English		The Grade 3 learners whose HL differed from the LoLT tried to avoid participating in class discussions.	The Grade 3 learners whose HL differs from the LoLT, who are confident enough participate in class discussions. Assists them, when they cannot find the word.
	Subtheme 3.3 Identity of the learners		English	Western

Table 4.7 provides a summary of Theme 3. In Theme 3, “Teachers’ beliefs and feelings”, TA said the learners gained another language, whereas TB mentioned that English is recognised worldwide. TB also provided the disadvantages of being in a school where the learners’ HL differs from the school’s medium of instruction. The two disadvantages TB mentioned were first, not all the learners are privileged enough to have someone proficient enough in English to assist them with their homework and secondly, the learners might lose their cultural identity as English is considered to be the prestige language.

In Subtheme 3.1, “Teaching in a language other than the learners’ HL”, TA mentioned that the learners struggled to grasp certain concepts. TB revealed that teaching learners who do not come from an English background or lack of English exposure influenced the pace of the lessons, the work rate changes and the ability to link new concepts to existing knowledge. TB emphasised that reinforcement is very important.

Subtheme 3.2, “Learners’ confidence in using English”, TA said the Grade 3 learners in her class avoid participating in class discussions, whereas TB mentioned that the Grade 3 learners in her class tried to participate in class discussions. She assisted them when they struggle or the learners ask their friends to assist them. Subtheme 3.3, “Identity of the learners”, both TA and TB believe that the learners leaned more to the Western culture as the learners were more urban and it became harder to attend traditional tribal groupings and outings on a regular basis.

4.13 DISCUSSION

The data collection and the data analysis procedures were undertaken with the theoretical framework in mind. Bronfenbrenner’s ecosystem was used as the theoretical framework. The focus of this study was on the voice of the learner, on how he constructs his linguistic identity in a culturally diverse classroom. The four systems as illustrated in Figure 4.6 affect the individual in one way or another.

After completing data collection and with data analysis in mind, three themes and nine subthemes were linked to the to the various systems of Bronfenbrenner’s ecological system. The beliefs and feelings of being taught in a school where the

LoLT differs from the HL was represented in all the themes. Theme 1 is about the children's beliefs and feelings; Theme 2 about the parents' beliefs and feelings and lastly Theme 3 about the teachers' beliefs and feelings,

Theme 1: Learners' beliefs and feelings

During the various activities that I did with the learners, their beliefs and feelings were revealed. They said they belonged to a specific culture, yet one of them was unable to understand what the minister was saying during church, as he did not understand his HL completely. During one activity, I asked them what they did as a family on weekends and most replied going to the movies or going to eat somewhere. None of the learners spoke of participating or going to cultural events. Even though they belonged to a certain culture, their identities seemingly did not reflect. their cultural identity, but rather the identity of the language they were taught in.

Theme 2: Parents' beliefs and feelings

The parents' beliefs and feelings emerged during the semi-structured interviews with them. The parents spoke about the schools they had attended, how some of them struggled to adapt to English when they went to study after school. One parent said she was forced to read the newspaper, which was in English, and translate it to her grandmother as a punishment. The data found that most of the parents enrolled their children in an ELoLT school to prevent them from struggling in the future and to further their studies without a language barrier.

According to tradition, the culture of the family is determined by the culture of the father, out of respect. I had only one participant whose family's culture was determined by the mother as the father had no other family than his mother. The parents were proud of their culture and the fact that they still took part in cultural ceremonies. In some cases, the parents wished that they were able to attend more cultural ceremonies. Moreover, the parents said they regarded themselves as more English as they used English every day and only communicated with someone in their HL if they spoke the same language. Otherwise, they would speak IsiZulu to their colleague.

Theme 3: Teachers' beliefs and feelings

The semi-structured interviews with the two Grade 3 teachers allowed their beliefs and feelings to emerge. The teachers spoke about the challenges of teaching children in English, although it was not their HL. TB agreed with the parents, saying that even though learners said they belonged to a certain culture, she thought that the six Grade 3 learners identified mostly with the Western culture.

4.14 FACTORS THAT INFLUENCE LANGUAGE LEARNING

Bronfenbrenner's ecological system has a ripple effect, in which one system influences the other. All of them played a role in how the Grade 3 learners constructed their linguistic identity (Figure 4.7).

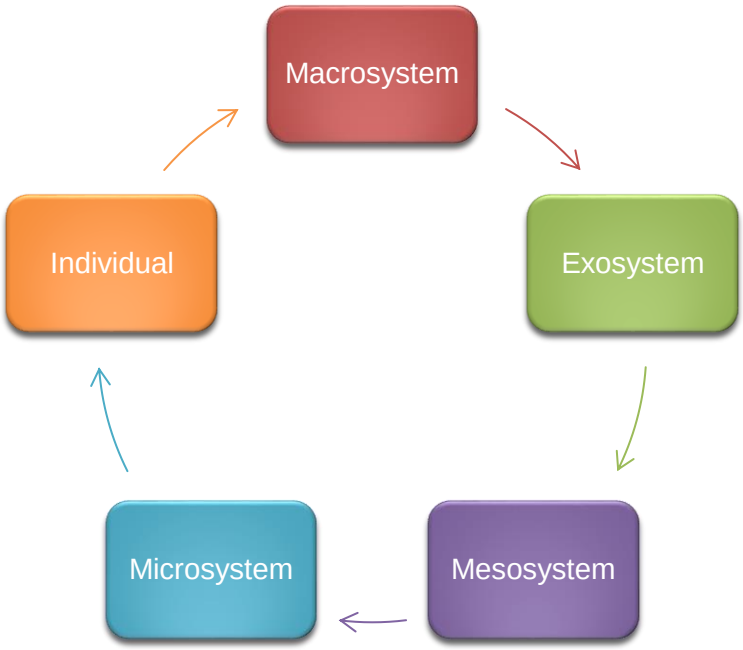


Figure 4.7: A visual representation of the ripple effect of Bronfenbrenner's ecological system

Figure 4.2 links the data collected and analysed and the literature review in Chapter 2. The Grade 3 learners said they felt normal and fine about learning in English. Their parents' own experiences at school and work were deciding factors in their choice to enrol their child in an English-medium school. In two cases, the parents mentioned that the teacher and principal had asked that they expose their child more to the English language. It is understandable that the teacher and principal requested that from the parents. The intention was to make the life of the teachers

trying to teach the children a little easier and to help the learners to understand what the teacher was trying to convey. Proficiency in English would assist the learners to enter the competitive labour market, which influences the macrosystem.

4.15 CONCLUSION

Based on the information gathered from the data collection process and analysis, it became evident that the Grade 3 learners were unfamiliar with or unsure about their cultures. Culture has many subthemes, as discussed in Chapter 2; the Grade 3 learners linked their culture to subthemes such as language, race and religion.

Their self-portraits revealed no evidence about the culture they belonged to in terms of their clothing, likes and dislikes. Instead, the Grade 3 participants' self-portraits, likes and dislikes indicate that they associated themselves with the Western culture. A few of the participating parents agreed that their children were inclining toward the English culture. Some of the Grade 3 participants mentioned that they felt normal or fine when communicating in English; they did not find it strange to be in an English-medium school.

The one parent said she could not complain because her son was moving toward the English culture rather than his own, as she had enrolled him in an English-medium school. The parents were aware of the effect of being taught in English on their children. For example, LB2 did not reply in his HL, he only communicated in English, LB3's family used English most of the time when communicating. PDB2 said he wished he could take the English language away from his son, because his son was unable to speak to his grandmother in their HL. PDB2 came from a very traditional family and found it heartbreaking to know that LB2 would not be able to continue with their traditions or talk to their ancestors.

Chapter 4 gave a summary of the themes found in the data collection and the data analysis process. In Chapter 5, the results found in Chapter 4 will be compared with the literature on developing a linguistic identity and the roles of various parties that influence language learning. I conclude my discussion of the findings, the limitations of this study and recommendations by providing answers to the primary and secondary research questions.

Chapter 5

Conclusions and recommendations

5.1 INTRODUCTION

Chapter 4 outlines the three themes and the nine subthemes that emerged after the data was transcribed and subsequently analysed by means of manual coding. In Chapter 5, the findings from the study are interpreted by comparing the research results with the literature on constructing a linguistic identity. Where Bronfenbrenner's ecological system was explained in Chapter 2, Chapter 5 describes how the relevance of Bronfenbrenner's ecological system is relevant to and a role throughout the study, assisting in the comparison of the findings and the supporting literature. Chapter 5 starts with an overview of the preceding chapters, concluding by answering the main research question and the secondary research questions and stating the limitations to this study.

