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Perceptions toward effective teaching strategies in Afrikaans First Additional Language Classrooms

by

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Abstract

The aim of this study is to establish the different perceptions that both teachers and learners of Afrikaans First Additional Language (FAL) hold towards the different teaching strategies and their effectiveness in the language learning process of Afrikaans FAL in a high school setting. The sample group of this study come from various linguistic and cultural backgrounds, yet are learning Afrikaans in the same context, where the expectation is that they will possess near-native fluency by the time they matriculate from the South African school system. In this study, a secondary aim was to evaluate teaching strategies based on to the perceptions of both the teachers and learners at one high school, looking in particular at the phenomenon of codeswitching (CS) as an alternative or complementary approach to the monolingual approach that has dominated the education sphere.

The study was conducted at a single-sex English-medium high school in Pretoria among the Grade 8 to 11 learners and all the teachers of Afrikaans FAL at this high school. Pretoria, in the Tshwane municipal district, is a large city in South Africa, where Afrikaans is one of the eleven official languages of South Africa and the second most spoken language in Pretoria (after Sepedi).

A mixed methodology approach was employed, using Likert-type-type scale questionnaires to collect descriptive data for the quantitative part of the research and open-ended questions, as well as focus group interviews, for the qualitative part of the research. The framework used to frame this study was that of Social Constructivism, as conceived by Vygotsky (1978).

The conclusion reached at the end of the end of the study, after all the findings were studied and analysed, was that both teacher and learner groups prefer the bilingual approach, where the target language (TL) is used as far as possible, but where there is allowance for CS by the teacher, especially when explaining something, and by the learners, if they do not yet possess the necessary vocabulary to ask or answer something in the Target Language. The helpfulness of Codeswitching in terms of the learning of a First Additional Language was also clearly illustrated by the findings in this study.

Declaration

By submitting this dissertation, I, Melissa Rust, hereby declare that the entirety of the work contained therein is my own and that I have not previously in its entirety or in part submitted it for obtaining a degree at another university. Where other sources of information have been used, they have been acknowledged and referenced in accordance with university requirements.

I understand what plagiarism is and am aware of university policy and implications in this regard.

Melissa Rust
January 2023

Ethics statement

The author, whose name appears on the title page of this dissertation, has obtained, for the research described in this work, the applicable research ethics approval.

The author declares that he/she has observed the ethical standards required in terms of the University of Pretoria's Code of ethics for researchers and the Policy guidelines for responsible research.

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Transcription Key

Transcription conventions for the examples from the data for this study only

T1-T6: Speaker code for participants 1-6 (teachers).

I: Speaker code for interviewer.

P1-8: Speaker code for participants 1-8 (learners).

[xxx] Inaudible or indicates an unintelligible (part of an) utterance.

[…s] Indicates the omission of non-relevant utterances to the current

discussion.

[text] Indicates a complete overlap of two speaker utterances and turns.

[…] Indicates incomplete utterance when occurring at the end of the

utterance / indicates sentence fragment when occurring at the start of

an utterance.

. / ? / ! Indicates the end of an utterance.

… Shows the position where the speaker pauses and/or

reformulates.

( ) Used within in the text to add what could be seen as a possible

transcription for an unintelligible phrase.

Italics and **bold** are used within the text to highlight sections that the researcher wishes
to emphasise

Abbreviations

AFR	Afrikaans
ALM	Audiolingual Method
BA HED	Bachelor of Arts Higher Education Diploma
BICS	Basic Interpersonal Communication Skills
Bloem.	Bloemfontein
CALP	Cognitive Academic Language Proficiency
CAPS	Curriculum Assessment Policy Statements
CC	Communicative Competency
CLIL	Content and Language Integrated Learning
CLL	Community Language Learning
CPH	Critical Period Hypothesis
CS	Codeswitching
CT	Cape Town
DMIS	Developmental Model for Intercultural Sensitivity
ENG	English
FAL	First Additional Language
FL	First Language
FLA	First Language Acquisition
FRN	French

GER	German
I	Interviewer
JHB	Johannesburg
L1	Language 1 (Mother Tongue)
L2	Language 2 (Language being learned)
LAD	Language Acquisition Device
LF	Lingua Franca
LiEP	Language in Education Policy
LoLT	Language of Learning and Teaching
LPMI	Language Policy for Medium of Instruction
MT	Mother Tongue
N/A	No Answer or Not Applicable
Ndeb.	Ndebele
NW	North West
PGCE	Postgraduate Certificate in Education
P1 – P66	Participant 1 to participant 66
Port.	Portuguese
RQ	Research Question
RUS	Russian
SEP	Sepedi
SL	Second Language

SLA	Second Language Acquisition
T1 – T8	Teacher 1 to Teacher 8
TL	Target Language (Language being learned)
TLA	Translanguaging
TPR	Total Physical Response
TSO	Tsonga
TSW	Tswana
UG	Universal Grammar
XHO	Xhosa
ZPD	Zone of Proximal Development

Chapter 1

Introduction

1.1 Introduction

This section will, firstly, provide a brief summary of what the dissertation is about, while, secondly, outlining the research background on which the study is based. The aim of the research outlined in this study is to investigate the perceptions of teachers and learners regarding the use of different teaching strategies in the instruction of Afrikaans as a first additional Language (FAL). This study is situated in one Pretoria-based single sex high school with male learners, where multilingual learners with a variety of mother tongues or first languages (L1) learn Afrikaans as a second or additional language (L2) in a formal context. This research will be framed according to a constructivist perspective, specifically, the Vygotskyan constructivist framework within the second language acquisition perspective (SLA) and specifically in terms of Van Lier's Model (in Carstens, 2016) for Codeswitching. Data will be collected by means of a mixed methodology with two sources of data being collected including (i) open-ended questionnaires, which will be analysed quantitatively and qualitatively, (ii) focus group discussions and semi-structured interviews. This study aims to focus on the use (and non-use) of Codeswitching (henceforth referred to as CS) as a teaching strategy.

The study of CS has been approached from many different positions and has provided knowledge in terms of phonological, morphological, grammatical and societal perspectives on the phenomenon (Arnfast and Jorgensen, 2003). Globally, CS is a common strategy used by teachers to instruct learners in bilingual and multilingual contexts. The work of Auerbach (1993) and Poplack (1980) outlines various functions of CS in the empowerment of learners, while scholars such as Romaine (1989) describe bilingual and multilingual speakers' ability to express themselves in two languages. With a specific relevance to this study, the work on CS has outlined how the incorporation of CS as a teaching strategy can serve as an educational resource to help learners acquire proficiency in a second language (Setati, 1998).

The rationale, firstly, for exploring CS in this study, focusses on the discrepancy in the educational sphere in South Africa between the various expectations, practices and aims amongst learners, teachers and the curriculum (including the manner in which the FAL should be taught/approached) (Strauss 2016; Songxaba, Coetzer, and Molepo, 2017; Mati, 2004), despite the global, theoretical and practical reporting available on the effective use of CS in education.

Secondly, only a few scholars have investigated the use of CS as an aid in teaching and learning *Afrikaans*. Studies, which have specifically focussed on CS in the teaching of Afrikaans, include those of Rose (2006), Rose and van Dulm (2006) and Stone (1995), who evaluated English-Afrikaans CS in Western Cape classrooms and CS in sociolinguistic codes of an Afrikaans-speaking community, respectively. Two relatively recent studies by Uys (2010) and Strauss (2016) respectively looked at CS at schools in the Northern Cape, while the latest study done by Songxaba *et al.* (2017) focusses on Xhosa-Afrikaans CS in the Eastern Cape. Kieswetter (1995) conducted research on CS in Johannesburg, but overall there seems to be a dearth of studies done on the perception of the use of CS in the Afrikaans FAL formal educational context as well as in Gauteng and specifically in Pretoria. Other studies have also looked at Afrikaans CS from a grammatical and socio-pragmatic use (Nel, 2012), but not from a constructivist perspective as this study intends to do.

Thirdly, while teachers and learners use CS in real-life situations, this is not necessarily the case in the formal education context and classroom. Songxaba *et al.* (2017) outlines that the use of CS is technically forbidden by what the authors classify as "pre-1994 purist language policies". These policies, according to their analysis, maintain that only the Target Language (henceforth referred to as TL) should be used in the language classroom.

The South African Language in Education Policy (LiEP) document of July 1997, states that it

> recognises that cultural diversity is a valuable national asset and hence is tasked, amongst other things, to promote multilingualism, the development of the official languages, and respect for all languages used in the country.

Whilst this document outlines that the Department of Education gives all eleven South African languages equal status; however, Kamwangamalu (1989), Songxaba *et al.* (2017) as well as Prah (2006) outline that the mind-sets of many parents and teachers are still bound by the purist position on language teaching. As such, all three research perspectives argue that CS is regarded as 'language pollution', believing that CS leads to linguistic decay, not only in the 1980s but also in the current linguistic and educational landscape.

Fourthly, one defining feature of the South African education context is that learners from various linguistic backgrounds are often intermingled in single classrooms. Mati (2004) as well as Mhlawuli (2002 in Songxaba *et al.*, 2017), amongst others, appeal the purist stance in L2 teaching, as monolingual L2 teaching poses comprehension challenges to non-mother tongue speakers of the target language (MacCabe 2013; Songxaba 2016). This appeal is specifically important as it focuses on the abovementioned multilingual nature of South African classrooms. Furthermore and despite the abovementioned appeals, Brooks (1964), Sterne (1992) and Howatt (1984) cited in Cook (2001) outline that the monolingual approach is still favoured and relied upon amongst teachers, despite research outlining that the inclusion of the L1 at strategic points in the teaching process actually serves to reinforce the learning process and to create a more cohesive learning experience for the learners (Arnfast and Jorgensen, 2003; Butzkamm, 2003; Cook, 2001; Macaro, 2001). Whilst this study aims to evaluate if the monolingual approach is still favoured or not in the perception of teachers with regard to the use of CS in the classroom, it also aims to evaluate the perceptions of the multicultural and multilingual learners in terms of the language exposure which occurs in their learning environments, as these learners are affected by the aforementioned policies and practices.

The following section will provide a more focused rationale for why the study is being conducted.

1.2 Research background

The researcher is a full-time teacher of Afrikaans FAL to Grade 9, 10 and 11 pupils (aged between 14 and 18) at the high school; a school with a diverse learner population. The researcher has been working at this institution for 11 years. Over the years, it has become clear to the researcher that learners struggle less and fare much better in a language classroom when the TL is interspersed with the Lingua Franca[1] (LF), especially when giving important instructions or explanations. The examination of the perceptions of the inclusion of different Languages of Learning and Teaching (LoLTs) in a single classroom, thus plays a vital role in the theoretical and practical perspectives on how multilingual language education is affected.

This topic has come under discussion more than once during the departmental meetings of the Afrikaans department at the high school. Some teachers argue that teaching should be done purely in the language being learned – the TL – (in this case, Afrikaans) and others, like the researcher, say that allowance should be made for important instructions and/or explanations to be given in English, which is the language of instruction or the Language of Learning and Teaching (LoLT) at the school as well as the mother tongue (MT) or L1 and/or the LF for the majority of the learners. As mentioned above, both applications mentioned here are rooted in theory and research conducted, but needs to be evaluated practically in an under-researched language and geographical area.

In the next section, the researcher will outline the problem statement, research questions, methodology as well as the theoretical framework followed by the outline of the chapter layout and a list of important terms.

1.3 Problem statement

Due to the four main points outlined in the first section, namely (i) the discrepancy between theory and practice in the South African education context regarding the use of CS, (ii) the dearth of CS research in Afrikaans FAL education and the geographical

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[1]Lingua franca is a way of referring to communication between speakers with different first languages (Seidlhofer, 2015)

area, specifically Tshwane and Pretoria (iii) the possible negative perceptions already outlined in other research with regards to CS as a teaching approach and strategy and (iv) the multicultural and multilingual backgrounds of learners intermingled in a single classroom, the researcher sets out to evaluate the perceptions towards the different teaching approaches and strategies employed in specific Afrikaans FAL classrooms and assessments in one high school for male learners from both teacher- and learner perspectives. The specific primary and secondary research questions are outlined in the section below.

1.4 Research questions

The primary research question asks:

What are the perceptions of teachers and learners towards effective teaching strategies in the Afrikaans FAL classroom?

The following secondary research questions are formulated to aid in answering the main research question:

1. What are the perceptions on the helpfulness of different teaching strategies in additional language learning and why?
2. What are the perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning and why?
3. What are the perceptions on the use of CS in different aspects of the module in additional language learning and why?
4. What are the perceptions about the purity of language use in terms of CS in additional language learning and why?
5. What are the perceptions regarding different levels of proficiency in CS in additional language learning and why?
6. What are the perceptions of Afrikaans as a language by its speakers that may influence CS practice in additional language learning and why?
7. What are the perceptions about the inclusion of language and culture in the use of CS in additional language learning and why?

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The following section will outline a brief description of the methodology which will be used in this dissertation, but which will be discussed in more detail in chapter three.

1.5 Methodology

The chosen methodology used for this study is of a mixed nature. This methodology, firstly included a qualitative design, which framed the creation of a novel questionnaire- and interview schedule to be used during focus group discussions. Secondly data collected by these schedules were analysed both quantitatively and qualitatively, respectively. The qualitative design of the schedules includes a thematic analysis which is based on a thorough literature review conducted on the theoretical and practical aspects of CS. This thematic analysis forms the basis of the formulation of the research questions of the study as well as the design of the questionnaire- and interview schedules. The schedules were to collect data, were analysed both quantitatively and qualitatively in terms of different themes (cf. section 1.4 above) evaluated in terms of different Likert-type scales.

The following section will provide details on the research design, the data collection instruments, the participants as well as the research location and time.

1.6 Research Design

A research design, according to Kothari (2004, in Strauss 2016), refers to the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. To this aim, this study has adopted a qualitative, ethnographic approach in order to gather all relevant information pertaining to the perceptions held by learners and teachers alike regarding the use of CS in an Afrikaans FAL classroom.

The research done by Myers-Scotton (1993) and Strauss (2016), who made use of the ethnographic, qualitative approach as a base for their CS research, has been used to inform this study. The use of the abovementioned tools to gather information from

the participants of this study will provide a clear view on the perceptions toward the use of possible effective teaching strategies in the Afrikaans FAL classroom.

1.6.1 Data collection instruments

Data was collected by open-ended qualitative questionnaires and semi-structured interviews. The questionnaires were given to Grade 8, 9, 10 and 11 Afrikaans FAL learners and all Afrikaans FAL teachers at the school. All the FAL teachers were invited to take part in the interviews. Two focus group discussions made up of learners from Grades 8 and 11 also took place.

1.6.2 Participants

The participants form two groups. The first group includes eight Afrikaans FAL teachers who teach at the school. The second group includes adolescent Grade 8, 9, 10 and 11 male learners (approximately 100 participants) from the high school that were invited to complete the questionnaires. Only 66 respondents chose to participate in the study. The aim was to conduct in-depth interviews with focus groups for each grade, consisting of about four learners each, representative of the diverse learner population at the high school and in South Africa. However, of the four groups, successful interviews were possible with only the Grade 8 and 11 groups, since it was difficult to arrange a suitable time for the other two groups. In-depth interviews with Afrikaans FAL teachers from the school were conducted to provide a practical view of the perceptions on teaching strategies outlined in the research question.

As the focus of the present study is aimed at perceptions of learners from various multicultural and multilingual backgrounds, as well as the teachers of Afrikaans FAL, the selection of participants would theoretically want to represent as large a sample of the diverse learner population in the school, as well as in South Africa, as possible; please note due to the limitations of the study this representativeness cannot be generalised to the larger diverse population. Conclusions will be drawn in terms of the generalisations that this single case study may hold for future research.

1.6.3 Research location and time

Pretoria was chosen as the site for this research study, due to its metropolis-like status where a number of different cultures, ethnicities and languages converge. It is still largely Afrikaans, but with the high school being an English-medium school and also one with three boarding houses, it attracts learners from all over – thus providing a rich sample for the projected aim of this research project.

The learners at this school adapt to linguistic challenges in an innovative way and a high school environment is representative of a multilingual community (Strauss, 2016), making it an ideal location for investigating perceptions towards teaching strategies in the Afrikaans FAL classroom.

Data was collected outside of school hours during the second and third term of the 2022 school year, being inclusive of the stipulations for data collection pertaining to school contexts as outlined by the Department of Basic Education.

1.7 Theoretical Framework

This study will approach the teaching of an L2 from a Vygotskyan social-constructivist approach, focussing on the theory that language develops through social interaction (Vygotsky, 1962). In particular, it will refer to the Zone of Proximal Development (ZDP) as outlined by Vygotsky.

The theory explains that teachers are facilitators of learning that need to create optimal and nurturing environments in which social interaction can take place, which will allow learners to acquire language in "a real-world" situation. Vygotsky (1962) explains that learning is a developmental process, and therefore he identified the ZPD as the area between that which students are able to do with structured input and guidance and that which they are able to do independently. This is known as "scaffolding". The term became prominent in the work of Bruner (in Carstens, 2016), who defined it as "a process of creating space for facilitating access to the learner, and then gradually removing support as the learner becomes skilled enough to manage the task independently." Based on this, Van Lier (in Carstens, 2016) presented his scaffolding model. Each of the abovementioned foundational theoretical concepts are reflected in the survey and focus group themes on which the analysis of the data was based.

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1.8 Chapter layout

Chapter 2 – Literature review

In chapter two, a thorough literature review is done in which previous research is consulted so as to provide a framework and guide for the research done in this dissertation. The literature that is looked at pertains to the area of inquiry of this study, namely that of the perceptions that teachers and students hold toward effective teaching strategies in the Afrikaans FAL Classroom.

In order to consider the problem statement of this study properly, the literature review includes sections on Second Language Acquisition (SLA), including the different theories and perspectives of SLA. The review also looked at the (LoLT, proficiency, communicative competence and different language teaching approaches and strategies, including a section that focuses on CS as a viable alternative to the monolingual approach (teaching in the TL only). Language in education (which includes the relationship between language and culture, language policies, the history of the Afrikaans language and Afrikaans versus Sepedi as FAL) is also investigated.

Lastly, the various agents in language learning, namely the learners and the teachers are looked at in terms of the different roles they play in language learning, the various aspects that affect language learning and teaching in these agents and the effect that these agents have on each other in the language learning process, as outlined in the scaffolding model of Vygotsky (1962).

Chapter 3 – Methodology

Chapter three outlines the approach taken to the research design. It outlines, firstly, that from the problem statement, the main research question was formulated and that from there, seven sub-questions and seven themes were formulated. This was done to ensure that the questionnaires, as well as the questions that were to be asked during the interview process, contained the necessary and relevant questions to provide the researcher with the appropriate data needed for this study.

Secondly, chapter three discusses how the study was done on two groups, namely that of the teachers and the learners at the school that was used for the purposes of this study. The research design is described and it is explained why it was felt that a mixed methodology approach would be best suited to the aims of this study. As part of the mixed methodology approach, both questionnaires and interviews were used to obtain data from both the teacher and learner groups and a description of these data collection instruments is given.

Thirdly, chapter three provides the reader with background information on both groups of participants. The time, location, limits and ethical considerations of the study are referred to and a description of how the data was analysed using a thematic analysis, as well as the different analysis methods for quantitative and qualitative data independently is given.

Chapter 4 – Data Analysis and Results

In chapter four, the data is discussed and analysed using the format of the seven different themes and research questions to divide the data into related groups and to structure the data in a meaningful manner.

The data obtained from the questionnaire feedback is presented in the form of tables which highlight the central tendency or highest outlier in each of the Likert-type questions, as well as bar graphs and/or pie charts that visually represent the data for ease of reference and understanding.

The data is substantiated in each instance by data in the form of extracts from the interviews conducted with both the teacher and the learner groups and/ or the reasons supplied by the participants for their answers or chosen options in the questionnaires. The two complementary sets of data for each question, and in turn, each theme, are then discussed and analysed, where after a sub-conclusion is reached before final conclusions are drawn and recommendations are made in chapter five.

Chapter 5 – Conclusion and recommendations

In the last chapter of this dissertation, the findings of this study are summarised and discussed, where after conclusions are drawn based on the findings of this study and recommendations are made for future areas of study or inquiry. The shortcomings of this study and the limitations experienced during the research process are also looked at as areas that could lead to further study in the future.

1.9 Key terms

Teaching strategies, perceptions of learners, perceptions of teachers, Second Language Acquisition, Codeswitching, Afrikaans First Additional Language, monolingual language teaching, Social Constructivism.

Chapter 2

Literature review

2.1 Introduction

The study of teaching methodologies is not a new phenomenon and neither is the study of the different perceptions focusing on various existing teaching methodologies from both teacher and learner perspectives. The research conducted for this study, differs from the abovementioned and existing research, firstly, in terms of placing the focus on the perceptions held towards different LoLTs, specifically focusing on Afrikaans as the LoLT and as a FAL and, secondly, in terms of the environment, in which such teaching and learning occurs - concentrating on the backdrop of the South African linguistic and cultural history, culminating in a mixed modern-day classroom with learners from multiple language and cultural backgrounds. Finally, the focus of this study is even more refined to look specifically at SLA in adolescent males and their and their teachers' perceptions towards the effectiveness of different teaching methods.

In this literature review, the researcher will, firstly, present an overview of the definition of SLA and the different theoretical perspectives from which SLA can be examined. Secondly, the chapter will define the concept of proficiency as the level to which language is learned and will, thirdly, outline the different teaching methods that exist, focusing specifically on CS as an alternative teaching methodology which can act as a solution to the problems encountered through the use of other teaching methods.

The content of the South African educational policies, the influence of language and cultural background on language learning, adolescent brain development and the correlation with neuro-linguistic development on language learning, as well as the definition and determination of proficiency and communicative competence alongside the discussion of LoLTs, will also be discussed in this literature review, as it has bearing on the present study and the individuals involved in this study.

2.2 Second Language Acquisition

2.2.1 Terminology in SLA

Generally, language acquisition is defined as a process of unconsciously developing a native[2] or first language, through the internalisation of grammar rules, while being exposed to comprehensible input as a child (Richards and Schmidt, 2010). First language acquisition focuses on the development of a MT, where the language development occurs in a natural setting. SLA has two interpretations - in a general sense it is a term used to describe learning a second language; more specifically it is the theory of the process by which one acquires a second language (Hoque, 2017).

There is also a distinction between SLA and the teaching thereof. When the second language occurs in a more formal setting the term "language learning" is used. Language learning is correspondingly defined as a process of consciously developing a language by studying rules and monitoring performance through assessments within a formal/educational setting (Richards and Schmidt, 2010). The teaching of a second language (SL) is a formalised, conscious approach where the language is learned with the help of an education institute (Hoque, 2017). The definition of SLA is a process of acquiring an additional language after the completed learning of a MT or Home Language (HL).

SLA could take place in a more formal setting, like a classroom or in the informal exposure to the language, like being immersed in a new cultural setting. This process can be subdivided into Foreign Language (FL) learning and SL learning, where FL learning is understood to be the learning of a non-native language in the environment of the person's HL, and SL learning is the learning of a non-native language in an environment in which that language is spoken (Gass, Behney and Plonsky, 2013).

The learning, which takes place in an Afrikaans FAL classroom can be seen as a combination of a foreign language environment and a second language environment, seeing as some learners are not exposed to Afrikaans in their own communities, or

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[2] Schmitz (2009) notes that the terms "native" and "non-native" have political and linguistic connotations associated with their use. While the term "native" is frequent in its use in literature on language acquisition, the use of the terms "first language" and "second language" are devoid of such associated political and linguistic connotations. This dissertation thus recognises the use of "native" as part of the discourse used in the field but will be making use of the terms "first language" or "L1" and "second language" or "L2".

listen to Afrikaans radio or watch media in Afrikaans, while other learners do encounter Afrikaans in their out-of-classroom environments. Due to the dual nature of the environment in which FAL learners learn Afrikaans, studies which are of a foreign language learning nature and second language learning nature will be included in this literature review.

The field of SLA has been influenced mainly by the three different perspectives that will be examined below.

2.2.2   Theories and perspectives of SLA

Both first and second language acquisition and learning, as processes, are framed within different theoretical perspectives. Not only are these perspectives bound to specific eras of linguistic theory development, but each perspective aims to explain the process of acquisition and learning differently. The following subsections will provide brief descriptions of each perspective, with a detailed overview of constructivist perspectives as the perspective, which is used to frame this study.

2.2.2.1 The Generative Grammar Approach

The Generative Grammar approach to language acquisition is a cognitive-based theory wherein theoretical discoveries within generative linguistics are applied to see how individuals develop languages in either a natural or formal setting. Chomsky queried whether input or exposure to the language being acquired, is the only/ most important requirement for language acquisition. The argument behind this questioning, is that of the Poverty of Stimulus argument, which points out that children seem to intuitively know things about the language they are learning, without having been told so or seen it in use by those around them. Chomsky (1980) argued that there must be an innate ability that all humans possess that enables them to intuitively know or recognise things about their native language. He further outlines the Sensitive Period Hypothesis which states that children can only acquire a first language in a critical period of time between birth and the onset of puberty.

In the generative grammar theory of language acquisition, the focus is on the initial state in which a child starts the process of development and a steady state in which

development reaches a plateau; this development occurring at different stages throughout childhood. The system underlying the knowledge that children have about language structure is represented in a grammar which is largely identical to that of adults. This grammar however is defined as the "cognitive system that maps from form to meaning" (Nel, 2015).

However, young children's comprehension and production of language will differ from that of adults due to the developmental nature of the child's grammatical knowledge. Certain constructions develop earlier than others and it would be logical to assume that simpler constructions will be acquired first and more complex constructions later on. The overall design of language knowledge and language processing is organised with in what is called the Language Faculty or language module (Gass, Behney and Plonsky, 2013).

The ability to learn a language in this manner was attributed to the Language Acquisition Device (LAD), as hypothesised by Noam Chomsky in 1965. The LAD was seen to be an actual seat or structure (also called the language module) in the human brain with which children are genetically endowed (Hoekstra and Schwartz, 1994) and is an innate cognitive mechanism which aids language acquisition (Chomsky, 1993 in Nel, 2015). The LAD undergoes various changes through linguistic input and maturation, thus the linguistic input that the child receives, as well as the child itself, play an equally important role in the acquisition and development process of language in a child. It is also believed that the acquisition process equally involves exposure to the specific language in question and the innate LAD that all humans share (Borer and Wexler, 1987).

It is important to note that the LAD is conceptualised differently in each of the three different models within generative linguistics, namely the Standard Theory see (Chomsky, 1965), the Principles and Parameters model (P&P) (see Chomsky, 1981) and the Minimalist Program (see Chomsky, 1993). While the Standard Theory included the LAD along with an evaluative measurement in the language faculty, the Principles and Parameters model still included the concept of the LAD, but rethought as Universal Grammar (UG) with a focus on the LAD being equated to the universal principles and a finite set of parameters which forms part of the computational system along with the lexicon as part of the language faculty. However, in the Minimalist

Program, the LAD was rethought to be equated with "an array of invariant properties as well as computational and assembly operations" (Nel, 2015). Generally, Universal Grammar is "the grammatical predetermined language system that all humans are born with" (Platzack, 1996). However, scholars disagree as to when and how development occurs and whether the grammatical knowledge is available throughout all the stages of development or whether such knowledge grows and develops as the child grows and develops.

Ultimately, Berman (2004) argues that research done since the 1960s concur with the Chomskyan perspective that language is acquired quickly and easily and is mostly complete by the age of 5. This is indicative of a developmental process in which a child must move from an initial state that has no knowledge of the grammar of a particular language to a state where the child has knowledge of the grammar that is comparable to that of an adult.

The last language acquisition theory to be looked at, is the constructivist theory, in which this study is also rooted.

2.2.2.2 Constructivist Theory

Constructivist Theory maintains that reality is shaped by human experiences and interactions as well as how these experiences influence perceptions of reality. The key contributing authors in this field are Piaget (1970) and Vygotsky (1978). Ellis (2019) explains that "human cognition is fundamentally a socially mediated process that is influenced by cultural activities, artefacts and concepts". He elaborates further and says that the most important mental activities develop through social interaction. The constructivist perspectives have two main tenets, namely, cognitive and social constructivism. In cognitive constructivism, the focus falls on the importance of learners constructing their own representation of reality (Piaget, 1970 in Brown, 2014). Learning is seen as a developmental process guided by changes in the self, due to past experiences. When this is linked to language acquisition, it is clear that each learner's learning will be different due to their different perceptions of "reality" (of what is happening around them), the changes that they are experiencing in themselves and past experiences that they have had with the language being learned/ with language

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in general or even just general past experiences that might impact positively or negatively on their current language learning.