5.2 REFLECTION OF CHAPTERS

5.2.1 Chapter 1

Chapter 1 introduces this study, formulating the primary and secondary research questions, followed by the rationale. The significance and purpose of the study are described. A number of key concepts are discussed and clarified, painting a background picture of what to expect from the study. Lastly, a summary of the research methodology was given, paying attention to the research approach and design, selecting the research site and the participants. Chapter 1 provides the context of this dissertation and the factors that inspired the need for and significance of the study.

5.2.2 Chapter 2

Chapter 2 explains what language is and why it is used, followed by a description of four different approaches used by theorists to explain how learners learn a language. Skinner, the behaviourist, believed in positive and negative reinforcement. The nativist, Chomsky, believed humans are prewired to learn a language. Piaget introduced the cognitive approach, believing that children learn by

discovering new concepts by themselves. Lastly, Vygotsky's social constructivist theory emphasises that language cannot be taught in isolation and that the child's contextual environment plays a role in learning. The chapter next explains how children's language develops from crying to being able to have a conversation and then places the global role of the English language in a current perspective, situated in South Africa. The chapter concludes with an explanation of the theoretical framework.

5.2.3 Chapter 3

Chapter 3 focuses on the research design and methodology of the study. It begins by describing the metatheoretical paradigm, namely social constructivism. It explains the methodological paradigm, indicating why the qualitative research approach was used in the study. The primary and secondary research questions are listed, showing how they led me to select my research design, exploring and discussing multiple case studies as a approach. To enable me to answer the primary and secondary research questions, participants were selected using purposive and convenience sampling. The advantages and limitations of different data collection techniques are explained. Chapter 3 concludes by describing the quality criteria of the study, the ethical approval that was obtained from the University of Pretoria, the GDE and the ethical considerations I had to implement to obtain consent and assent from the participants concerned.

5.2.4 Chapter 4

Chapter 4 described how I went about collecting and analysing my data in a practical and pro-active way. The chapter begins with reflections on the data collection, the participants and the data generation. The six case studies are described with drawings and photographs after a summary of the themes and subthemes was explored. The collected data was analysed by manually coding it into three themes. The themes were then divided into nine subthemes. The chapter concluded with a discussion of the findings, keeping the theoretical framework in mind.

5.2.5 Chapter 5

The final chapter highlights new literature, gaps, silences and insights in the topic of constructing a linguistic identity in a diverse classroom. The findings and supporting

literature assist in answering the primary and secondary research questions. To conclude the completed study, recommendations for further considerations are made.

5.3 LITERATURE REVIEW SUPPORTING THE RESEARCH RESULTS

A literature review shares existing knowledge that can be closely related to the study that has been conducted (Creswell, 2014:58). The literature review in Chapter 2 not only provides a benchmark to compare my findings with those of other researchers, but also assists in explaining the relationship of the results, filling in the gaps and extending prior knowledge (Creswell, 2014:59). Table 5.1 indicate the parallels between the themes and subthemes and the literature. The interpretive discussions are based on the similarities between the existing literature and the themes with their subthemes.

Table 5.1: Comparisons between the existing knowledge with the results of the research

Themes and subthemes	Existing knowledge	Findings	Interpretive discussion
Theme 1 *Learners' beliefs and feelings*	De Klerk (2000:204) notes in her study that subtractive bilingual environments pose the risk that those learners will lose their HL and their loyalty to their culture. A decade later, Evans and Cleghorn (2010:32) agree with De Klerk that the lack of connection between the HL and the medium of instruction is at risk of being lost in terms of their cultural and linguistic heritage.	Most of the Grade 3 participants did not mind attending an English-medium school, except LB1. LB1 would have preferred to be in an Afrikaans-medium school.	The five other participating Grade 3 learners did not mind attending an English school, because their parents' attitudes toward English education were mostly positive.
Subtheme 1.1 *Language of the learner*	The Curriculum Assessment Policy Statement (CAPS) (DBE, 2011:8) recommends that schools follow an additive bilingual approach to language learning. One must remember that young learners in the 21st century "grow up learning the language of the mass media through a constant diet of screen images, audio messages and text based communication" (Poyntz, 2009:369).	Most of the participants mentioned they were able to use two languages (bilingual). PB3 only communicated in English, even when his grandmother spoke to him in Sotho (monolingual).	The participating Grade 3 learners were in an English-medium school where Afrikaans was the first additional language, which was not their HL. This means that even though the CAPS (currently the education policy of South Africa) recommends that language learning should follow an additive bilingualism approach, these learners' HL was not being maintained alongside an additional language. In other words, these learners were only exposed to their HL at home. Moreover, the parents chose to enrol their child in an English-medium school.
Subtheme 1.2 *Culture of the learner*	Idang (2015:98) suggests that culture involves various traits and characteristics that are unique to people to the extent that it gives an indication that they belong to a	LA1 was unsure what culture he belonged to; he associated culture with the colour of a person's skin.	The Grade 3 learners identified themselves with their culture using various subcultures, but only LA3 described a Zulu wedding. None of the other participants mentioned,

Themes and subthemes	Existing knowledge	Findings	Interpretive discussion
	certain community. Nunan (2012), Idang (2015), and Val and Vinogradova (2010) give a few examples of subcultures that form part of a certain culture, such as religion, political and sporting, ethnicity, language, art, music and dancing. Val and Vinogradova (2010:5) agree with what LB2 said, namely that a person can belong to a heritage community even though he was monolingual and could only communicate in English.	LA3 said he was a Zulu because God made him a Zulu. LB2 associated his culture with his HL, Sotho, even though he seldom had conversations in Sotho. LB3 said he was a Zulu because he attended a Zulu church.	drew or took photographs representing their culture.
Subtheme 1.3 *Identity of the learner*	De Witt and Booysen (2007:117) note that young children's identity includes their appearance, their physical qualities, motor skills, their possessions and preferences. Jenkins (2014:8) agrees with De Witt and Booysen (2007), saying it is not easy to distinguish one's interests from one's identification: "How I identify myself has a bearing on how I define my interest."	LA2 did not enjoy visiting his grandmother because he was unable to do "English stuff". None of the six Grade 3 participants either drew or listed anything related to their culture. Most mentioned they enjoyed watching television and playing video games.	The participants do not visit their extended family on a regular basis. They did not draw or list anything under their likes and dislikes related to their culture. LA2 said he did not enjoy visiting his grandmother because he could not do any "English stuff", which indicates that even though some of the learners were able to speak or understand their HL, they associated themselves more with the English culture.

Table 5.1(continued): Comparisons between the existing knowledge with the results of the research

Themes and subthemes	Existing knowledge	Findings	Interpretive discussion
Theme 2 *Parents' beliefs and feelings*	Taylor and Coetzee (2013:1) mention that for many children around the world, access to furthering their studies and entering	Most of the participating parents were positive about their children's attending an English-medium school.	The parents' opinions toward attending an English-medium school as well as how much they value their cultural heritage will influence their decisions.

Themes and subthemes	Existing knowledge	Findings	Interpretive discussion
	the labour market depends on English. Amara (2013:109) says English is important because of its status as the language of science, technology and business opportunities, both locally and internationally. A few researchers emphasise the importance of having a connection with one's elders. Charles (2013:204) says that in many cases, people, young and old, have lost the ability to communicate with their grandparents and the elders of their community. He also says that the youth only know a few words or phrases, but are unable to have a conversation with their grandparents and elders (Charles, 2013:204). Even though the young only know a few words or phrases, Sakar and Lavoie (2013:91) note that the parents are able to able to maintain a relationship between their children and their grandparents. According to a study done by Evans and Cleghorn (2013:13), parents complained that the teachers used their mother tongue to teach their children and if that was what they wanted, they would have enrolled their children in a township school.	**Advantages parents mentioned**: • Being able to study abroad, broadens the learner's frame of reference through the exposure to various cultures • More confidence • Better chances in the labour market (for learners) • Certain terminology, in economics, technology and science is just easier in English **Disadvantage one parent mentioned:** Unable to communicate with his ancestors PDB2 explained to LB2 what happened during traditional ceremonies. PA1 said that the schools in rural areas lacked resources and the learners tend to struggle when entering tertiary institutions. PA1 went as far as getting permission for the basic education district office to enrol LA1 into an English-medium school	PDB2 and PMB2 did not think about how much the English language influenced LB2. Only during the interview did LB2's parents realise how much their son had changed since attending an English-medium school. Being exposed more and regularly to English language had benefits, but there were also consequences.