In social constructivism, the focus is on social interaction and guided learning in order to achieve success. Vygotsky (1978) proposes that a child's thinking and construction of meaning is socially dependent and comes from their interactions with their environment, in this case interaction with teachers, peers and parents during the learning process. In terms of language learning, it implies that learning will be influenced by the interaction between the learners themselves, the learners and teacher, learners and their parents and the environment as a whole. Language learning is thus not independent from the context in which the learner finds himself/ herself. Both tenets of constructivism will serve as part of the theoretical framework in which this study is contextualised and situated.

Vygotsky mentions the Zone of Proximal Development (ZDP), which was later expanded upon by Van Lier (2004) as a social scaffolding model. In this model, learners initially require a lot of help from their peers and teachers and are not able to perform many tasks on their own. As they then gain confidence, acquire new knowledge and develop more skills, they are able to perform the tasks on their own, or with very little help from their peers and teachers (Slavin, 2003 in Brown, 2014). Bruner (1983) in Carstens (2016) defines it as a process of creating an environment for a learner to develop independent problem-solving skills, but under the guidance of peers and teachers, who are more competent, and then gradually removing the support as the learner becomes skilled enough to do it on their own. In terms of the possible use of CS in terms of the ZPD the teacher provides tailored support at the initial stages of the learning and scaffolding process by assisting the learner when he/ she gets "stuck", such as providing a translation or providing the word in the L2 if the learner does not yet know it.

Social constructivist theory is the theoretical framework chosen for this particular study, as it is takes socio-cultural factors into consideration and these factors play a vital role in language learning, as will be explored later in the literature review. Considering that adolescents are greatly affected and influenced by their peers (Wait, Meyer and Loxton, 2005), it makes sense to look at adolescent L2 learning from this perspective. This will be discussed in more detail in the section 2.8.2. The other reason

that social constructivist theory was chosen as the theoretical framework, is that, when one learns a language, one does not just learn the language, one becomes absorbed into the culture of that language (Ellis, 2019) (cf. section 2.8.1). The learner constructs a new social identity based on his/ her interactions with the new language (LaScotte and Tarone (2019) in Ellis, 2019). Social Constructivist Theory allows the researcher to take all of these factors into consideration.

Ortega (2020) outlines a question and statement to ponder on: SLA researchers interested in understanding and improving formal language learning, must imagine new ways of capturing instructed SLA research. Ortega asks if the domain of SLA should not be about collective efforts focusing on all the important aspects of instructed L2 learning and teaching. If so, then the field of SLA would need to be broadened in order to contribute

> knowledge that encompasses oral and literate events; learners and teachers as agents; schools and other kinds of institutions as material and social sites for learning; and linguistic, cognitive, social-affective, and political-ideological dimensions as constitutive human forces in the formal acquisition of a language other than the native [L1] language.

SLA research and teaching, should have as its ultimate goal the "understanding and improvement of instructional (curricular, pedagogic, formative) practices within educational settings, across the many different contexts in which formal L2 learning matters" (Ortega, 2020). The understanding and improvement of instructional practices that Ortega (2020) outlines, could be facilitated in this specific study by means of the incorporation of CS as a teaching method.

It is, however, crucial to look at all the different theories that have thus far been proposed about language learning and acquisition, and to apply/ pair them effectively to the correct teaching strategy in order to attain the best possible results and learning environment for both the teacher and the learners. In research like this one being conducted, that is the aim – to consider the various perceptions of teachers and learners alike regarding the effectiveness of teaching methods and seeing where and how change can be implemented in order to make the SL classroom a favourable environment for all. The link with CS in terms of Vygotsky's Social constructivist theory

and the inclusion of the ZDP in the previous section shows how constructivism as one of these theories is vital in the discussion.

SLA research also underscores the idea that knowledge about L2 learning and teaching matters in the educational context, because the stakes are high for many groups of people who receive formal instruction in a language other than their mother tongue. In this view of instructed SLA research, the goal is to produce knowledge that can guide educational practices by looking at what it takes to move the linguistic minority beyond mere survival in a classroom where another majority language group exists, to participation on an equal footing in such a classroom. If this is indeed the goal of instructed SLA research, then a "broad scope of inquiry is needed to encompass linguistic, cognitive, social-affective, and critical dimensions, all of which comprise both L2 learning as a process and the educational contexts where learning and teaching happens" (Ortega, 2020). By framing this study in terms of the social constructivist theory, the abovementioned dimensions and factors form part of the analysis and possible improvement that the study could suggest.

To this end, Spada (2005, in Ortega, 2020), recommends that research be rooted in actual classrooms rather than in theory, and that academic institutions and government policies should pay heed to the evidence brought to light by researchers in this field, so as to provide content that is useful to teachers and learners.

In the next section, the researcher will look at what a language classroom looks like in practice, by first considering the Language of Learning and Teaching (LoLT) that is used in a SL/ FAL classroom.

2.3 Language of Learning and Teaching (LoLT)

The LoLT refers to the language medium/ medium of instruction in which learning and teaching, including assessment, takes place (DBE, 2010). Any of the 11 official languages (plus Sign Language) may be used for this purpose.

The Department of Basic Education document states that learners must choose their LoLT when applying for admission to a particular school and that if the school offers that LoLT and there is a space for the learner, the learner must be admitted.

Furthermore, it states that from Grade 3 onwards, all learners shall be offered their LoLT and at least one additional approved language as a subject. The LoLT in a school is determined by the School Governing Body who select the LoLT of their schools in accordance with section 6(2) of the South African Schools Act.

Court judgements (as referred to in the DBE document of 2010) confirmed the importance of ensuring that learners be given the choice of their HL as the LoLT or as an additional language. In recognising the right of a learner to receive education in an official language or in a language of one's choice, schools ensure that learners have effective access to the right to be taught in the language of their choice.

Although the concept of LoLT sounds simple enough, in reality, teaching and learning does not really take place in a single language. Evidence (Desai, 2001) points to instances where teaching and learning take place in one language, while assessment takes place in another, or where teaching and learning could take place in two languages in the same class via dual medium instruction. This is exactly what is problematic with traditional teaching strategies, as will be discussed in more length in section 2.6 and where the researcher feels that CS could be a viable solution.

In the next section, language proficiency will be looked at, as it plays an important part in the language classroom, and for the purposes of this study, in the Afrikaans FAL classroom.

2.4 Proficiency

There are many different definitions of proficiency, each focusing on different aspects (Harsch, 2017). However, because of the scope of this study, the researcher will focus on the aspect(s) of proficiency and work towards creating a definition thereof, within the Vygotskyan social-constructivist framework (cf. section 2.2.2.3 and chapter 3).

2.4.1 Defining proficiency

When one uses the term "proficient" in a language, it usually entails the implication of mastery of the language. One can, in fact, say that proficiency is the goal of SLA

(Harsch, 2017). If proficiency is the goal, it is safe to assume that there are required steps to be taken in order to achieve this goal. Another way of viewing these steps, is to describe the steps in the development of a language as levels with different proficiencies assigned to each level such as - beginner, intermediate and advanced (Harsch, 2017).

Because proficiency plays an important role in language teaching, learning, and assessment, it is worthwhile to ascertain what an educationally sound and functional definition, suited to the purposes of this study, would look like (Burt and Dulay, 1978).

According to Canale (in Harsch, 2017), language proficiency includes a learner's communicative abilities, knowledge systems, and skills. Another definition is that proficiency refers to what someone can do with the language or how they can apply it in real life. Bachman and Palmer (in Harsch, 2017) say that proficiency is what is needed to communicate effectively in a language, including sociolinguistic and discourse competences, aside from linguistic knowledge. According to these descriptions, proficiency can be regarded as the purposeful and appropriate application of one's communicative competences (Harsch, 2017) (cf. section 2.4.3).

It is also necessary to make the distinction between Basic Interpersonal Communication Skills (BICS) and Communicative Academic Language Proficiency (CALP) (Cummins in Harsch, 2017). BICS are skills needed to interact with people in everyday life, whereas CALP refers to language skills related to academic tasks like evaluating, comparing and contrasting texts.

In the researcher's opinion, any definition of proficiency and assessment tools thereof, should recognise that there are different communicative skills, communicative strategies, and a variety of linguistic competences (Harsch, 2017). Superiority in one aspect does not necessarily denote dominance in another and vice versa (Burt and Dulay, 1978).

Therefore, for the purposes of this study, the researcher will use Burt and Dulay's (1978) definition that

> language proficiency refers to the degree to which an individual exhibit control over the use of the rules of a language for one, some, or all of its numerous and

diverse aspects. These include the phonological, syntactic, lexical and semantic systems, and discourse and stylistic rules for oral and written communication for different varieties of a given language in various domains and social circumstances.

In the next section, the researcher will consider the differences between L1 and L2/L3 speakers' proficiencies and the spectrum in between.

2.4.2 The L1 vs. L2/L3 learning process

According to Butzkamm (2003), the standard model for SL teaching ought not to be the same as how children learn their first language or mother tongue, but rather a process on its own.

With this in mind, and the fact that teachers must teach to a range of abilities (Chambers, 2013), one cannot expect a one-size-fits-all model for all language classrooms. Besides, for L1 speakers of Afrikaans in the FAL classroom, the non-native speaker continuum is large and varied. There are many levels of proficiency represented in one classroom and each individual learner must be considered.

If one considers the word "non" in non-native, it implies a lack, something that is "not" as it should be (Holliday in Lee, 2012). The basic assumption here is, that if the learner is not as good or proficient as a L1 speaker, they are lacking in linguistic knowledge and skills. But this is not so. As already stated, L1 learning and SLA are not the same, nor do they follow the same process. Therefore, the same rules cannot be applied nor can the same expectations be had of them (Cook, 2001).

Cook (2001) continues by saying that when the goals of L1 acquisition and L2 learning are treated as one and the same, the L2 learners will continue to be treated as outsiders of a group that they can never form a part of (the L1 speakers), where they should be treated as a group in their own right. Whether L2 learners are successful or not, should not be measured against L1 speakers, but against how successfully they learned an additional language that is not their mother tongue. It is important to note that the level of proficiency expected in an FAL classroom is in accordance with the

CAPS document produced by the DBE, which varies from Grade to Grade. It is attached as an appendix at the end for the perusal of the reader.

Another important factor is that the various learner competencies should not be seen as objectively worse or better than one another (Ellis, 2019). The TL learning processes are complex (Lee, 2012) and unique to each individual and should therefore be treated as such. Learners from different language backgrounds, as found in an Afrikaans FAL classroom, are likely to use more than one linguistic variety (Poplack in Lee, 2012), which includes CS. Higher- and lower-proficiency learners employ the same strategies, but in different forms (Sykes and Cohen, 2018), that is why there is an Interlanguage continuum (Al-Kresheh, 2015) – a language system that is separate and independent of both the L1 and L2 - and that should not be viewed through the lens of either the L1 or the TL (Selinker in Al-Kresheh, 2015). In the original theoretical conceptualisation of an interlanguage, the interlanguage is "a type of language produced by second- and foreign language learners who are in the process of learning a language" (Richards and Schmidt 2002). This process includes borrowing patterns from a mother tongue or extending patterns from a target language. There is thus interaction between both the MT and the TL. In an Afrikaans FAL classroom these overgeneralisations will stem from the TL, Afrikaans, but the language transfer which occurs from the MT, is dependent on the different MTs which are present within the FAL classroom. It is therefore due to the multilingual nature of learner repertoires that it is pertinent to outline the language statistics for the Gauteng province in South Africa, from which possible learners for this study may stem. These statistics will be verified with a language background questionnaire (cf. chapter 3), which will form part of the data collection process, but will also play a vital role in the discussion about CS in SA classrooms and teaching practices which will be outlined in sections 2.6 and 2.7 below.

In binding this section to the previous one on proficiency, it is important to note that there are different proficiencies and different levels of proficiency. As previously stated, there is no one-size-fits-all model. In the South African context, where the average Afrikaans FAL high school classroom is made up of Afrikaans Home Language speakers, learners for whom Afrikaans is the third or fourth language being learned and learners with immigrant status who have had very little or no exposure to the languages spoken in South Africa, including Afrikaans, the language teacher needs to

adopt a broad definition of proficiency, teach to a range of abilities and definitely cannot employ just one teaching strategy, but could benefit greatly from using different teaching strategies in the classroom, including CS.

In the next section, the researcher will consider the impact that the language learning process has on communicative competence, as well as work to establish a definition of communicative competence that is suited to the aims of this dissertation.

2.5 Communicative Competence

The term Communicative Competence (CC) originated with the sociolinguist, Dell Hymes, in 1972. Chomsky's (1959) previous definition of communicative competence was felt to be too narrow and needed to be broadened to include a more expansive definition. For Chomsky it meant the mastery of an abstract system of rules, based on an innate language apparatus (the LAD) (Habermas, 1970). Hymes (1972) expanded on Chomsky's definition by adding that CC allows human beings to convey and interpret messages, find meaning in them and apply them to specific contexts (Brown, 2014).

Savignon (1987) expanded again upon Hymes' definition by saying that CC is relative and depends on the individuals involved. CC can be seen as a dynamic, interpersonal construct that an outsider can observe when looking at or listening to the exchange of messages between two or more persons (Brown, 2014).

In the next section, the researcher will examine more closely what CC entails and the different sub-parts that it consists of.

2.5.1 Defining Communicative Competence

Canale and Swain's (1980) framework still remains seminal in this area, defining four areas that constitute communicative competence: grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

Grammatical competence, firstly, is the knowledge of the rules of morphology, syntax, phonology and semantics of a language. Secondly, discourse competence is the ability to join sentences as a whole to convey a coherent message and the spoken word and written texts are different in this way. Sociolinguistic competence, thirdly, is understanding how a language functions in a social context and how to apply it in a social situation. Fourthly and finally, strategic competence is the ability to apply non-verbal communication techniques when there is a breakdown in communication to carry on the conversation and convey meaning to the recipient/s (Canale and Swain, 1980 in Brown, 2014).

Bachman (1990) expanded on the original model of Canale and Swain (1980) under the overarching name of language ability. He categorized this ability into two main categories: organizational competence and pragmatic competence. These are subdivided into grammatical and textual competence (for organizational competence) and illocutionary (the functions of language) and sociolinguistic competence (for pragmatic competence) (Brown, 2014). Bachman saw strategic competence as the final "step" in this model, where speakers would apply these abilities in moment-by-moment decisions (the strategic part of communicative competence) to select the appropriate word/ response for any given situation (Brown, 2014).

In later years, Littlewood (2011) provided yet another model of CC, listing 5 areas of competence, namely linguistic/grammatical competence, discourse/textual competence, pragmatic/strategic competence, sociolinguistic competence and sociocultural competence.

If the researcher takes all these different definitions into consideration and combines them to form a synthesised description of what CC entails, it would be that CC is what underlies the learner's performance and what enables the speaker to use a language within a specific social context (Hymes, 1972). Ellis (1994) defines it as the speaker's internalized knowledge of the language. Because CC is dependent upon the social context within which it is used, in the context of this research and within the Vygotskyan social-constructivist framework (cf. section 2.2.1.4 and chapter 3), the focus will be the development of these skills within a classroom, dependent on sociocultural factors (Hymes, 1972). For this reason, it is important to investigate the ways in which communicative competence develops within a formal classroom setting, as the

researcher attempts to discover how the use of different teaching strategies enhance or hinder the development of the learner's CC.

2.5.2 Developing successful Communicative Competence

For a L1 speaker, the rules of the language, along with its proper use and functions, are implicitly developed as they mature and are exposed to different social contexts (Chomsky, 1959). In contrast, the L2/L3 speaker will explicitly learn certain grammatical rules and structures, most likely within a classroom situation where the language teacher may use similar real-life simulations, prompts and guided peer interaction (Cummins, 2015). If the researcher takes BICS and CALP into consideration again (cf. Section 2.4.1), CC will begin with BICS and then move to CALP, as learners develop the skills to read, understand and write academic texts in the TL. It is for this reason that Hymes (1972) places emphasis on the importance of sociolinguistic competence; as much as it is necessary for a sentence to be grammatically correct, it is equally important for the sentence to be appropriate in the given context. Therefore, the skills needed to ensure the successful development of communicative competence, which can be categorised within Canale and Swain's (1980) four competencies: grammatical competence, sociolinguistic competence, discourse competence and strategic competence, need to be taught with the focus not only on everyday conversations, but also on developing the knowledge of the appropriate language forms in an education setting.

When considering perceptions of effective teaching strategies in an Afrikaans FAL classroom, it is very important to also take perceptions of proficiency, interlanguage development and communicative competence into consideration. Whilst learners might not be acquainted with these terms or what they imply, it is necessary for the researcher and would be very beneficial to teachers, to work with a correct understanding of these two terms and what they add to the language acquisition process.

The following sections will outline the different language teaching approaches and strategies used in order to reach the desired proficiency levels in formal classroom contexts.

2.6 Language Teaching Approaches and Strategies

In the previous section, the different theories with regard to SLA as well as the definition of proficiency and CC were looked at. In this section, the researcher will outline the different teaching strategies that have been proposed and implemented over the years, looking at both the positive and negative aspects of each of these methods.

In the history of SLA, the prevailing school of thought has been the monolingual approach (Butzkamm, 2003). The belief that the monolingual approach is superior to other approaches is still prevalent in many SL classrooms and SLA literature (Cook, 2001). This approach can be subdivided into different methods, for example the Grammar Translation Method and the Direct Method, also known as the Audiolingual Method. These methods were influenced by social-, economic-, political- and/or educational circumstances, theoretical considerations and practical experiences, all factors which will be included in the discussions below. These circumstances, considerations and experiences represent a combination of language teaching beliefs, but unfortunately, each belief lays claim on one particular aspect of language teaching and learning over others (Liu & Shi, 2007) as will be outlined in the sections below.

2.6.1 The Classic Method/ Grammar Translation Method (early 1900s)

The first of the language teaching methods is what is known as the Classical Method, which is how Latin was taught (Brown, 2014). Because Latin still had a very large influence in education and on languages in general, this model was the only generally acceptable model during this time. Its focus was not on the oral use of language (speaking and communication), but rather the reading and writing components, so as to be "scholarly" (Brown, 2014). The method involved a lot of translation exercises (from Latin to English for example), memorization of vocabulary lists and verb conjugation (Savignon, 2007).

From the Classic Method, the Grammar Translation Method stemmed, which also did not focus on spontaneous and creative speaking proficiency in language learning, but on being able to explain grammar, as well as the rote memorisation of word lists and being able to do exercises in translation (Celce-Murcia, 1979, in Brown, 2014). The Grammar Translation Method still remains a standard way of teaching even though it does not include all four language proficiency modalities such as listening, speaking, reading and writing in language learning or language use resembling real-life contexts (Richards and Rogers, 2001, in Brown, 2014).

In this model, the teacher presents the class with an example sentence and this is then used by the learners in oral repetition and writing exercises. This teaching method is teacher-centred and a large part of the lesson is spent on the teachers' explanation of grammar rules, while the learners are listening and/or taking notes. Thus, not much attention is paid to the development of communicative competence (cf. section 2.4.3), because the learners accept the knowledge passively and there is not much actual practice of the language by the learners (Chang, 2011). The learners have few opportunities to gain confidence and experience in the L2, which has been shown to be essential in the Vygotsky scaffolding approach as outlined in section 2.2.1.3) and is used as the framework for this study.

The Grammar-Translation Method was an expansion upon the Classic Method, because grammar rules and translation principles were already taken as a given. The goal with the Grammar-Translation Method was to give students a reading knowledge of foreign language texts by applying the familiar categories of the Classic method they were already acquainted with (Chang, 2011).

It is true that translation can help learners to understand the influence of one language on the other (Chang, 2011). Chellapan (1982, in Chang, 2011) points out: "Translation can make the student come to closer grips with the target language (TL). A simultaneous awareness of two media types could actually make the student see the points of convergence and divergence more clearly and also refine the tools of perception and analysis resulting in divergent thinking." Stern (1991, in Chang, 2011) agrees that a contrastive analysis is indeed very important for the L2 learner. Schäffner (2002, in Aqel, 2013) lists the following benefits of translation: "improved verbal agility, expansion of the students' vocabulary in L2, development of learner's unique style,

improving their understanding of how languages work, consolidating L2 structures for active use, and monitoring and improving the comprehension of L2". Considering the focus of this study and the suggestion of CS as an alternative and more inclusive approach, within the Constructivist framework, it is worthwhile to mention here that although CS also uses two forms of language, it differs with translation in that it has a matrix language (the L1) into which words from the L2 are inserted or vice versa (cf. section 2.6) and is not just translation from word to word or sentence to sentence.

The Grammar Translation Method does not provide a sufficient model for the real-life use of the L2, due to its focus on the written aspect of a language and not the verbal and communicative skills also necessary in the acquisition of a SL and thus new methodologies were developed and implemented (Carstens, 2016), like the Direct/ Audiolingual Method, which is discussed next.

2.6.2 The Direct Method/ Audiolingual Method (1920s)

There was a change in language teaching with the advent of the Audiolingual Method (ALM), which was preceded by the Direct Method (also known as the Army Method/ The Drill Method). The U.S Military had success with its pattern drills and their method soon came to be adopted by language teachers all over (Brown, 2014).

The Direct Method/ ALM is a radical shift from the Grammar Translation Method because it uses the TL as means of instruction and avoids the use of the L1 (Liu and Shi, 2007). The direct method was a first attempt to make the language learning situation one where the TL is used. It demanded "inventiveness on the part of teachers and led to the development of new techniques of language teaching, such as: the use of demonstrations with the aid of pictures and objects; placing the emphasis on questions and answer exchanges; using spoken narratives, dictation and imitation." (Liu and Shi, 2007). Problems encountered with this method include misunderstandings due to the fact that only the TL was being used and also the implementation of this method beyond the elementary stages of language learning (Liu and Shi, 2007), meaning that it proved successful with beginner learners of a L2, but as learners progressed in their learning, this method was no longer sufficient to teach all the skills required when learning a new language.

This method assumes that learning a language is combining the building blocks of the language and learning the rules by which these blocks are combined. Therefore, it was characterized by the separation of all the parts of language – listening, speaking, reading, and writing –and highlighting the audio (listening to the instructions/ words/ drills from the teacher) and the lingual (repeating the instructions/ words/ drills from the teacher). It uses dialogue as the main method of presenting the language and stresses certain techniques, such as pattern drills (Liu and Shi, 2007).

The ALM was developed from the principle that "a language is first of all a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language" (Carroll, 1963 in Mart, 2013). Larsen-Freeman (2000 in Mart, 2013) echoes the Behaviourist sentiment (of operant conditioning/ stimulus and reward) (cf. section 2.2.1.1) by saying that students will achieve communicative competence (cf. section 2.4) by forming new habits in the TL and overcoming the old habits of their L1. ALM is still one of the most popular methods of L2 teaching, because it makes language learning accessible to a larger audience by not demanding in-depth intellectual understanding in order to learn a new language (Liu & Shi, 2007).

In spite of these contributions, ALM also has its shortcomings. The ALM does not address communicative competence (cf. section 2.4) in language teaching, because learners are not able to replicate what they have learned in a real-life context (Liu and Shi, 2007). Rivers (1964, in Brown, 2014) also proved that the ALM was not a successful method in teaching long-term communicative competency. In addition to Rivers' research, cognitive psychology was on the rise and an emphasis was placed on the rules and "cognitive code" of a language (Brown, 2014). Chomsky's (1959) theory of UG and the deeper structures of language also brought about another shift in the language teaching sphere – the Natural Approach, which will be looked at later in this section.

The next big shift in language learning/ education came in the 1950's, in the form of Community Language Learning, which will be discussed below.

2.6.3 Community Language Learning (1950s)

Initially, with this method, the learner would say something in the L1 and the teacher would then translate[3] it into the L2. The learner, who made the utterance, as well as the other learners in the class, hear both the L1 and the L2 (from the learner and the teacher). Then, as the learners advance in their L2, they rely less and less on the L1 and/ or translations. This method views the L1 as the initiator of meaning and links the L2 to the L1 (Cook, 2001). This method is aimed at improving learners' ability to communicate and not just to learn different aspects of a language such as syntax and morphology.

Carstens (2016) writes that recent versions of CLL include Content-based instruction and Task-based instruction (Larsen-Freeman & Anderson, 2011 in Carstens, 2016). With Content-based instruction, language is learned within a certain context. The focus is not on the actual words, but the framework in which the words are used. Learners will be presented with a lesson on say, different types of food. The L1 and the L2 word will then be provided for the different types of food (often accompanied by pictures). With task-based instruction, learners are given tasks to complete, which may or may not count toward assessments, and in completing the tasks, they acquire the language necessary to complete the tasks.

Content-based instruction and task-based learning encourage teachers to focus on communication by using tasks and content (containing the use of language beyond the classroom or tasks that take place in the classroom) that require learners to have the necessary language competence to complete the tasks and understand the content (Brown, 2014).

CLL can be seen as an "eclectic blend" (Brown, 2014) of previous methods, where the emphasis is on communicative competence (cf. section 2.5) and is very similar to Content and Language Integrated Learning (CLIL), which will be discussed later. It differs from CS, as there is no switch between languages; the L1 and L2 are used next to each other/ complimentary to each other in lessons.

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[3] Sokolovsky (2010) defines translation as the process of providing the L2 word/ definition for the word or description used in the L1.

2.6.4 Dodson's Bilingual Method (1967)

Dodson's Bilingual Method was originally developed to help English-speaking children with Welsh (Dodson, 1985 in Cook, 2001). In this method, the teacher would read a L2 sentence a number of times and clarify the meaning in the learners' L1. The teacher will then show the learners a picture and the learners must correctly identify the picture or give the correct matching sentence in the L2. The focus is on interpretation and not on translation, as well as to help L2 learners understand the meaning of a language and not just word lists, grammar or vocabulary (Cook, 2001). It is important to note here the distinction made between translation and CS (cf. section 2.7) and that CS differs from Dodson's Bilingual Method in that the focus is not on direct translation or interpretation, but on teachers and learners alike, switching from the L1 to L2 between sentences, or incorporating L1 words in the L2 or vice versa, to make the meaning clear.

The next method that will be considered, is Total Physical Response.

2.6.5 Total Physical Response (TPR) (1970s)

Asher (1977) noticed that children learning their L1 would often give physical responses to commands, before giving verbal replies (Brown, 2014). In order to emulate this way of language learning, the teacher would give simple commands to the class to enact, through which they will be exposed to the L2 and expand their vocabulary. In TPR activities, the teacher would ask the learners to perform actions or act out something and it could include using body parts, items of clothing, classroom objects or scenery outside.

TPR is, however, only really effective at elementary level, but loses its effectiveness as learners become more proficient (cf. section 2.4) (Brown, 2014). TPR is more suited to a classroom activity to enhance L2 acquisition, rather than as a methodology to be applied throughout. According to Terrell (1982), Total Physical Response (TPR) techniques have proved to be useful in the Natural Approach, which is discussed in the next section.

What makes CS a more suited methodology to follow than TPR, is that its usefulness extends to the most advanced levels of SLA and can still be used to communicate effectively, even between L1 speakers of different languages.

2.6.6 The Natural Approach (1980s)

Krashen (1981) took the standpoint of implicit learning (Chomsky's UG, 1959) and argued further that explicit grammar teaching was irrelevant for language acquisition. Learners really need only comprehensible input for them to acquire the relevant grammar (Spiro, 2013). According to the Natural Approach, learners did not need explicit grammar teaching and they also did not have to speak until they felt comfortable to do so, much as a child would, when learning their L1. However, Richards and Rogers (2001, in Brown, 2014) found that speech could be delayed and that teachers would then need to step in to encourage the learners to talk.

Terrell (1982) proposes three principles on which language teaching should be based, according to the Natural Approach: 1) the classroom must be devoted primarily to activities which enhance acquisition; 2) the teacher must not correct learner speech errors directly; and 3) the learners must be allowed to respond in either the TL, their first language, or a mixture of the two. He elaborates on the requirements in a naturalistic setting: 1) the focus of the interchange is on the message; 2) the acquirer must understand the message; and 3) the acquirer must be in a low anxiety situation. Whilst many of these requirements would be conditions one would find in an CS environment as well, there would be explicit grammar teaching taking place, in addition to all the other requirements stipulated by the CAPS document (cf. section 2.8.2), which is not the case with the Natural Approach.

2.6.7 New Concurrent Method (1985)

The New Concurrent Method advocates the inclusion of the L1 in the L2 classroom. Cook (2001) states that language should be practiced as a whole and not as separate parts, because the L1 and L2 do not exist separately in the brain and it is therefore unfair and impractical to expect that it should be learned or taught as such. Using the

Vygotskyan concept of scaffolding, Cook (2001) says that the L1 plays an integral role in the learning of the L2 as learners (and teachers) work together and use both the L1 and L2, in so doing assisting each other and teaching the correct and proper use of the L2 in the given context.