Themes and subthemes	Existing knowledge	Findings	Interpretive discussion
	Parents enrol their children in English-medium schools because they are able to maintain discipline; usually, the school is known for its high standards, the various resources that are available and the classrooms are cheerfully decorated (Evans & Cleghorn, 2014:11).	instead of a township (which was closer to where they lived). PA2 mentioned that schools in the townships only taught English as a subject from Grade 4. PA3 mentioned that her mother (a teacher) said they struggled in the townships with teacher attendance and teachers selling products instead of teaching. PB1 believed the learners in township schools were only able to write in English, but unable to speak to each other in English. PB3 was under the impression that the dropout rates and usage of drugs were more prominent in township schools.	
Subtheme 2.1 *Home language of the family*	**School influence** Clark (2016:400) notes that schools urge parents to use only English when talking to their children. Gorter *et al*. (2013:15) agree with Clark when they mention that teachers encourage parents to talk to their children in the dominant language lead to family tragedies like the children being unable to communicate to their grandparents in their HL. Becoming fluent in a second language.	Two parents said they were asked by the teacher and principal to communicate with their children in English.	From a teachers' perspective they only want to assist the learners as much as possible to enable them to achieve their potential. The attitude of the parent toward the English language will determine quantity and the quality of the exposure to English will be. Because South Africa is a culturally rich country, the English used in the country is different from that of Britain or America. South Africa was colonised by the British and kept English as the official language along with Afrikaans and after 1994 also the nine indigenous languages. South Africans

Themes and subthemes	Existing knowledge	Findings	Interpretive discussion
	Parents' influence Castro *et al*. (2012:275) remind us that the parents' perceptions of enrolling their child in an English-medium school and their child's preference to ultimately has an influence and the family's HL. **In reality** Groff (2013:192) notes in reality people mix languages and it is generally excepted "Speak however you like!" some would say.	Most of the parents enrolled their children into an English-medium school because they saw how it would benefit the children in the end. Most of the parents mentioned they used two languages at home. LB3's family only used one language, English. Both PDB2 and PMB2 mentioned that they used communicational (township) language when communicating.	developed their own hybrid language over the years. As LB2's parents said, township residents use a communicational language to speak to each other. However, I do not think that communicational language only applies to townships as PBD2 suggested. South Africans combine various languages when talking to one another, for example, "Let's braai Saturday. It's going to be lekker." The usage of English depends on the situation.
Subtheme 2.2 *The language learning experience of the parent*	For generations during the apartheid era, regardless of one's original community, the government of the day determined who was given access to which state school. Racial and zoning factors were applied, closely linked to socioeconomic and linguistic factors (Evans & Cleghorn, 2014:2).	Most of the participating parents attended a school where English was either the school's LoLT or available as a first additional language (FAL). Some parents did mention that they had no choice when selecting a school. They had to go to the school closest to them, where the language of instruction was usually not their HL. **Positive experience** Six out of the seven parents stated that they would not change the language they had been taught in.	I cannot say that the experiences the parents had during their school years played a role in enrolling their children in an English-medium school. However, I do think that their experiences after school such as, working or attending tertiary institutions played a role.

Themes and subthemes	Existing knowledge	Findings	Interpretive discussion
		Negative experience Only PB3 said she felt disadvantaged by attending a Xhosa school. PB3 said if she had a choice she would have wanted to attend an English-medium school.	
Subtheme 2.3 *Culture of the parent*	It was brought to my attention by Mathews (2012:299) that culture no longer pertained to the way a specific community lives, but rather to the choices people make from the "global cultural market".	PA1 said his family attended more cultural ceremonies in East London than in Gauteng. PA1 wished that he could expose his children more to Xhosa. PA1 admitted that he related more to the English culture. The other six participating parents said they belonged to the culture that was linked to their HL.	It was brought to my attention by PA3 that the father determined the culture with which a family will associate. This contradicts PB3's situation, where the mother's culture is dominant. PDB2 and PMB2 said it depended on how strongly the father valued his culture.
Subtheme 2.4 *Identity of the parent*	Phan (2008:26) points out that a person's identity is "constructed minute by minute, it is multiple, dynamic and hybrid".	Only PA3 mentioned that she adapted her language usage to the context; for example, when visiting her mother she spoke Tswana, but at work she used English.	Even though only PA3 said she adapted her language to the situation, I believe the other participants did the same.

Table 5.1 (continued): Comparisons between the existing knowledge and the findings of the research

Themes and subthemes	Existing knowledge	Findings	Interpretive discussion
Theme 3 *Teachers' beliefs and feelings*	Gay (2010:143) emphasises that a teacher's beliefs have a significant effect on her "instructional judgements and actions".	The two Grade 3 teachers pointed out that the learners gained another, internationally recognised language.	While observing I noticed that TB assisted the learners more when they struggled during a lesson, whereas TA placed her academically strong learners in the front and continued with the lesson whether or not the other learners were done.
Subtheme 3.1 *Teaching in a language other than the learners home language*	Some learners are enrolled in an English-medium school while their parents are only able to speak, use and understand a few words or phrases of English. Therefore, they struggle to assist their children with their homework (Prinsloo, 2011:40). Bassit, Hughes, Iqbal and Cooper (2015:118) point out another challenge teachers' face on a daily basis, namely that the learners' HL differs from the LoLT, yet these learners are expected to speak and understand English.	TA believed the learners whose HL differed from the LoLT were at a disadvantage, as they struggled to grasp certain concepts. TB mentioned it was challenging, as she was uncertain whether the learners were able to link the new knowledge to their prior knowledge. Another challenge TB faced daily was that the parents struggled to assist their own children with their homework. TB said that learners who were native English speakers did not understand the frustrations that the non-native English learners experienced every day.	Not only did the teachers have to teach the learners the English language, they had to make sure the learners understood what was being taught. In some schools learners are obliged to complete their homework, how do you complete an activity you do not understand? The consequence is that such learners are punished for not completing an activity they did not understand, whereas the native English learners do not share the same challenge.
Subtheme 3.2 *Learners confidence in using English*	In De Klerk's (2000:207) study, one of her participants said, "Her accent is that of a first-language speaker, when we hear her on the phone we are so proud, we cannot believe it." Duff (2002:312) notes that learners whose HL differs from the school's language of medium tend not to participate in oral activities; they	During my exploratory interview with the two Grade 3 teachers, they pointed out that the learners whose HL differed from the LoLT did not have accents. During the various activities the participants performed, I realised that they had no accents. They sounded like native English-speaking people. Even though their speech was accent-free, TA said these learners in her class avoided	For example, proficiency in English does influence a person's confidence when they express themselves.

Themes and subthemes	Existing knowledge	Findings	Interpretive discussion
	protect themselves from being teased by remaining silent.	participating in class discussions. On the other hand, TB noted that her learners did try to participate. When she saw them struggling, she tried to assist them or they would ask their peers.	
Subtheme 3.3 *Identity of the learners*	According to LoCastro (2012:160), the traditional approach suggests that there are two aspects, firstly how the individual defines himself and secondly, a collective or social identity, which involves the learner defining himself as a member of a specific social group.	Both participating Grade 3 teachers mentioned that they believe the learners identified themselves with the English culture.	The Grade 3 learners spent seven to eight hours a day at school. Most of the Grade 3 participants said they mainly used English at school, but their photographs and drawings reflected their collective identity as a representation of the English culture.

5.4 LITERATURE CONTRADICTING THE RESEARCH FINDINGS

Table 5.2 presents and discusses the literature that contradicts the findings of this study.