The New Concurrent Method is one way of applying CS, which acknowledges that learners are more likely to use CS in their conversations, until they are proficient in the L2 (Cook, 2001). This method is also more aligned to the real life learning of an L2, instead of the forced/ artificial L1-only atmosphere that is present in many a language classroom (Jacobson, 1990 in Cook, 2001). The only real difference between this method and CS as it is understood in this dissertation (cf. section 2.7), is that CS allows for inter-sentential switches between the L1 and the L2, whereas the New Concurrent Method does not. It aims to provide a balanced use of both languages and a highly structured approach to CS (Riegelhaupt, 2000).

With the New Concurrent Method, teachers would switch between the L2 and the L1 during the lesson, for different reasons; to explain important concepts, to revise a lesson already taught in the L2 or to reprimand learners (Jacobson, 1990 in Cook, 2001). With the New Concurrent Method, it is believed that learning the L2 in a natural situation, will be more positive and beneficial to the learners than limiting (or excluding) the L1.

The next method, Community Language Learning (CLL) is a step closer to the focus of this study, that of CS as alternative to the monolingual approach. It is also more closely aligned to the theoretical framework chosen for this study, as it involves learners talking to each other (scaffolded learning) in the L2 with the help of the L1 (Curran, 1976 in Cook, 2001).

2.6.8 Content and Language Integrated Learning (CLIL) (1997)

CLIL is focused on learning an L2 while mastering subject content (Coyle, 2007 in Carstens, 2016). CLIL, however, seems to vary greatly in terms of scope and its definition, with the emphasis being more on the content being taught on the one hand, and on the other hand, more on the L2 being acquired (Cenoz, Genesee and Gorter,

2014). The term was originally used in the 1990s (Marsh, 2002 in Cenoz *et al.*, 2014), but views on CLIL have since ranged from "it is an educational approach that focuses on the classroom-level and specific pedagogical practices" to emphasizing CLIL's foundations in constructivism and L2 acquisition theories" (Halbach 2010; Ioannou and Georgiou 2012 in Cenoz *et al.*, 2014).

Coyle (2007, in Carstens, 2016) says that "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language". According to this definition, CLIL can include a variety of educational practices (Marsh, 2002 in Cenoz *et al.*, 2014). Thus, as is pointed out by Coyle (2008), there is a "lack of cohesion" surrounding CLIL pedagogies. It is perhaps best to think of it as an umbrella term that include various approaches (Hondris, Vlahavas & Demetriadis*,* 2007; Marsh, 2008 in Cenoz *et al.*, 2014).

Ahern (2014) seems to understand CLIL to be the teaching of all school subjects by using the L2. CLIL is however, not immersion[4] teaching (Cenoz *et al.*, 2014), nor is it "an elitist approach to language learning" (Wolff, 2002 in Cenoz *et al.*, 2014). CLIL is an approach in the right direction towards the acceptance of the L1 in the L2 classroom, as well as the important role that the L1 plays in L2 language learning (Butzkamm, 2003). CLIL is reliant on language learning being integrated into the learning of subject matter, therefore an understanding of the principles behind language teaching is necessary for CLIL to be implemented successfully (Dalton-Puffer *et al.,* 2010 in Ahern, 2014). Meaningful, comprehensible input, as highlighted by Krashen, is at the core of CLIL. Although CLIL has much in common with CS, CS in my opinion, goes one step further than CLIL does and this will be discussed in more detail in section 2.7.

In the next section, the researcher will review the monolingual approach as a whole and then delve more deeply into the theory of CS as an alternative to the monolingual approach and as a way of dealing with the concerns faced in the monolingual habitus.

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[4] Lyster & Genesee (2012) say that immersion teaching is to immerse a learner in an environment where only the L2 is spoken. For instance, when an English-speaking learner attends school in France, where only French is spoken.

2.6.9 Conclusion - Considering the monolingual approach as a whole

The majority of the methods explored in the previous section form part of the monolingual approach. As already stated, this approach was and still is, favoured amongst many in the linguistic field and language teaching classrooms, as can be seen in the 1988 Department of Education and Science's communication to schools (in Macaro, 2001) that state: "from the outset, the foreign language rather than English should be the medium in which classwork is conducted and managed", also "the natural use of the target language for virtually all communication is a sure sign of a good modern languages course" and "teachers should insist on the use of the target language for all aspects of the lesson". The monolingual approach is also rooted in Behaviourist theory that view learners as empty vessels that can be trained through external stimuli (Meier, 2016). With more research and experience, an important reconceptualization of learners took place, to a view where learners have the cognitive capacity to process input from the environment, to construct meaning from interaction with others and the environment and as actors who play an active role in language development (Larsen-Freeman, 2011 in Meier, 2016).

The reason that the monolingual approach was favoured, is that it was/ is seen that the more learners are exposed to the TL, the more it will be incorporated in their daily lives and conversations and the quicker they will thus learn the TL (Carstens, 2016). The three assumptions of the monolingual approach can be summed up as follows (Howatt, 1984 in Timor, 2012):

    a.   FL teaching should be done exclusively in the TL;

    b.   Translation between the MT and the TL should be avoided;

    c.   In bilingual programmes, the two languages ought to be kept separate.

Those in favour of the monolingual approach, argue that learners need not understand everything that is said by the teacher. They also believe that including the L1 in the L2 acquisition process, undermines the learning process by not allowing enough exposure to the L2 or making learners too reliant on their L1 (Chambers, 1991 in Macaro, 2001). It is believed that by teaching only in the TL, it is most life-like for the learners, allowing them to experience uncertainty and to develop their own inbuilt

language system (Macaro, 2001). While this idea connects with the cognitive constructivism used in Vygotsky's constructivism it does not include social constructivism.

Chambers (2013) comments that the exclusive use of the TL in the classroom, comes from a place of wanting to expose learners to rich, comprehensible input, especially where the learners do not have access to a TL community. He elaborates that by using the TL only, learners will quickly see its usefulness, they may experience more immediate success in their TL usage and it provides opportunities for the learners to consolidate the concepts they were taught. Seligson (1997 in Hanakova and Metruk, 2017) states that by using the TL in the language classroom the majority of the time, learners are given essential listening practice and the opportunity to respond naturally to the TL. He insists that a teacher must not accept an L1 response, but demand a TL response (Hanakova and Metruk, 2017). Bouangeune (2009 in Hanakova and Metruk, 2017) concurs that "many scholars in the field wonder how students can truly appreciate the L2 if they continue to reply in the L1".

The ideal that the TL should be used as much as possible in a language classroom, is the logical option (Duff in Cook, 2001), however, many then translate it into polar extremities of good and bad - the L2 is "good" and the L1 is "bad" and should be avoided at all cost. Butzkamm (2003) writes that the mother tongue "is generally regarded as being an evasive manoeuvre which is to be used only in emergencies" and that "effective bilingual teaching techniques are…as good as unknown in schools". Butzkamm and Caldwell (2009, in Timor 2012) further elaborate by saying that MT-free lessons were a "badge of honour" and that translation was definitely seen in a negative light and was to be avoided. Cook (2001) says that this "anti-L1" attitude was prevalent in twentieth century language teaching methodology, but the researcher is saddened to see that it still prevails in the language classrooms of 2022.

Cook (2001) writes that the original motivation for wanting to exclude the L1 from the language classroom, was most likely the way in which children acquire their mother tongue. The conclusion made was that since children do not have another language other than their MT to rely on, L2 learners should also not rely on another language. This view is problematic, however, as Singleton (1989) and Halliday (1975) point out in Cook (2001), because L2 learners are generally older and have already formed

language structures in the brain, unlike L1 children. They are also more socially developed and have greater memory capacity. They also already know how to convey meaning through words and symbols. Therefore, a parallel cannot be drawn between these groups and the way in which their languages are acquired.

Cook (2001) quotes Towell and Hawkins (1994) and validly points out that very few L2 learners ever achieve nativelike proficiency. This is usually seen as a type of failure, but in fact the comparison between L1 speakers of a language (cf. section 2.4.2) and L2 learners of a language should never be drawn. L2 learners are a group in their own right and should have their own standards of success. This is where the term interlanguage[5] features prominently.

Another reason for the exclusion of the L1 in the language classroom is the view that the two language systems (that of the L1 and that of the L2) exist separately in the mind of the learner (Weinreich, 1953 in Cook, 2001). Believers in the monolingual approach see the introduction of the MT in FL (foreign language) teaching as an "inhibitive [sic] factor" (Timor, 2012), but Beauvillain and Grainger (1987), Obler (1982) and Locastro (1987) (all in Cook, 2001) prove that languages are interwoven in the learner's mind. Cook (2001) likens it to the expansion of a house. When rooms are added to the original structure, the original structure still stays in place. Additional rooms are just added. In the same way, trying to differentiate and separate languages in the learner's mind is a sure recipe for failure, since the languages are interconnected. Stern (1992, in Cook, 2001) says that "the L1-L2 connection is an indisputable fact of life". Cook (2001) adds that by trying to keep the languages visibly separate in the classroom, one contradicts the invisible processes in the learner's mind. Jessner and Cenoz (2000 in Timor, 2012) indicate a linguistic interdependence between the L1 and the L2. Bouvy (2000 in Timor, 2012) also proves linguistic transfer[6]

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[5] Selinker & Rutherford (2013) define interlanguage as a linguistic system used by SL learners as a bridge between the L1 and L2 in an attempt to communicate in the TL. It contains features from both the L1 and the L2.

[6] Derakhshan & Karimi (2015) say that language transfer (also known as interference) is the application of linguistic features from one language to another when the speaker has not yet achieved nativelike fluency. Positive transfer takes place when the languages are relatively similar and negative transfer takes place when they differ greatly. It can also take place consciously (when learners try to guess the correct word) or unconsciously (when they are not aware of the difference in meaning between the two languages).

between the L1 and the L2 with regard to literacy skills and Ellis (1994 in Timor, 2012) state that the MT is the catalyst for the intake process of the TL.

As is clear, the motivations for advocating the monolingual approach are lacking, however noble the intention. The researcher therefore proposes, like many others, (Cook, 2001; Butzkamm, 2003; Carstens, 2016; Hanakova and Metruk, 2017; Lee and Macaro, 2001) the inclusion and acceptance of the L1 in the FL-, L2- or FAL classroom and will, in the following section, discuss the benefits of (as indicated by previous research), the implementation of, as well as the perimeters for, the use of the L1 in the language classroom.

2.7 Codeswitching – A new approach to problems faced by teachers of FAL

Language educators have, perhaps, always been burdened with the responsibility of educating and coaching learners to achieve near-native status in an L2. However, it seems that the pressure to do so is even more evident in a setting like an Afrikaans FAL classroom in South Africa, where one is dealing with learners using languages that do not share the same culture, nor have similar grammatical or phonological properties (Barkhuizen, 1993 in Du Plessis and Louw, 2008). Because South Africa has eleven official languages, one would find learners with varied MT's in one classroom. Schools select the FAL on offer according to the most prevalent languages in that region (in Tshwane, it being Afrikaans and Sepedi), however not all learners will have had exposure to these languages at primary school level and for many learners, languages go hand in hand with political feelings/ past baggage, due to Apartheid in South Africa and clashes between traditional tribes in South Africa (Mac Caron, 2005).

Most often, beginner and intermediate level learners find it almost impossible to understand phrases and vocabulary in the L2 (Cook, 2001; Butzkamm, 2003). Educators, on the other hand, are trying as hard as possible to make the lessons easier and simpler for the learners (Evans and Cleghorn, 2014). This is difficult to achieve when following any of the methods supporting the monolingual approach, as talked about in the previous section. That is why many scholars advocate the use of

CS in the classroom to bridge the gap between the frustration that the learners feel because the course content of the L2 classroom is too advanced for them, and the frustration that educators feel because they are limited in what they can or are allowed to do in the classroom, in order to help the learners and facilitate meaningful learning.

Much of the research into CS carried out in South Africa focuses on CS in the educational setting. The aim of the research has been to identify the incidence and functions of CS amongst teachers and students. Such studies are important in highlighting the possible implications of CS for education. What has not been investigated to the same extent, are teacher, learner and parental perceptions toward effective teaching strategies in the classroom, including amongst others, CS. This study aims to do exactly that. Especially in the multicultural and multilingual diverse landscape of South Africa, there is a need for a new perception towards effective teaching strategies to accommodate all the different learners in a classroom, with different language proficiencies and language backgrounds.

Previous research into CS has traditionally been carried out from one of two perspectives: a grammatical perspective and a sociolinguistic perspective (Arrifin and Susanti Husin, 2011). The sociolinguistic perspective is concerned with the role that social factors play in the occurrence of CS. The goal is to determine patterns of occurrence of CS and how they are influenced by social factors like context and the speakers' role in the relationship. The grammatical perspective focuses on the structural aspects of CS. The goal is to determine the syntactic and morphological characteristics of CS- constructions. This study approaches the research into CS from a sociolinguistic perspective, as outlined in the section on the Theoretical Framework (cf. section 2.2.1.4).

The researcher will first look at what is understood by the term "codeswitching", then outline the negative ways in which CS is viewed, before looking at all the benefits attached to the approach, as well as the stance of CS in South Africa currently.

2.7.1 Defining Codeswitching

According to Hoffman (in Nel and Huddlestone, 2012) CS is defined as "the alternate use of two languages within the same utterance or during the same conversation". Lewis, Jones and Baker (in Carstens, 2016) say that CS is the planned and systematic use of two languages (alternately) by the teacher in one lesson. Arnfast and Jorgensen (2003) acknowledge that "CS is an increasingly sophisticated language skill even at an early stage of SLA". Cook (2001) says that CS "is a highly skilled activity". Grosjean (1989) in Cook (2001) elaborates: "CS not only fills a momentary linguistic need, it is also a very useful communication resource". Wei and Martin (2009) argue that "CS is, perhaps, the most common, unremarkable and distinctive feature of bilingual behaviour" and Woolard (in Lee, 2012) found it to be "systematic, skilled and socially meaningful". For the purpose of this study, the researcher will use the definition as defined by Hoffman, as this study will not only look at the occurrence of CS in the classroom as used by the teacher, but also between teacher and learners and learners amongst themselves.

2.7.2 The negative aspects of Codeswitching

Many early scholars (Prucha, Ellis, Wong-Fillmore, Chaudron – in Nordin, Zubir and Sadjirin, 2013) proposed that CS should not be allowed in L2 classrooms as it may hinder the learning process. This is based on the argument that learners may depend too much on the teachers' CS and may lose their eagerness to learn, as well as the ability to guess and infer meaning in the new linguistic environment that is the L2 classroom. Sachez (1989) argued that CS could "take away the purity of the language".

Negative attitudes towards CS are also associated with bad manners, language pollution and linguistic incompetence (Grosjean, 1982 in Arrifin and Susanti Husin, 2011). Many teachers believe that the practice of CS in a class might jeopardize students' ability to answer examination questions in purely the L1 (Arrifin and Susanti Husin, 2011). Teachers say that the overuse of the L1 might affect the quantity and quality of L2 input.

The proponents of the monolingual approach also feel that learning time in the class is not fully optimised and the use of CS in classroom instruction might lead to internalization of non-standard L2 forms and fossilization of errors.

Some students find it distracting as it affects their thinking skills in the L2 (Cook, 2001). They believe that they should have learned to think in the L2, rather than relying on translation from L1 to L2 (Fareed, Humayun & Akhtar, 2016). Some students also say that it destroys SLA, breaks the rhythm of the lecture and deprives them of opportunities to improve their listening skills in the L2.

However, considering the negative attitudes that many hold against CS, the response in favour of its use is overwhelming by researchers, teachers and learners, as will be shown in the next section. The evidence that its implementation is also much more widespread than initially believed, will also be discussed.

2.7.3 The positive aspects of Codeswitching

Some people accept CS as a natural phenomenon that occurs in bilingualism. It is an accepted style of communication and is regarded as common speech behaviour amongst speakers (Arrifin and Susanti Husin, 2011). The use of CS is regarded as neither better nor worse than using only a single language. CS is also seen as a successful communicative strategy and a resource for effective communication (Koziol, 2004 and Zuraidah, 2003 in Arrifin and Susanti Husin, 2011). It serves to enhance social group reinforcement (Grosjean, 1982 and Zuraidah, 2003 in Arrifin and Susanti Husin, 2011) and social prestige is gained by the value of the language(s) being used (Gobbons, 1983 and Asmah, 1992 in Arrifin and Susanti Husin, 2011).

Poplack (1979) concurs that it is a "verbal skill requiring a large degree of competence in more than one language, rather than a defect arising from insufficient knowledge of one or the other". Ncoko, Osman and Cockroft (2000) state that CS is the norm amongst school children and they point out its potential use as a teaching strategy.

Adendorff (1993) states that CS allows the teacher to "fulfil his academic and social agendas by enabling him to clarify information, encourage, provoke and involve his pupils". Adendorff (1993) further states that CS fulfils a social function, such as

signalling solidarity or authority and building relationships, and has academic purposes, such as reiteration and to ensure the adequate communication of content. He concludes that the development of a sensitivity toward CS should form part of all teacher training and that teachers should be encouraged to accept CS as a sign of bilingual competence, not a lack thereof. It gives speakers communicative and social power.

Kieswetter (1995), suggests that teachers need to recognise the dynamic nature of language and says that CS is one such dynamic strategy in language learning. Teachers' awareness of CS as a communicative tool is the focus of Lawrence's (1999) study, carried out within the framework of Myers-Scotton's Markedness Model (cf. chapter 3), where CS is regarded as a strategy for effective communication.

CS is a useful tool in teaching because it helps learners to explore their ideas and helps them to be able to expose alternate conceptions of the subject learned. They can also draw on useful sense-making resources in their existing language skills, rather than being constrained and inhibited from doing so by monolingual instructional assumptions and practices (Arrifin and Susanti Husin, 2011).

The reason that CS is such a valuable tool and is so socially meaningful, is that language learning and acquisition is complex. According to Chambers (2013) "there is no one size fits all" and teachers are required to "teach to a range of ability". Tian and Macaro in Lee (2012) state that the language classroom does not need to reflect natural discourse and that CS "has its own functions and boundaries in classroom contexts". Ellis (2019) explains that language is not a set of rules and forms to be adhered to. Language is about being able to communicate effectively and to convey a message from one person to another.

Jacobson (1983) (in Nordin *et al.*, 2013) says that CS is necessary as: (1) it provides students with enough input from both languages for the students to obtain grammatical and lexical information, (2) it enables students with differing language proficiencies to focus on learning the concepts during lessons where content is taught, (3) it provides a way of giving equal prestige to both languages in the classroom and is therefore likely to encourage balanced distribution of the two languages, (4) it encourages the kind of language behaviour commonly seen among proficient bilinguals and (5) it

keeps the students on task, contributing to the successful use of academic learning time.

Martin (1999) says that there are seven reasons why language educators use CS in language classrooms: (1) to signal the transition between the preparation for a lesson and the start of the lesson, (2) to specify a particular addressee, (3) to distinguish "doing the lesson" from "talking about" the lesson , (4) to go from teaching to a more informal exchange with the learners, (5) to distinguish questions from a written text from talking about said questions, (6) to bring out the voices of different characters in a narrative and (7) for classroom management. Greggio and Gill (2007 in Nordin *et al.*, 2013) say teachers switch on four different occasions: (1) explaining grammar, (2) giving instructions, (3) monitoring/ assisting students, (4) when correcting activities and interestingly, to attract learners' attention.

Teachers employ CS as a means of providing students with the opportunity to communicate and to enhance students' understanding. Furthermore, as pointed out by Martin (1999), CS helps to facilitate the flow of classroom instruction since the teacher does not have to spend so much time trying to explain something to the learners or searching for the simplest words to clarify any confusion that might arise. According to Norrish (1997), teachers use CS when the level of the language used in the textbook or to be taught is beyond the learners' ability or when the teacher has exhausted the means to adjust his/ her speech to the learners' level (Ahmad and Jusoff, 2009).

Arrifin and Susanti Husin (2011) found that even the most proficient instructors were not able to maintain their speech in the L1 and had to resort to CS to accommodate learners who were not competent in the L2. Research shows wide ranges of CS in classrooms, from as little as 0-15% to 0-90% (Duff and Polio, 1990 in Macaro, 2012). It is strongly believed that teachers' CS is an effective teaching strategy when dealing with learners with low proficiency in Afrikaans FAL (Ahmad and Jusoff, 2009).

Meiring and Norman (2002) also cite evidence that learners do not spontaneously respond in the TL, even if the teacher presents the entire lesson in the TL, and even the most enthusiastic pupils rarely use the TL spontaneously when talking to their friends. Meiring and Norman (2002) further explain that the use of the L1 in an L2

classroom, has a comforting effect (cf. section 2.9.1.1) and provides psychological reassurance for the learners, especially those at beginner level, because learners may lack the confidence to express themselves in the L2 and feel more comfortable doing so in their L1.

Nkamta's (2020) study reveals that CS is a necessary resource for the mastery of a language: "Scaffolding (cf. chapter 3 and section 2.2.1.4)) in the educational context, refers to a variety of teaching or instructional techniques used to move students progressively towards stronger understanding and ultimately, greater independence in the learning process" (White, 2016 in Nkamta, 2020). When considering the researcher's understanding of scaffolding, as first introduced by Vygotsky and used as the Theoretical Framework for this study, CS fits in perfectly with that definition.

Cook (2000 in Nordin *et al.*, 2013) says that CS is a humanistic approach and helps learners to speak their minds. Learners are not deprived by not knowing the right vocabulary or having the fear of making mistakes (cf. section 2.9). Cook further argues that rather than looking at CS as a barrier, it should be seen as a way of facilitating and easing the learning process. CS makes the lecture interactive and the teacher is able to build rapport with the students. Students get the feeling that the teacher understands them. It addresses the psychological need of the learners as their stress and sense of alienation is diminished. Chowdhury (2013) also found that it facilitates the learning process for students, especially those from diverse backgrounds, such as we find in South African classrooms, like the researcher's Afrikaans FAL classroom.

The majority of SL learners think that they benefit because of the teacher's CS and it helps them to learn a language in a better way (Nordin *et al.*, 2013 in Fareed *et al.*, 2016). According to research, 64% of the students give more respect to teachers who use CS during a lesson and most of them believe that CS also helps them to score better in examinations (Alenezi, 2010, in Fareed *et al.*, 2016). Nordin *et al.* (2012) also found that learners generally perceive that CS helps to ensure that they achieve their intended success by helping them to understand difficult concepts. Thus, the majority of students have positive attitudes towards CS.

From all the research cited above, it is abundantly clear that there are far more positive aspects to CS than there are negatives. Research also indicates that the use of CS in

SL classrooms is far more that people think or would like to admit to (Cook, 2001 and Butzkamm, 2003), because teachers are realising more and more what a functional strategy it is to use in a language classroom to help learners acquire the L2. In the next section, the perceptions toward CS that have surfaced in research done in the South African education sector will be considered.

2.7.4 Current perceptions toward CS in South African education

Whilst the research done on perceptions toward effective teaching strategies and in particular, CS, in South Africa, is not as extensive as in Europe and Asia, the researcher has found that the majority of teachers still advocate the monolingual approach (Du Plessis and Louw, 2008). Indeed, although several key scholars support integration of the mother tongue in language teaching (Cook, 1999, Garcia and Wei, 2014 and Swain, Kirkpatrick and Cummins, 2011 in Tannenbaum, 2020), the prevalent institutional approach still favours maximal use of the TL in the language classroom.

The research done by Peires (1994) indicates that certain multilinguals in South Africa, have themselves condemned the practice of CS, as well as most schools and education departments (Du Plessis and Louw, 2008.) This is a sad fact indeed, because if one bears in mind that South Africans have different languages, and that, theoretically, all these languages may be represented in a single classroom; the language teaching task of the teacher becomes overwhelming (Du Plessis and Louw, 2008).

In addition to this, it has been proven that the incidence of CS between and amongst the languages of South Africa is high (Mesthrie, 1993). The incidence of CS between English and Afrikaans in the Western Cape, for example, is noted by Mesthrie (1993) to be observable in literature dating back to the 1800s. The extensive CS observed in South Africa, hold implications for language change, language shift and convergence, as is highlighted and advocated in this research dissertation. With South Africa's varied languages, as well as a number of social and geographical varieties, CS is the norm rather than the exception in many communities in South Africa. Arrifin and Susanti Husin (2011) also found that teachers frequently use CS in language classrooms. It raises the legitimate concern of discord between education policies,

attitudes and perceptions in South Africa and the actual implementation thereof in South African language classrooms, which certainly has implications on language development, teacher education and policy assessment.

2.7.5 Contextualising SLA in the South African landscape

Multilingualism in classrooms is currently prompting debate and has significantly impacted on schooling in South Africa over the last decade. At present South African educators face the challenge of coping with and finding solutions to more culturally and linguistically diverse classrooms post-apartheid (Du Plessis and Louw, 2008).

Since the 1990's when South African schools became culturally integrated, the issue of multilingual and multicultural learners and teachers sharing a classroom has been problematic (Barkhuizen, 1993 in Du Plessis and Louw, 2008). When it comes to SLA, it unfortunately appears that some teachers (and parents) in South Africa are unaware of the importance of L1 in cognitive development and in the acquisition of L2 (Lemmer, 1995 in Du Plessis and Louw, 2008).

 If learners are taught exclusively in the L2 and it replaces the L1 completely, negative consequences may be suffered, such as the loss of confidence, social isolation as well as the potential loss of identity and the feeling of belonging to a community (cf. section 2.8.1 and 2.9.1) (Campbell and Diaz, 1995, in Du Plessis and Louw, 2008), which is what government and indeed the whole of South Africa have worked so hard towards establishing. Much of the change fought for, with the advent of democracy in South Africa, might be undone because of policy holders and language educators insisting on a monolingual approach in a SL classroom. The researcher will elaborate further on this in the coming sections.

2.7.6 Conclusion

In this chapter, the definition of CS was discussed, along with the positive and negative aspects of CS. This was put into context when the perceptions toward the use of CS and the whole domain of SLA in South Africa were taken into consideration.

In the next section, the focus will be on education policies in South Africa and what is expected of language teachers in South Africa. Because the focus of this study is on Afrikaans FAL, this section will also more closely examine perceptions towards Afrikaans as a language and the learning thereof as a FAL.

2.8 Language in Education

2.8.1 The relationship between language and culture

The problem with how language and culture is viewed, is that the interdependencies between the L1 and L2, cognitive processes and social-cultural factors are not recognised, (Kern, 2000 in Banda, 2003), and the issue of the positive or negative effect on academic language proficiency is also not considered. In South Africa, like anywhere else, the debate on L1 or L2 as a medium of instruction has not often considered the fact that language has cultural dimensions. (Mohan, 2003 in Banda, 2013).

Ideologies, values, attitudes and power relations are usually reflected in discursive practices, and are thus associated with language use (Banda, 2013). Teachers and educational institutions should aim to bridge the sociocultural and psychological distance, with which CS can help (Banda, 2013). Language teaching should recognise that "deep cultural knowledge and linguistic competence are equally necessary if one wishes to understand people and their communities" (Fichtner, 2015). When learning a second language, one is not only learning the language, but also the culture of the people. Culture is deeply entrenched in language, therefore the two cannot be isolated from each other.

Iraki (2004) says that "culture is a product of the human mind and it is defined, propagated and sustained through language. The relationship between language and culture is indisputably symbiotic." The Concise Oxford Dictionary defines culture as "customs, civilization and achievements of a particular time or people." Culture can thus broadly be seen as a people's way of life. As such, it is transparent how language is intrinsically part of that everyday life and that life is shaped by language as much as

language is shaped by life. Iraki (2004) also says that language encodes the values and norms in a society and that as a culture changes, so does the language. With language and words, children are taught wrong from right, good manners, and societal expectations, just to mention a few. The child's identity can even be shaped by the words that parents and society use, words that will form an image in the mind of the child, a feeling of belonging and a guide to the child's world view later in life.

When learners then enter high school, much of that shaping and world view has already taken place and a teacher will find learners sitting in his/ her class with certain attitudes, preconceptions and judgements that the teacher will then need to (gently) challenge, change or eradicate (if possible). The researcher believes that this would be doable only if the teacher adopts an inclusionary stance, such as CS, to make every learner feel embraced and accepted.

To take such an inclusionary approach, would be to consider Bennett, Bennett and Allen's (2003, in Ben Said and Jun Zhang, 2013) constructivist approach (cf. section 2.2.1.4) of the development of intercultural competence. They have designed a Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, 1993). This model is made up of six stages within a continuum of intercultural competence development. There are three ethnocentric stages (denial, defence and minimization) and three ethno-relative ones (acceptance, adaptation and integration). In the ethnocentric phase, individuals experience reality through the lens of their own culture. In contrast, individuals in the ethno-relative stage perceive reality through multiple cultural perspectives. It would obviously be the ideal for teachers and learners alike to approach the learning of a new language (and therefore, culture) from within an ethno-relative frame of reference, tolerant and accepting of one another's differences in terms of linguistic and social backgrounds, language proficiency (cf. section 2.4), communicative competence (cf. section 2.5) and other such factors that impact the acquisition process when learning a new language, other than one's MT.