Table 5.2: Literature that contradicts the findings of this study

Themes and subthemes	Contradicting knowledge	Findings	Interpretive discussion
Theme 1 ***Learners' beliefs and feelings***	In a study by Jacobson (2000:19), one of his participants said that they had enrolled their daughter in a former Model C school. However, when they realised she was acting different and was unhappy, they enrolled her into a "mainly black primary" school and soon noticed that she was happy again.	Five of the six Grade participants said they felt fine and normal being in an English school. Some participants did mention they would not like to or be able to attend an HL school as they were not as fluent in their HL as they were in English.	There are various factors that influence learners' experience at a certain school, for example the ethos of the school, the feeling of belonging, gender, age, and parental support in terms of assisting with homework.
Theme 2 **Parents' beliefs and feelings**	In a study by Phatudi (2013:8), one of her participants who had attended a former Model C school and later a previously black university, said, "When you are at school you feel that you are on top of them – interact with your community in church or social gatherings it's where you discover that you're an outcast and it's not a very good feeling…"	The participating parents were still able to have a conversation in their HL with their parents and elders. Most of the parents had attended tertiary institutions and were exposed to English since primary or high school.	The contradiction between Phatudi's findings and mine might be because my parent participants were exposed to their cultural practices and HL on a regular basis. They had attended schools that were convenient to where they lived. None of my participating parents attended a former Model C school.
Theme 3 **Teachers' beliefs and feelings**	De Klerk (2000:199) points out that indigenous people were under the impression that their children already "knew" their heritage language, and because the heritage languages are unable to facilitate access to participation nationally and internationally, these heritage languages were not considered important.	Both teachers mentioned that it was challenging teaching in a diverse classroom where the learners were not fluent in English	The parents who participated in this study did not mention anything about their children's attending an HL school prior to Grade 1. The parents did, however, did reveal that their feelings toward sending their children to an HL school instead of an English-medium school were not positive. The parents did not realise how important knowing one's HL really is. The HL lays the foundation on which a second or third language can be taught.

5.5 SILENCES IN THE DATA COMPARED TO THE LITERATURE

Table 5.3 indicates the silences in the literature, referring to the absence in my data of existing knowledge on constructing a language identity in a culturally diverse classroom (discussed in Chapter 2). I discuss those factors that form part of the theoretical framework but which were not evident in this study and therefore could neither confirm nor contradict the results in my study.

Table 5.3: Silences in the research data

Themes and subthemes	Findings	Interpretive discussion
Theme 3 *Teachers' beliefs and feelings* *Subtheme 3.1* *Teaching in a language other than the learners home language*	De Klerk (2000:200) points out in her study that learning a language involves learning the appropriate linguistic habits as well. In addition, it usually "involves social and psychological" adaption, "changes in beliefs", attitudes, values and other behavioural patterns".	When parents enrol their children in a school where the HL differs from the LoLT, they usually do not take into consideration what language learning involves.

5.6 INTERPRETATION THROUGH THE THEORETICAL FRAMEWORK

Figure 5.1 gives a better understanding of how one decision made by the high court influence every other aspect.

5.6.1 Macrosystem

The social constitution of the macrosystem is connected to status planning. Status planning refers to the broad language objectives, which are stipulated in the legislation of the high court ruling at a national level. Because English allows most South Africans to communicate with each other, English is considered the language of power in South Africa. Evans and Cleghorn (2014:4) find it strange that even after the apartheid era a colonial language (English) remains the favoured LoLT instead of indigenous languages. The indigenous languages are not as commonly used in our daily lives. Most of the advertising boards next to the main highways in South Africa are English. When a person applies for a job, one of the main requirements usually is whether the person is proficient in English. English allows South Africans to enter the labour market on a national and international level, which in turn improves the South African economy.

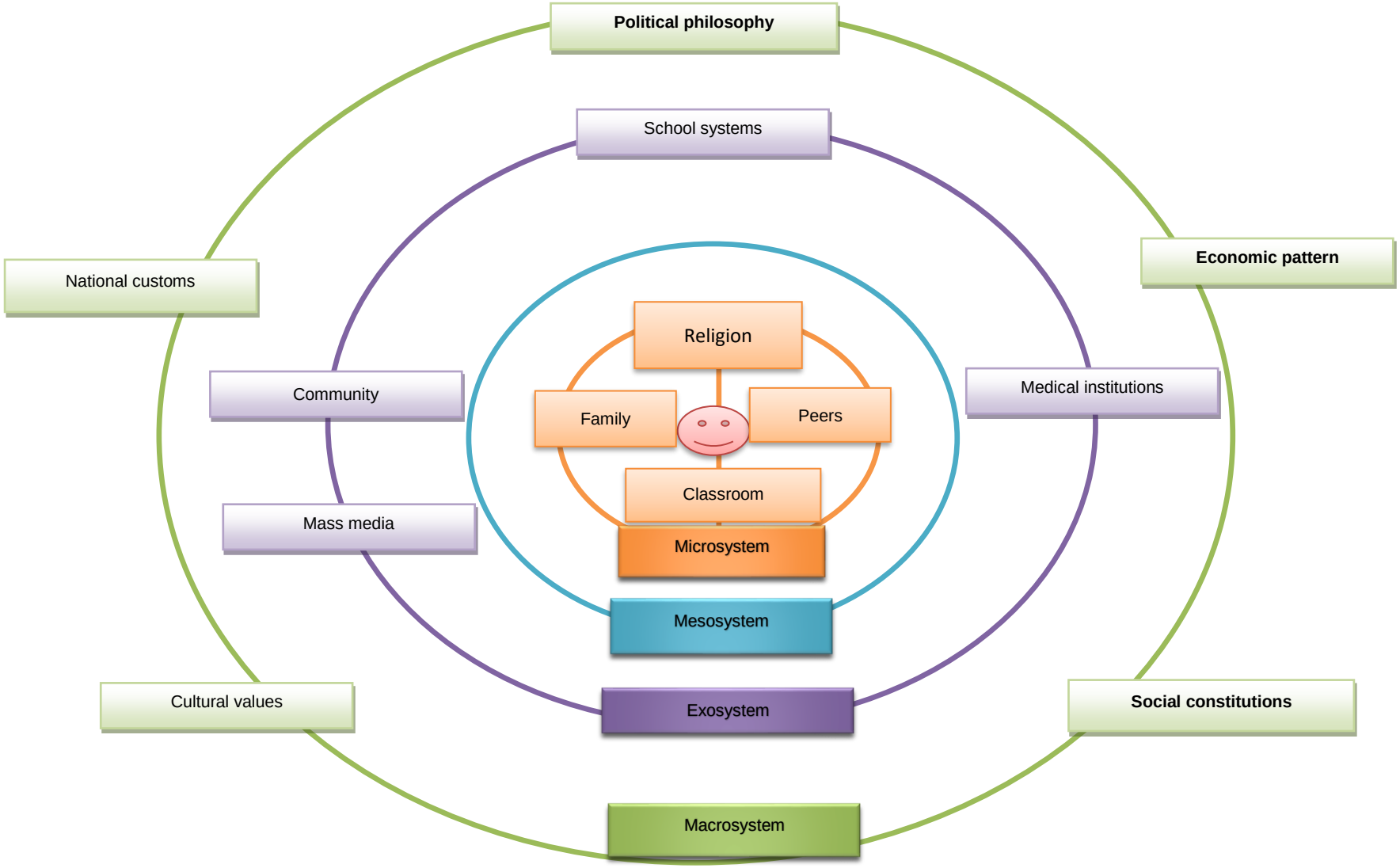


Figure 5.1: Bronfenbrenner's ecological system and the language planning policy

5.6.1.1 The power of the state

When Nelson Mandela became the first democratically elected president in 1994, the new government implemented nine indigenous languages alongside Afrikaans and English as the country's official languages. The South African Constitution (1996) consists of a democratic principle called the separation of powers (Figure 5.2). This means that the power of the state is divided into three sections, namely executive, parliament and judiciary (McConnacchie, Skelton & McConnachie, 2017:17). The executive, comprising the president of South Africa and the members of the cabinet, writes laws and legislation (McConnachie *et al*., 2017:17). The laws and legislation are then submitted to parliament for approval. If there are any disputes over the submitted laws and legislation, the court will resolve the problem (*ibid*.).