This ethno-relative approach must not only be adopted at ground level by the educators and learners, but also from the top-down, including school management, the Department of Basic Education and all education sector stakeholders. Thus, in the following section, the researcher will look at what salient documents pertaining to the teaching of languages in South Africa have to say regarding this issue.

2.8.2 Education policies and CAPS prescriptions

When considering the requirement of teachers, schools and educational bodies in South Africa, one first has to look at the Bill of Rights. The Bill of Rights "embeds the rights of all people in our country in an enduring affirmation of the democratic values of human dignity, equality and freedom" (www.parliament.gov.za). Using the Bill of Rights as a guideline, all other documentation and policies have to be drafted accordingly.

Looking briefly at the South African constitution, it stipulates (Section 29) that everyone has the right to receive education in the social language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of this right, the state must consider all reasonable educational alternatives including single medium institutions, considering (a) equity (b) practicability and (c) the need to redress the results of past racially discriminatory laws and practices.

The Schools Act (1996) determines (in summarised form) that: the provinces must formulate their own language-in-education policies (subject, of course, to national policy) and that the governing body of a (public) school determines the school's language policy (subject to any relevant provincial acts).

The Education Department declares itself committed to three aims, namely (a) the promotion of multilingualism, (b) countering the disadvantages resulting from the mismatches between home languages and languages of learning and teaching, and (c) building a non-racial nation and contributing to citizens' full participation in society and in the economy (Webb, 2002).

These are the broad outlines, but the next section will look specifically at the document that provides guidelines to all government schools, both primary and high school, as to what curriculum content they should teach, what assessments there are to be throughout the year and what educational aims or outcomes there are for each subject.

2.8.2.1 Curriculum Assessment Policy Statements (CAPS)

South African Government schools are guided by a national education plan called CAPS. This document outlines the expectations for each Grade, each subject and each sub-field in a certain subject. Following the CAPS document (2020), there can be no uncertainty in any teacher about what is expected of them. Pertaining to this study, the researcher has elected to highlight certain parts from the Afrikaans FAL part of the CAPS document to show the importance of accommodating learners from all different spheres of life, backgrounds and linguistic capabilities in an Afrikaans FAL classroom with actual classroom practice, as has been discussed in the literature review, and as has been the experience of the researcher in her 12 years of teaching at a government high school.

The CAPS document (Department of Basic Education, 2011) states that the aim of education is: "to equip learners, regardless of their socio-economic background, race, gender, physical or intellectual abilities, with the knowledge, skills and values that are necessary for self-fulfilment and meaningful participation in society as citizens of a free country". Furthermore, it elaborates that: "The National Curriculum Policy for Grade R to 12 is especially sensitive towards issues that reflect diversity like race, gender, language, age, disabilities and other factors." "Inclusivity should play an important role in organisation, planning and teaching at any school. This can only happen if all teachers thoroughly comprehend how to recognise and address obstacles, as well as how to plan for diversity."

Lastly, in an excerpt, specifically pertaining to Afrikaans FAL, the document states the following: "By the time that learners reach Grade 10, their knowledge of their FAL should be fairly sufficient in terms of interpersonal as well as cognitive academic skills (cf. section 2.4 on proficiency). In reality, learners are, at this stage, still not able to communicate properly in their FAL. The challenge in Grade 10-12 is therefore to support the learners and at the same time, provide them with a curriculum that meets the standard of requirement for Grade 12."

Considering the Bill of Rights, the Schools Act and the CAPS document, it is clear that the direction set for educators in South Africa is one of inclusivity, accommodation where necessary and the support of all learners. From a language point of view, the

researcher believes that the best possible way to achieve this is by using a scaffolded approach as outlined by Vygotsky (cf. section 2.2.1.4 and chapter 3), incorporating CS and learning from the insights offered by the learners and teachers regarding their perceptions of what really is effective language learning in an Afrikaans FAL classroom.

It is clear that according to policies and acts, the right steps have been taken for reform to take place. However, this must be put into practice by all members involved in this ecosystem, including language teachers in linguistically and culturally diverse language classrooms. In the next section, the researcher will focus specifically on the language of Afrikaans itself. Unlike other SL being learned around the world, this one comes with its own certain "baggage" because of South Africa's political history. It is important to take this into consideration as it still, to this day, influences teacher and learner attitudes towards the language of Afrikaans. It is for this reason too, that CS might assist in helping to keep at bay feelings of (what was referred to earlier) social isolation/ alienation, loss of identity and the feeling of not belonging to a community (cf. section 2.8.1 and 2.9.1) (Campbell and Diaz, 1995, in Du Plessis and Louw, 2008).

2.8.3 Afrikaans as First Additional Language as opposed to Sepedi First Additional Language

What makes this study unique is that the research questions posed (cf. section 1) have not been considered sufficiently in the South African context, where Afrikaans especially, has a political history. Because of apartheid in South Africa, and because apartheid was enforced by white Afrikaners, the language carries with it a negative connotation and some learners are reluctant to learn it (Mac Caron, 2005). However, it is one of the eleven official languages of South Africa and only one of two currently being offered as Second Additional Languages in Tshwane (the other being Sepedi; an African language notorious for its difficulty). When compared to Sepedi, which is an agglutinative language[7], Afrikaans is a relatively simple language to learn, because (1) it is a more modern language, (2) similar to English in terms of morphology and (3)

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[7] An agglutinative language is a language in which various affixes may be added to the stem of a word to add to its meaning or to show its grammatical function (Richards and Schmidt, 2002).

is categorised as a synthetic language although not containing as many tenses as the English language. It should be stated categorically though, that no one language is easier to master than another. Each language has its own unique difficulties which learners will have to overcome during the acquisition process.

What is interesting to note, is the learners' perception towards Afrikaans as a language. Theoretically it is known that all languages are unique and have their own difficulties when acquiring, learning or using the language in question (Joseph and Newmeyer, 2012), but the perception (even amongst learners of colour[8] whose MT would, in the majority of cases, be an African language such as Sepedi) is that Afrikaans is easier, even though they may have negative feelings towards Afrikaans because of its history (Mac Carron, 2005). Learners in the researcher's own Afrikaans FAL classroom have indicated that they would rather take Afrikaans than Sepedi as a subject choice when it comes to First Additional Languages, even though they struggle with the language and perform poorly during assessments.

2.8.3.1 The history of Afrikaans

Sadly though, is that even if their perception is that Afrikaans is an easy/ easier language to learn, the deep-seated perceptions that they have of the roots and history of Afrikaans and the role that is has played in politics in the past, certainly affect their learning of that language (Dyer in Mac Carron, 2005). Unfortunately for Afrikaans, the perception is that it is synonymous with the apartheid policy (Verhoef in Mac Carron, 2005) and therefore seen as the "language of the oppressor" (Mac Carron, 2005). Learners (especially those of colour) may not see Afrikaans people as the oppressors anymore, but the history is still there in the back of their minds. Their grandparents might have told them what it was like to live under the apartheid era or they would have learned about it in history classes. This history and negative connotation with the language may affect the learners' social world view as well as their cognitive processes, in this case pertaining to language acquisition, learning and possible use

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[8] The term "Coloured" is a problematic term. It was used as a term of classification during Apartheid for people of mixed ethnicity. The term is still used for lack of a more acceptable alternative, and in this case, it is used as a label for a varied social group with diverse cultural and geographic origins. (Dictionary of South African English, 2022).

(Gass, Behney and Plonsky, 2013). Feelings/ attitudes are the single largest contributing factor to the successful learning of a language (Bugarski in Mac Carron, 2005), even though learners may not consciously be aware of it.

Iraki (2004) says that in most cases, "language forms a basis for ethnic, regional, national or international identity. The concept of nationhood finds a resonance in the adoption of a *national language* around which diverse ethnic communities can rally." Now, in South Africa there is not one national language, but eleven official languages, which makes it difficult for language to be the uniting factor. In South Africa's history, it was more of a dividing factor, considering the apartheid regime and the pivotal role that the language of Afrikaans played in that era, since the ruling government of the day were Afrikaans speaking and Afrikaans was enforced on all peoples of South Africa as medium of instruction and tuition (cf. section 2.5), causing a lot of bitterness and resentment in the vast majority of South Africans whose mother tongue was not Afrikaans and who had come to associate Afrikaans with oppression and being oppressed .

Afrikaans' "bad reputation" still precedes it today, making many learners reluctant to learn it (as is the researcher's own experience in teaching), because of its association with apartheid and oppression. That is clearly a contributing factor to learners' acquisition of Afrikaans as FAL and one that takes a skilled and compassionate teacher to overcome. The researcher believes that such a teacher would not be one that "oppresses" the class (as a matter of speaking) again using only the monolingual approach, but one that makes place for, and encourages the use of, the learners' MT, creating an atmosphere of inclusion, warmth and acceptance of diversity (Desai, 2001).

This is especially true if one considers that a SL teacher is faced with a very diverse learner population in his/ her classroom. In one high school classroom, one will have: (1) learners who have had no exposure of any kind to Afrikaans (often immigrants), (2) those who have had input at primary school level, but who are still not proficient in the language, (3) those who have had input at primary school level and can continue at the expected level in high school and (4) learners whose home language is Afrikaans.

If one looks at the development of language and culture in South Africa's history, one should start with how languages were introduced in South Africa. Firstly, one has the Bantu languages, namely the Nguni languages (Xhosa, Zulu, Swazi and Ndebele), the Sotho languages (Sepedi, Sotho and Tswana), and Tsonga/Shangaan and Venda (Webb, 2002). The second major language family is the Germanic grouping — Afrikaans and English. Afrikaans goes back to the 17th century, when the Dutch established a community in the present Cape Town. The Dutch language underwent considerable change, particularly through use in the local communities, particularly the Khoi people. By the middle of the 19th century, Afrikaans was the lingua franca in the Cape Colony. There was a drive from 1870 to promote the use of Afrikaans in public domains and in 1925 it became a national social language, along with Dutch (and English). When the white Afrikaans-speaking community gained political power, Afrikaans was strongly promoted in public domains, eventually achieving functional equivalence with English (Webb, 2002).

The "English presence" in South Africa dates from the 16th century when ships on their way to the east to buy spices, would use the Cape as a refreshment post. Later, the British took control of the Cape by defeating its Dutch rulers. Although the British government agreed to respect local language rights, they also promoted the use of English in all public domains (Webb, 2002).

Since 1994, with the end of apartheid and the introduction of a democracy in South Africa, Afrikaans functionality has become increasingly restricted, so that it is seldom used in public forums anymore. English is by far the dominant language of the country; it is the home language of 40% of the white people, a sixth of the coloured people and practically all the Asian people (Webb, 2002). All eleven official languages and especially the Bantu languages do not have parity of esteem in South Africa, even though their official status is recognised. This presents a particular problem for language planners and policy makers, as the scope with which to work is limited to (mainly) Afrikaans and English, marginalising the other nine official languages and as has been pointed out earlier, Afrikaans has also been marginalised to a certain extent.

2.8.4 Conclusion

It is salient for policy makers, language planners and teachers to recognise the role that Afrikaans played in South Africa's past in terms of being used for manipulation, discrimination and division. The education department (including teachers) will need a great deal of willpower and creativity to overcome the cultural barriers that might still persist (Webb, 2002). Since 1994, the restructuring of the education system has started – from a fully racialized system into a non-racial system with a new culture of formal education that includes new values, new standards and norms, new attitudes and new expectations; a multicultural system, addressing the inequalities of the past, including linguistic inequalities (Webb, 2002). This restructuring needs to be carried on, expanded and built upon so that all learners of all races feel welcome and included in the FAL classroom.

The acquisition of a FAL or any SL for that matter, revolves around the learner and all the above-mentioned sections have dealt with the various ways in which it affects the learner and the learner's acquisition of an L2. In the next section, the focus will be on the learners themselves, looking at factors that affect teenagers and especially males (as they are the focus group for this study).

2.9 The learner - Factors affecting Second Language Acquisition
2.9.1 The adolescent learner

Adolescents are a notoriously difficult group of learners to work with, as they fall neither into the category of children (and therefore the critical period (cf. section 2.2.2.2), as will be discussed later in this chapter under the Critical Period Hypothesis), nor in the category of adults (where all the research done on adult SLA is applicable). Besides the linguistic and metalinguistic factor in SLA, there are a host of other factors that teenagers have to manage, which may complicate the language learning process.

In this section of the literature review, the researcher would like to turn to the learner and look at the learner profile encountered by the researcher in the researcher's work environment. The learners that the researcher works with and whom this study and its findings are based on, are males between the ages of 13 and 19 in a single sex high

school. The researcher would like to investigate factors, both internal and external, that influence the learners' acquisition of a second language.

When looking at the acquisition of an additional language, other than the MT, it is important to consider the entirety of the individual. In this case, there are several other factors that play an important role in the make-up under the scrutiny of this investigation. For the purpose of this study, the focus is on adolescent males from multilingual and multicultural backgrounds. The importance of culture and the link between culture and language have already been explored (cf. section 2.8.1), but this study has yet to look at the other factors that teenagers have to manage, whilst focusing on their academic studies and particular to this study's field of interest, the acquisition of a FAL.

In this section, the researcher will look at various aspects that impact the acquisition of a FAL in an adolescent male's life; being affective filters, the Critical Period Hypothesis, the difference between the male and female brain with regard to language acquisition and a brief look at hormonal changes and the role that they play in academic performance in adolescents.

2.9.2 Affective Filters

According to Krashen (1981) a learner's emotional state can either be conducive to learning or a barrier to learning. A learner who is tense, anxious, angry or bored will block out input and will not then later be able to retrieve the information in terms of acquisition. These "blocks" or filters have to do with the learners' motivation, self-confidence and anxiety state.

Attitudes towards the learning of a foreign language seem to be sensitive to the specific language that is being learned, and to the learners' awareness of it as an important life skill. For example, Julkunen and Borzova's factor analysis (1996 in Tragant, 2013), based on teenagers in Finland and Russia, showed that teenagers experienced three factors when it comes to influencing their L2 learning: "challenge motive", "anxiety factor" and "teacher/method". Other teenagers pointed out that they wanted to acquire an L2 because of its functional or everyday use (like listening to

songs, watching television in that language etc.) to wanting to use it for their career or future studies.

Unfortunately, with adolescents, languages are not always seen in the same important light as Mathematics or Science (researcher's own experience) and positive attitudes towards learning a language declines, as was shown in Tragant's (2013) study - positive attitudes to French as a school subject tended to decrease after the age of 10/11. A decrease in enthusiasm towards the foreign language at age 11 was also found in an eight-year study conducted in Hungary (Nikolov, 1999 in Tragant, 2013) with students who had started learning English at the age of 6. Tragant (2013) points out that there may be a general trend among adolescents in secondary school to view all school subjects negatively, making it very difficult for the language teacher to remain positive, to create a love for language learning amongst the adolescent learners and to keep them motivated.