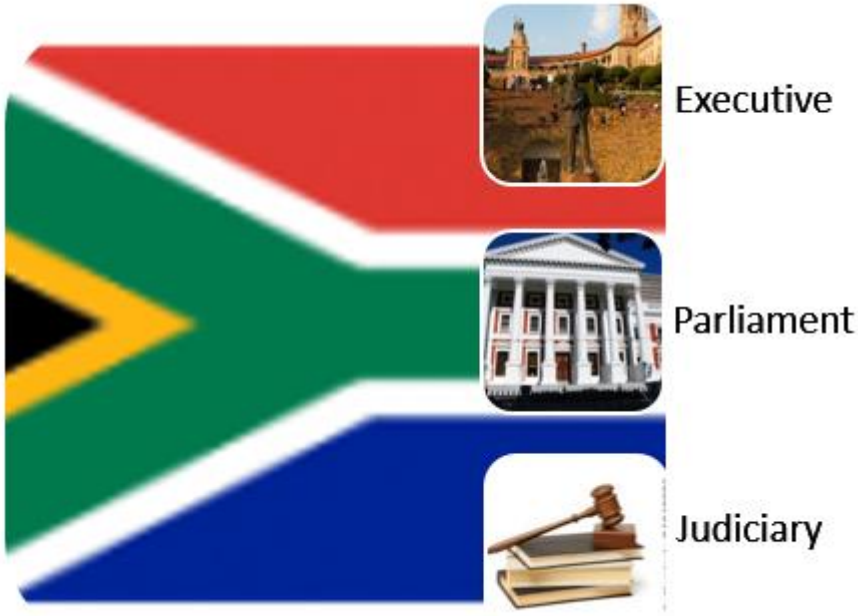


Figure 5.2: Separation of powers in terms of the South African Constitution (adapted from McConnachie* et al*., 2017)

5.6.1.2 Language of learning and teaching

In Section 29(2) of the Constitution (1996), it states that learners have the right to receive a basic education in their HL, "where it is reasonably practicable" (Stein, 2017:206). However, the Constitution does not dictate what schools' LoLT should be. The SGB determines the LoLT of the school, but the LoLT should be one of the 11 official languages, and the FAL must be taught alongside the LoLT as of Grade

1 (DBE, 2011; Stein, 2017). In this, study parents preferred to enrol their children into English-medium schools.

5.6.1.3 Schools in rural areas

There are 23 589 ordinary schools in South Africa. Of these schools, 77% do not have stocked libraries, 86% do not have laboratory facilities, 22% have an unreliable or no water supply, 4% do not have electricity and only 12% have reliable sources of electricity (Draga, 2017:238). The findings of a study by Mohangi, Krog, Stephens and Nel (2016:72) suggest that schools in rural areas are usually poor and disadvantaged, lack basic infrastructure such as sanitation, running water, electricity, roads and other forms of transport, lack of learner and teaching resources, qualified teachers and information communication technologies. These disadvantages play a role in the quality of education that learners receive. In the latest findings of the South Consortium for Monitoring Education Quality (2010) study done in 2007, it was found that 41% of rural Grade 6 learners were functionally illiterate, whereas 13% of Grade 6 learners in urban areas were functionally illiterate. Illiterate learners will struggle to find a job when they leave school. Spaull (2015:37) states that local findings support international findings, which indicate that the quality, duration, and type of education people receive, determines their labour-market prospects.

5.6.2 Exosystem

The exosystem refers to the community in which a person resides. The location of the community will determine the availability of social services such as medical services, and available jobs. People in rural areas are not as privileged as people who live in the city. Communities in rural areas usually do not have access to clean water, electricity or qualified teachers with sufficient resources to assist them in teaching.

5.6.2.1 School systems

The school system or education district offices receive a new curriculum, for example, and it is their duty to interpret and implement it in the schools in their districts. Training is usually either presented as workshops or meetings (Diko, Haupt & Molefe, 2011:20). These meetings assist teachers to implement the new

curriculum into their classrooms. The education district offices around South Africa monitor the schools' progress in completing the subjects' content and the performance of the learners on a quarterly basis (Diko *et al.,* 2011:22).

5.6.2.2 Mass media and social media

Mass media plays an important role in promoting the English language. It seems as if English is everywhere, on television, radios, billboards, in cinemas and popular music (Crystal, 2003:90–104). The internet makes it easier to conduct business nationally and internationally, to stay in touch with family or friends abroad and meeting new people. The younger generation on the other hand enjoys expressing themselves using social media (Figure 5.3).

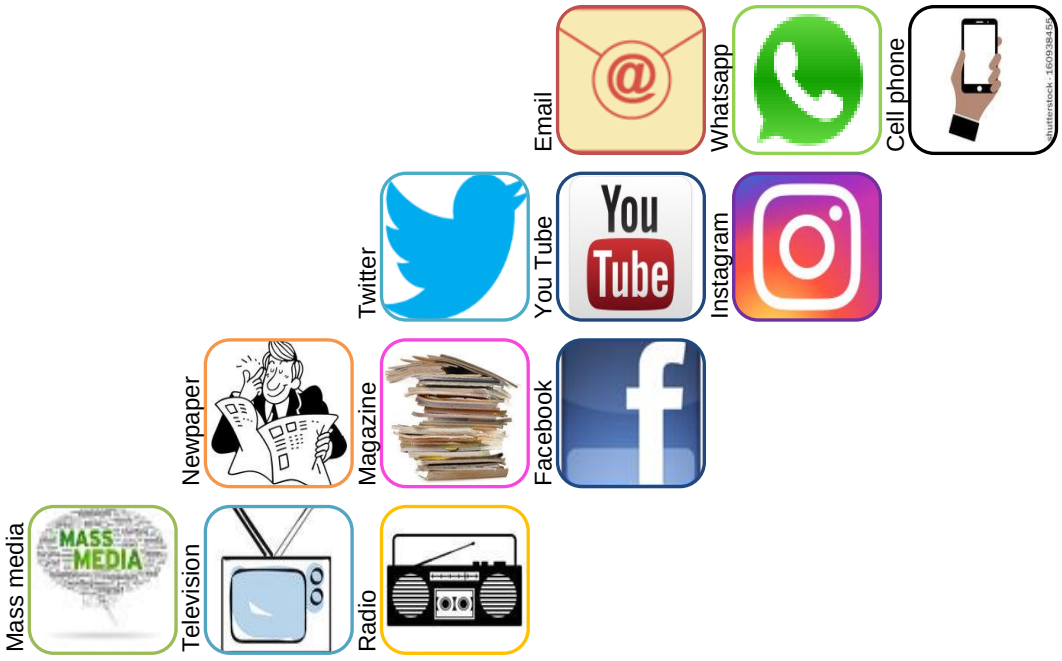


Figure 5.3: Examples of mass media and social media

5.6.3 Mesosystem and microsystem

The mesosystem consists of the interactions between the various parts of an individual's microsystem. The mesosystem is where a person's individual microsystems are interrelated and influence one another. The interactions between these two systems have an indirect impact on the individual.

5.6.3.1 Mesosystem

The mesosystem refers to two or more elements from the microsystem, for example, PB3 who was willing to pay monthly transport fees to allow LB3 to attend an English-medium school in an urban area, instead of in the township where they lived. The indirect impact this had on LB3 was that he was unable to communicate with his grandmother, because he did not know his HL, as he only communicated in English.

5.6.3.2 Microsystem

The microsystem represents the individual's interactions with his family, school, peers and church (Figure 5.4). The parents' perceptions of attending an English-medium school will be the deciding factor when they choose the school the child will attend. The ethos and culture of the school will influence the child's perception of the LoLT, for example English. When the teacher does not embrace the diversity in her classroom, the child could develop the perception that his culture is inferior, embracing the Western culture to fit in better with his peers. When such a child associates more with the Western culture, he might lose connection with his cultural roots. The Grade 3 participants in this study mentioned that they did not understand what the minister was saying when they attended church services in their HL.

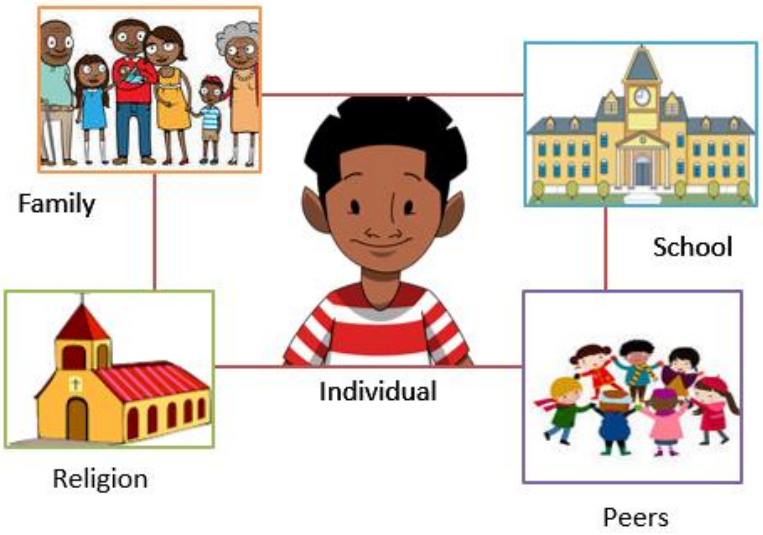


Figure 5.4: The microsystem

5.6.3.3 The individual

The child is at the centre of the ecological system and is influenced directly or indirectly by all the systems (Figure 5.4). The child is born with certain characteristics

such as age, gender and race. These characteristics will have an impact on how the child identifies himself. A young African boy might enjoy attending cultural events, whereas an African teenager might prefer the company of his friends.

5.7 RESPONSE TO THE RESEARCH QUESTIONS

The motivation for this study was the prospect of finding answers to the research questions. It was very important to hear the views of the participating learners in the search for answers on how they construct their linguistic identity in a diverse classroom. In the following section, I first attempt to answer the two secondary questions and afterwards I will answer the primary research question. The answers of the secondary research questions will assist me in answering the primary research question.

5.7.1 Secondary research questions

5.7.1.1 Secondary research question 1

What are the beliefs and feelings of the learners, parents and teachers toward learning in a language other than their HL?

The opinions and feelings people in general have toward learning in a language other than their HL affect their motivation to become proficient in that specific language. When parents value their cultural heritage, they want their children to acquire the knowledge they need to continue the cultural traditions. However, it is not always easy for parents to ensure that their children retain their cultural and linguistic heritage. When parents want the best for their children, this usually means leaving their family and cultural setting behind and moving to the city, where the educational and employment opportunities for children are endless (Taylor & Coetzee, 2013:1).

Some parents tend to enrol their children into English-medium schools because they believe English-medium schools maintain discipline, are known for their high standards and they have ample resources (Evans & Cleghorn, 2014:11). Attending a good school and obtaining good marks will not only assist the learner to enter the labour market, but will also determine his monthly income. As mentioned previously

the lack of a good education is not only detrimental for the learner in the end, but it also affects the economy of South Africa.

Obtaining a good education is not possible for everybody due to the “Four A’s”; availability, accessibility, acceptability and adaptability (Joubert, 2014; McConnachie *et al*., 2017). Availability includes infrastructure, qualified teachers and the necessary resources (Joubert, 2014; McConnachie *et al.*, 2017). Accessibility asks if parents are able to afford transport to and from the school on a monthly basis. On the other hand, will the learner be able to walk to school? *(ibid.)*. The quality of education should be on such a level that not only are the learners getting a good education; the school is able to maintain its high standards *(ibid.)*. Teachers have to be able to adapt their lesson plans, their resources and teaching methods according to the needs of the learners in their classroom.

The CAPS document suggests that teachers use the additive bilingual approach to teaching an FAL (DBE, 2011:8). The challenge is that some learners enter the formal school setting with little or no exposure to English. In De Klerk’s (2000:199) study, she found that indigenous-language parents were under the impression that their children knew their heritage language. Attending a school where the LoLT is the HL will assist the learner in learning an FAL more quickly (Ball, 2010:6). In reality, parents prefer if possible to enrol their child in an English-medium crèche. There are advantages and disadvantages. The advantage is the child will not struggle in an ELoLT school, making the teachers’ work easier, because they know the learners do understand and can relate to the content that is taught. The disadvantage is that not all parents are able to assist their children with their homework because of their lack of proficiency in English.

Most of the Grade 3 participants in my study lived in an urban area. These learners were constantly exposed to English at home or in their community. These learners attended a school where all four A’s were present. This specific school had electricity, running water, classrooms filled with furniture, qualified teachers and the requisite learning resources. The participating parents were able to afford school transport fees. This specific school was known for its high standards because the teachers were willing to go the extra mile in assisting the learners with extra lessons in mathematics, Afrikaans and English after school. Most learners would not find it

strange to attend an English-medium school if they had been exposed to English from a pre-primary stage.

Summary of the responses from the participants

Learners' beliefs and feelings

It was established by the research results that the Grade 3 learners had positive experiences of attending an English-medium school. During the various activities the Grade 3s participated in, they mentioned that attending an English school made them feel normal or fine. The Grade 3 participants added that they would not prefer to attend a school where the medium of instruction was the same as their HL. The reasons the participants gave reflected their lack of vocabulary in their HL.

Parents' beliefs and feelings

Internationally, nationally and regionally, parents want their children to receive an education in English (Gorter *et al*., 2013:3). The parents consider English the global language. The parents in the study (PB1 and PB3) believed that being proficient in English assisted young people to enter the competitive labour market and would enable the learners to attend tertiary institutions abroad, as mentioned by PA3 (Hunter, 2015:45). PA1 and PA2 said that English economic, technology and science terminology was recognised globally and their children would therefore not struggle in their future studies. PA1 said that English was the global language, which allowed people to have the upper hand wherever they went. In this statement, PA1 expressed a desire for his children to be proficient in English, but at the same time, he called them "cocolites" because they were unable to understand their own HL. PDB2 was concerned that LB2 would lose his connection with his cultural roots; whereas PMB2 would have made sure LB2 was proficient in English whether he attended an HL school or an English-medium school. PB3 revealed that the quality of education and discipline at an English-medium school is better than what she had experienced as a child.

Teachers' beliefs and feelings

The participating teachers mentioned the learner gained another language that was internationally recognised. The challenge was to assist these learners to become proficient in English, a language that might be their third or fourth language. Another challenge the teachers faced daily was that some parents were unable to assist their children with their homework, as some parents were not proficient in English, as mentioned by TB. TB said that learners who attended a school where their HL was the same as the school's LoLT did not understand what a privilege it was. They did not experience the academic and emotional struggles faced by other learners whose HL was not the same as the school's LoLT.

Both teachers agreed that the learners who attend a school where the LoLT was not the same as their HL were at a disadvantage. These learners tended to struggle with the work, which influenced the pace lessons were presented. Lessons had to be adapted to accommodate all the learners and the work rate decreased.

5.7.1.2 Secondary research question 2

What factors, if any, influence a young learner's language learning?

Numerous factors influence a young learner's language learning. Figure 5.1 gives a visual representation of the various factors that influence language learning, namely the learners' environment, their school setting, the teachers' attitudes toward teaching in a culturally diverse classroom, their parents' attitudes toward their attending an ELoLT school and lastly their friends.

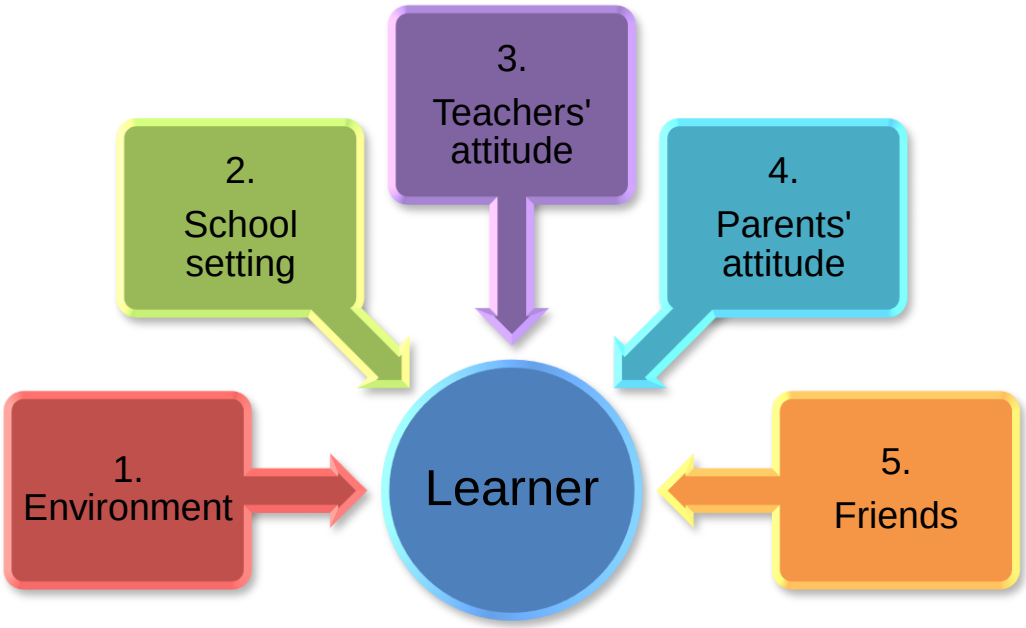


Figure 5.5: Factors that influence young learners' language learning

Environment

The environment one lives in plays a very important role in learning a language. If the rural community frowns upon African learners' attending an English-medium school, they may consider the parents and the learners' traitors to their cultural heritage (De Klerk, 2000:202). LB2's grandmother disliked her grandchild's attending an English-medium school, because LB2 thought he was superior and did not need to know his HL. This attitude makes it difficult not only for the learners, but for the parents as well, because the learners might struggle to fit into the community. PMB2 said, because LB2 did not get enough exposure to Zulu, he only communicated in English. Living in an urban area makes it easier to learn English, as the learner gets more exposure to English and has more opportunities to communicate in English, which would not be the case in rural areas.

School setting

The ethos, culture and character of a school largely determine how learners' language identities are constructed and actualised (Hoadley *et al.,* 2010:1). The learners in the study were allowed to use their HL on the playground, but they did not because their friends were mostly English-speaking. The learners used English to communicate with everybody at school, because the school was culturally very

diverse. The school had an abundance of resources available, including two libraries and two computer centres, whereas schools in informal settlements and rural areas are less fortunate. PA1 said that HL-dominated schools in informal settlements and rural areas lacked the necessary infrastructure.

Teachers' attitude

The teachers' beliefs about teaching in a culturally rich classroom setting played a very important role in their "instructional judgements and action" (Gay, 2010:143). Gay (2010:145) believes that some prospective teachers actually do not think about their attitudes and beliefs toward teaching in ethnic, culturally and racially diverse classrooms, and that they do not realise that they are creating a wall between them and their learners. The wall affects access to and the quality of learning opportunities, because other learners could have learnt from different ethnic groups (*ibid.*). When the learners feel and know their culture is acknowledged and embraced by their teacher, they will feel valued and try to do their best. For example, TB knew a few phrases in the home languages of the culturally diverse learners in her classroom.

Parents' attitude

There are various reasons why parents tend to enrol their children in English-medium schools. The participating parents in this study said they enrolled their children in an English-medium school because they had struggled with English during their own school years. The parents' perceptions of their child's attendance at an ELoLT school and the language preference of the child influenced the family's HL; for example, LB3 refused to use his HL and only communicated in English.

It is a challenge for any parent to select a school for their children; parents want the best for the children and want them to be able to enter the labour market with confidence. Factors parents take into consideration when selecting a school, according to Evans and Cleghorn (2014:11-13), include the location of the school, the reputation of the school and lastly the LoLT of the school. There is a new generation of young parents who wish to retain their HL but not at the expense of their children becoming proficient in English (Evans & Cleghorn, 2014:14).

Friends

The learners in TA's classroom often did not want to participate in class discussions because they were afraid their friends might tease them (Duff, 2002:312). TB tried to assist the learners in her classroom or they asked their friends to help them. The area where one lives influences one's proficiency in English, as mentioned earlier. In urban areas, people usually communicate in English to understand each other, whereas in informal settlements people use the communication language (a mixed variety of languages). LA3 said that English allowed him to make friends. If most of a learner's friends spoke English, he had to be proficient in English to build and maintain friendships.

5.7.2 Primary research question

How do Grade 3 learners construct their language identity?

Phatudi (2013:12) points out that language identity relates to how much the specific language is valued and whether the language is used beyond a person's social circle in the academic field. This was not the situation in South Africa during the apartheid era. The two official languages were English and Afrikaans (Hunter, 2015:48). In 1990, before the first democratic election, schools were opened to all races (De Klerk, 2000:199). After the apartheid era ended, South Africa held its first democratic election on 27 April 1994 and nine indigenous languages were recognised as official languages. Even though South Africa now has 11 official languages, English is the considered to be the language of power (Norton & Toohey, 2011:424). Because English is considered the language of power. Hoadley *et al*. (2010:2) note that parents prefer to enrol their children in English-medium schools, where their HL is not offered.

Figure 5.1 is a visual representation of Bronfenbrenner's ecological system combined with what the LPP involves. The figure not only indicates the factors that play a role in a young learner's ability to learn a language but also shows how an LPP can influence a person's choice in selecting a school. The participating parents were aware that English is a language with prestige. The parents who participated in the study made it clear that they preferred their children to attend an English-

medium school instead of an HL school. The following section will explain how Grade 3 learners construct their language identity.

The young individual

Maslow (in Gonzales-DeHass & Williams, 2012:311) describes what a person needs to achieve their goals. Figure 5.6 is a representation of Maslow's humanistic motivational theory.

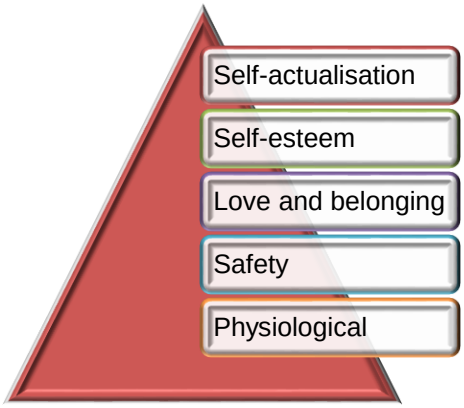


Figure 5.6: Maslow's humanistic motivational theory (adapted from Schulz & Schultz, 2009:303)

Maslow believed when people's needs are met at one level, they would be able to move on to the next section. Schultz and Schultz (2009:304) note that the lower the need is on the hierarchy, "the greater are its strength, potency, and priority". The higher needs are considered "weaker needs" (Schultz & Schultz, 2009:304) The first-level needs are physiological, referring to necessities people require to survive, such as food, water, oxygen and sleep (Gonzales-DeHass & Williams, 2012:311). The second level needs pertain to safety, security, stability, and being free from fear (Gonzales-DeHass & Williams, 2012:311). The third level entails individuals' need to belong and get the sense that they are loved (Schulz & Schultz, 2009:306). In terms of self-esteem, people require approval and respect from themselves, in the form of feeling self-worthy, and from other people "in the form of status, recognition, or social status" (Schulz & Schultz, 2009:306). Satisfying the need for self-esteem allows people to feel more confident about their strength, worth, and capabilities, helping them to become more competent and productive in all aspects of their life (*ibid*.). The self-actualisation need refers to the "drive toward growth and development in relation to self-fulfilment of their potential, capabilities and talents"

(Gonzales-DeHass & Williams, 2012:311). Schultz and Schultz (2009:307) describe self-actualisation as “the fullest development of the self”. In this study, the participating parents believed that their children would be able to reach their self-actualisation need by being competent in the English language. Maslow’s humanistic motivational theory can be related to the microsystem from Bronfenbrenner’s ecological system.

The participating parents’ beliefs and feelings regarding their children’s attending an English-medium school would only be possible if all the needs of Maslow’s humanistic theory were met. The participating parents mentioned that their children were in an English-medium school to assist them to study abroad and enter the labour market. In other words, the parents wanted to offer their children the chance to develop their potential, capabilities and talents and use them in their future endeavours.

The Grade 3 participants mentioned that they felt normal or fine about attending an English-medium school and that they would have struggled if they attended an HL school. They would have a low self-esteem if they attended an HL school, and because they struggled to understand what was said in the HL, they were unable to read or write in their HL. These Grade 3 participating learners experienced a sense of belonging in an English-medium school because it enabled them to make friends, as mentioned by LA3.

Constructing a language identity

Figure 4.4 (page 111) indicates that there is a connection between language, culture and identity. Culture no longer refers to how people live, but the choices they make from the global supermarket (Mathews, 2012:299). However, the choices people make are not entirely up to them. Their choices are usually “personally agonizing and also in large part preordained by their underlying cultural shaping” (Mathews, 2012:307). People tend to select aspects from their culture and the global culture that surrounds them, as it suits their “personal environments, desires and characteristics” *(ibid.)*. Even though “South Africa has 11 official languages, English is the language of” political and economic liberation (Evans & Cleghorn, 2014:4).

Because of the close connection between language and culture, the choices people make usually have consequences, such as being unable to communicate with grandparents or ancestors (De Klerk, 2000:202). PDB2 was concerned that LB2 would lose his connection to his cultural roots. Before the interview, PDB2 and PMB2 had not thought about the consequences of attending an English-medium school for their children. When attending a school where the LoLT differs from the HL, children have to learn the appropriate linguistic habits, adopting social and psychological changes in their beliefs, attitudes, values and other behavioural patterns (De Klerk, 2000:200).

Most of the participating Grade 3 learners had attended English pre-schools. The Grade 3 learners had therefore been exposed to English before entering Grade 1. Learning does not happen in isolation. The environment, school setting and the attitudes of teachers, parents and friends influenced how they constructed their linguistic identity. Most of the Grade 3 participants lived in urban areas, where they were constantly exposed to the English language through the mass media. The school where the study was conducted was an English-medium school, with a vast variety of resources, high standards and good discipline. The teachers are encouraged to assist the learners after school with their mathematics, Afrikaans and English. Most of the participating parents mentioned that they chose to enrol their child in an English-medium school because then they would then not struggle with science and technology in high school, they would be able to study abroad, and they would be able to enter the labour market. The participating Grade 3 learners' friends at school were mostly proficient in English. In the framework of Maslow's hierarchy, these Grade 3 learners were privileged enough to attend a school with a good infrastructure. They had a sense of safety as there were cameras around the school and a social worker was available when needed. The six Grade 3 learners knew they were loved and belonged. Two participants, LA1 and LA3, said they felt normal attending an English-medium school. Two Grade 3 participants said they felt fine about being in an English-medium school. LB3 said that it feels good being able to speak English, as he is able to make new friends. This sense of belonging boosted the learners' self-esteem, which motivated them to do their best in a school where the LoLT differed from their HL.

The focus of the study was on the learners' own voices. The participating Grade 3 learners mentioned that they used English at school and their HL at home, except when they were doing homework. The participating Grade 3 learners' language constructed their language identity through assimilation because they did not use their HL as much as they used the English language.

5.8 LIMITATIONS OF THE STUDY

When conducting research, one always stumbles upon a few situations that were not taken into consideration during the planning phase. Limitations indicate conditions that acknowledge the limited and uncertain nature of any research (Rossman & Rallis, 2012:208). Limitations in a study specify the weaknesses of a researcher's study, thereby encouraging the reader to review the study while keeping the limitations in mind (Rossman & Rallis, 2012:208).

5.8.1 One school

This study was conducted at one school situated in an urban area east of Gauteng. This particular school received sufficient financial support from the community, which gave it access to resources that other public schools lacked. This financial support was definitely visible. Because the school received financial support from the community, it had a standard to uphold. The ethos and culture of the school definitely played a role in how the learners identified themselves in their surroundings. The learners whose HL differed from the LoLT did not even use their HL on the playground. It is debatable whether research findings would have been the same if this study had been conducted at an English-medium school that did not receive financial support from the community**.**

5.8.2 Six Grade 3 boys

There were 15 possible participants collectively in the two classrooms who met the criteria in April 2016, of which only four were female. Girls are usually considered more social than boys. However, none of the four Grade 3 female learners' parents gave their consent for their children to take part in the research, and the study participants therefore consisted of six boys. I believe the findings would have been

more interesting if the participants had been three male Grade 3 learners and three female Grade 3 learners.

5.9 RECOMMENDATIONS

The following recommendations are not only useful to teachers teaching at English-medium schools, but also to fellow researchers who are interested in this research field.

5.9.1 Recommendations for teachers

Teaching at an English-medium school does not mean that all the learners are proficient in English. The participating parents said they had enrolled their children in an English-medium school to assist them with studying science and technology, entering the labour market, and being able to study abroad. Other determining factors were the availability of resources and level of discipline the school maintained. Teachers have to plan their lessons according to the various needs of the learners in her classroom. The classroom setting should be a safe haven for the learners and they should acquire a sense of belonging.

Lesson plan suggestions

Before formal learning can take place, the teacher should assess the learners' current knowledge and experience for the academic contact. This is usually done by doing a baseline assessment at the beginning of the first term. The results of the baseline assessments will assist the teachers with identifying problem areas they should address during the course of the year and to plan their lessons accordingly. Pritchard (2014:34–35) gives general guidelines when planning lessons. Firstly, the lesson plans should have a clear focus and aim, with clear learning objectives. This would be helpful when presenting the lesson, and assist the teacher to obtain resources such as posters of the theme. Teaching learners whose HL differs from the LoLT might require more resources to clarify the concept that is being taught. Secondly, the teacher should try to base the lesson on the learners' previous knowledge. This means the teacher has to know something of the learners' cultures. Thirdly, lessons should be set in an appropriate context. Learning is more meaningful when the content is placed in a setting the learners can identify with.

Teachers should not only focus on the Western culture or contexts, they should use the culturally diverse richness in their classrooms to their advantage. Teachers should encourage learners to interact with each other about the theme; sometimes they understand something better when explained by a friend, especially when their HL differs from the LoLT. Lastly, the lesson should be planned in such a way that it meets the teacher's main aim, namely to move to learners' learning to the next level.

The classroom setting

Teachers should encourage learners with appropriate guidance to find things out for themselves. When doing an activity, teachers should encourage the learners to think about what they would like to do and to put the methods and approaches into words, which the learners will be able to use during the course of their activity. When the learners have completed the activity, the teacher should give the learners time to relate newly required knowledge to their own lives (Silver, 2011; Pritchard, 2014).

Norton and Toohey (2011:437) note that because all language learners around the world have "the right to speak and be heard, their identities and investments" in learning other languages "will continue and generate exciting and innovative research". In the next section, I give recommendations to assist fellow researchers to "continue to generate exciting and innovative research" (Norton & Toohey, 2011:473) about how Grade 3 learners construct their language identity in rural areas and informal settlements.

5.9.2 Recommendations for future studies

Studies on how learners construct their linguistic identity in a culturally diverse classroom usually focus on older learners and immigrants. The following suggestions correlate with the limitations of my study. Research should be conducted at schools in various areas to find the similarities and differences between what learners, and their parents and teachers, believe and feel about learning in a language other than their HL. Additional case studies similar to this study could be done to strengthen, prove or disprove its findings (Rule & John, 2011:98). This will give the learners in rural areas and informal settlements and possibly Grade 3 girls the chance to get their voices heard about their feelings and beliefs toward the language in which they are currently receiving their education.

5.10 CONCLUDING REMARKS

Because South Africa is culturally very diverse, the language issue in South Africa remains complex and dynamic and is sometimes abused and skewed by politicians to gain more support from voters. Politicians, as seen in Bronfenbrenner's ecological system, are in charge of finding solutions based on academic and practice based findings. This suggests that instead of developing an LPP from top to bottom, the LPP should be developed from the bottom to the top. This will be challenging and cause conflict not only at school level but at tertiary level as well.

The analysis of the data and the literature reviewed in Chapter 2 were compared. The comparison highlighted the areas where the literature supports or contradicts the findings and revealed the silences in the literature. The literature and findings in this study confirm that parents prefer to enrol their children in an English-medium school even though English is not considered their HL. Furthermore, some of the literature corroborated the findings of the study that parents were asked to expose their children to the English language from an early age. The data along with the literature emphasise that English is the language of power and that those who are proficient in English will be able to secure a job not only nationally, but internationally as well. The research findings found that most Grade 3 learners preferred attending an English-medium school and that they would not be happy if they were in a school where the LoLT was the same as their HL. The literature was silent about the fact that the parents were unaware that learning another language involved learning the appropriate linguistic habits.

This study exposed the reality that not all the parents took in consideration the impact of enrolling their children into an English-medium school and the effect that the lack of exposure to their cultural heritage and HL would have on their children's identities. The literature and the findings in this study confirm that Grade 3 learners who attend an English-medium school in an urban area construct their language identity through assimilation. Globally, English dominates all aspects of progressive developments; especially in technology, it is causing a gradual erosion of diverse cultural identities, languages and religions as people strive to survive in the 21st century and beyond.

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