The teacher needs to be aware of and overcome these learner attitudes and affective filters in order to ensure the successful acquisition of the L2. The researcher, along with others (Meyer, 2008 and Makulloluwa, 2013), believe that CS is one technique that will lower learners' affective filters and cause maximum learning to take place.

2.9.3 Critical Period Hypothesis and the Sensitive Period

The second important factor that plays a role in the acquisition of an L2 amongst adolescent learners, is the question of a critical period in which it is believed that children are at an optimal level for language acquisition and where after, language learning success rates decline.

Second-language researchers have long been concerned with maturational (age of acquisition) effects on the acquisition of the target language. Learners, who begin learning after the onset of puberty (between the ages of 10 and 12) differ as to how they comprehend complex sentences compared to L1 speakers and early L2 learners (Dallas and Kaan, 2008). The Critical Period Hypothesis (CPH) was first proposed by Penfield and Roberts in their 1959 book Speech and Brain Mechanisms, and was popularized by Lenneberg in 1967 with Biological Foundations of Language (Vanhove,

2014). The hypothesis claims that there is an ideal time window to acquire language, after which further language acquisition becomes much more difficult. The first few years of life is the essential time in which an individual can acquire an L1, if presented with adequate stimuli and input. If language input does not occur until after this time, the individual will never achieve a full command of the language.

Lenneberg (in Vanhove, 2014) argued that language acquisition needed to take place between age two and puberty. For him, the critical period concept was concerned with the implicit acquisition in immersion contexts and did not preclude the possibility of learning a foreign language after puberty, albeit with more effort and typically less success. Pinker (1995) elaborated even further by extending the CPH (generally believed to be between the ages of 0 and 10-12) to what he termed the "sensitive period", extending it to the age of 18. SLA research adopted the CPH hypothesis and applied it to second and foreign language learning, resulting in a host of studies. In terms of accent and pronunciation, it will depend on such factors as the amount of L1 used versus use of the L2, learner motivation and training in pronunciation (Long, 2013). Thusly it is only weakly related to increasing age, in the same way that other cognitive abilities decline with old age.

There are advantages to increased age as well: older learners are more efficient at drawing from their linguistic environment to address their learning needs in a more accurate way. They are able to do this by using the social scaffolding model proposed by Vygotsky (cf. chapter 3 and section 2.2.1.4) by being active participants in interactive processes (Granena, 2013). However, other studies have shown that there seems to be an unfair expectation of adolescent learners to keep up conversation even if they were lacking in the resources to do so. It is important to take into consideration that speaking is a proficiency (cf. section 2.4) skill which occurs after listening and reading. Older learners (i.e. after the critical period, thus age 12) are also more adept at handling breakdown in communication by using a variety of signals such as questions or repetitions to indicate that they did not understand.

There are thus advantages and disadvantages to the older (adolescent) learner learning an L2. Once again, the researcher believes that monolingual teaching

methods hamper the process of acquisition and retard the rate with which learners can successfully acquire an L2 (Cook, 2001; Butzkamm, 2003). The researcher proposes CS as the solution to overcoming this barrier, especially when combined with the social scaffolding model of Vygotsky's Constructivism.

Learners take approximately 5 to 7 years to develop Cognitive Academic Language Proficiency (CALP) (cf. section 2.4), which is the required proficiency in any language to grasp academic concepts for learning and achieving at school (Du Plessis and Louw, 2008). Whilst learners are developing their CALP skills, CS might be the solution to bridge the difficulties they have whilst still learning the L2.

In the next section, the researcher will look at how language learning is affected by the sex of the learner, since it has long been the perception that language is a female domain and science a male domain (Powell and Batters, 1985).

2.9.4 Male vs. female learners

It is a widely known fact that males and females learn differently from each other (Nikitina and Furuoka, 2007), but the researcher would like to investigate exactly what those differences are and how they pertain specifically to language learning in males.

In the field of language learning, the learner's sex and its relationship to emotional (affective) components of language study, has been the subject of numerous academic inquiries. These studies have focused on female and male students' motivational patterns, classroom behaviour, conceptions of teacher-student interaction, etc. For example, Oxford and Ehrman (1995) examined learning styles and strategies from the gender perspective, Murphy (1980) explored relationship between the student's gender and his or her academic achievement, Sunderland (1998) investigated influences of the student's gender on the patterns of teacher-student classroom interaction. Some studies employed the gender perspective to examine the affective aspect of language learning. Thus, the researchers have explored such topics as gender differences in motivation to learn a new language (Mori and Gobel, 2006), female and male students' attitudes towards language learning (Diab, 2000) and the target language culture (Wright and Tropp 1999), attitudes of the female and

male students towards learning a particular foreign language, such as English and French (Dewaele, 2005; Shaaban and Ghaith, 2003).

Similarly, this study recognizes the fact that a person's gender is an inalienable part of their identity and that gender awareness is shaped through the individual's various past and present experiences. It is reasonable to propose that due to this stress on social interaction, the language classroom has been described as a "girls' domain" (Sunderland, 1998). Also, a number of studies reported that girls tend to outperform boys in language learning (Powell and Batters, 1985), which could be due to the fact that girls comport themselves differently from boys (Sunderland, 1998). Thus, the female students' motivation to learn a language, as well as their confidence to use the language, were higher compared to the males (Nikitina and Furuoka, 2007).

The question that is being debated is whether girls and boys are wired differently, and whether the known differences in the brain structure and functions according to neuroscience have a bearing on how each gender learns.

Girls generally score higher on standardized tests, especially in language skills and verbal expression. According to Sousa (2011), the difference in brain structure between girls and boys results in learning differences. Because the corpus callosum, which is the neural cable connecting the two hemispheres of the brain, is much thicker in girls. This may explain that girls are better at connecting both hemispheres and using them together in cognitive processes. Sousa (2011) also states that the language areas in girls' brains are denser than in the brains of boys. Another difference in brain structure as cited by Sousa (2011), the hippocampus, which is responsible for memory formation and consolidation, grows more in girls than boys during adolescence. Nasser (2016) points out that girls have more cortical areas, thus are more able in verbal expression and writing, whilst boys' brains are more adapted to symbols, abstractions and pictures, related to Mathematics and Science.

It is necessary to acknowledge that boys and girls learn differently, and based on this acknowledgment, introduce changes in the classroom. Classrooms are more fit to the learning preferences of girls, where long periods of sitting and verbal-emotive activities are more prominent and do not accommodate the more impulsive, kinaesthetic-spatially oriented learning preference of boys (Nasser, 2016). The image of a school

child as someone sitting and reading has become the poster image for education, especially in the past fifty years. This is not a bad image, but it is an incomplete match with the way the minds of many boys work. Teachers and parents have noticed the mismatch in their homes and schools: boys struggle to learn in the ways provided for them, teachers and families become frustrated and boys are then labelled as "difficult" or "failures" and becoming morose with self-doubt (Gurian and Stevens, 2005). Teachers need to seriously consider the restructuring of their classrooms and lessons, so as to accommodate male learners as well as female learners, as much as is possible and doable.

From the literature mentioned above, it is clear that the adolescent male not only has to overcome non-linguistic factors such as those outlined above, but also biological and developmental constraints which set them apart from their female age-related counterparts in terms of learning an L2. It is beyond the scope of this dissertation to suggest ways of overcoming these obstacles and implementing learning strategies to assist specifically adolescent boys with learning, suffice it to say that CS is, in the opinion of the researcher and others (cf. section 2.6), one such way of doing that.

2.9.5 Cognitive development in the adolescent years and the impact of hormonal changes on adolescent learning

The challenge to the high school educator is a demanding, but rewarding one and one that the researcher believes can be eased with the use of CS in the L2 classroom. In the following section, the researcher will consider other factors contributing to language learning during the adolescent years.

Until recently, scientists believed that the vast majority of brain development took place in early childhood. Research over the past decade, however, has shifted in the way we look at how the brain develops over time. It is now known that the structure and function of the brain continue to develop significantly during the adolescent years (XO Knowledge Model, 2003).

High school educators should continually be aware of the fact that the adolescent brain is still developing and maturing. The adolescent's brain is different from both the child's

brain and the adult's brain. "It is different with respect to both morphology and function, and at the levels of brain structures, regions, circuits, and systems" (Steinberg, 2009). Teachers should therefore encourage higher-order thinking skills. When adolescents develop higher-order thinking skills (as is the case when engaged in a socially constructed model like the Vygotskyan ZDP – cf. chapter 3 and section 2.2.2.3), they are building the fundamental capacity of their brains (XO Knowledge Model, 2003).

The adolescent brain is still malleable, meaning that learners are particularly sensitive to either negative or positive learning experiences. Adolescents learn better (will experience a situation as more positive) when they are confronted with more sophisticated ways of thinking, as is possible when learners are engaged in the ZPD.

Along with cognitive development, the emotional development and all the hormonal changes that occur in the adolescent body also need to be considered (Romeo, 2013 and Peper and Dahl, 2013). Growing evidence from studies in both humans and animals has suggested that, during the myriad of social, emotional, cognitive, and biological changes taking place in the teenage years, pubertal hormones may influence some neural tendencies affecting social and affective processing (Crone and Dahl, 2012 in Peper and Dahl, 2013).

Changes in the different brain areas and circuits appear to sensitize teenagers to their social world, causing a tendency to give increased attention and motivation to social domains that may have adaptive advantages during teenagers' development in their adolescent years (Laube, van den Bos and Fandakova, 2020). These authors further state that "puberty appears to create a neurobehavioral nudge towards exploring and engaging these social complexities". These tendencies to explore and engage in their social environment can promote adaptive social learning, which serve to substantiate and promote Vygotsky's sociocultural approach of scaffolded learning. However, these same tendencies can also create some vulnerabilities, which tie in with the affective filters discussed earlier. Language teachers have to tread very carefully, then, to navigate this sensitive landscape of adolescent development.

There is evidence that pubertal hormones (testosterone, estradiol, and DHEA) directly influence brain activity within the anterior temporal lobe during social-emotional processing (Goddings, Heyes, Bird, Viner, and Blakemore, 2012 in Peper and Dahl,

2013). This is quite interesting given that the anterior temporal lobe has been associated with emotions such as guilt and embarrassment (Zahn, Moll, Krueger, Huey, Garrido and Grafman, 2007 in Peper and Dahl, 2013). This would again, be evidence that affective filters play a large role in language acquisition in teenagers and that CS could be a very useful strategy to overcome the embarrassment that learners might feel if they had to speak in the L1 only, as they would have to do in a classroom that has adopted the monolingual approach (cf. section 2.5).

Shirtcliff (2009, in Laube *et al.*, 2020) provide evidence that puberty contributes to the regulation of sensitive periods (cf. section 2.9.3) for cognitive development and that sex steroids such as testosterone and estradiol, which are both elevated during puberty (Shirtcliff, 2009 in Laube *et al.*, 2020), play an important role in regulating the mechanisms of plasticity in the brain, again pertaining to the CPH and the sensitive period (cf. section 2.9.3).

To date, only a handful of longitudinal studies have investigated changes in neural networks together with pubertal changes, but it is clear that the adolescent body undergoes a multitude of changes, which can make learning a challenge, whilst the teenage years can bring their own set of struggles in terms of emotional and social development (Wait, Meyer and Loxton, 2005). Teachers of high school learners, like the ones in this study, need to take cognisance of the research presented in current literature and the implication it holds for the way in which adolescent learners learn and acquire an additional language.

2.9.6 Conclusion

Adolescent male learners are not only influenced by purely linguistic factors such as those discussed in sections 2.6 and 2.7, but also all of these factors mentioned above, which makes SLA all the more complex for this cohort.

In the next section, the researcher will look at the pivotal role that the language teacher plays in the acquisition of an L2, as well as the teaching strategy that the teacher chooses to apply during the learning process.

2.10 The language teacher

At the centre of all of the abovementioned challenges, is the language teacher, who has to facilitate learning and the acquisition of an L2, to the best of their ability, whilst accommodating all the learners in their classrooms with their different attitudes, proficiencies, backgrounds and the like. Therefore, it is important to look at how teachers perceive the different teaching methodologies and more specifically, what the general attitude is towards CS in a language classroom.

2.10.1 The teacher's role in language acquisition

The chief facilitator of change in learners' attitudes towards a subject, and in this case, a language, is the teacher. In order for the teacher to teach effectively, the teacher has to be aware of all the factors that come into play in a language classroom. According to Luk and Wong (2010), this is called a teacher's language awareness (TLA) and it is believed to have a significant impact on learners and their acquisition of the L2. TLA has traditionally been assumed to be a cognitive construct, but a more recent view on TLA argues for its sociocultural significance in second language learning. TLA requires teachers to be effective mediators of language learning, which involves an awareness of "the challenges posed for the learners by the language content of pedagogic materials and tasks" (Andrews, 2007 in Luk and Wong, 2010). The researches, along with others (cf. section 2.7) believes that CS is one way of doing this and overcoming barriers faced by language educators.

Kramsch and McConnell-Ginet (1992, in Luk and Wong, 2010) highlight the importance of dialogue in language learning: "Learners themselves are to weave together texts and contexts to make meanings and to give power to words." The authors encourage teachers to use linguistic forms as a "socially shared communicative resource". Drawing on Vygotsky's framework, the successful language teacher realises that metacognitive skills are acquired "through social interaction where comprehensible communication occurs and active awareness of these comprehension problems and problem-solving strategies is demonstrated (by the teachers)" (Hernandez, 1993 in Luk and Wong, 2010). Hernandez further says that children learn "when they are engaged in social learning activities where

communication and meaning serve central functions". Finally, it is important to remember that communication or social interaction is not the only function which language performs in the learning context. Language is also an instrument with which "value systems are acquired and expressed, views and perceptions are formulated, personality and a sense of community and culture is developed and understood" (Webb, 2002).

The language teacher's role is therefore so important, as languages and language perceptions shape learners' thinking in terms of their world view, self-perception and values and norms. Language teachers have to tread carefully, even more so in the sensitive and fragile milieu in which the South African education department finds itself in. As stated previously, CS is a tool in the language teacher's arsenal to help neutralize potentially negative situations or atmospheres and instead create a classroom environment where all learners feel welcome, understood and engaged.

2.10.2 Teacher perceptions toward codeswitching

As has been referenced in section 2.5, the majority point of view from teachers in the past, as well as current teachers, is still that the use of the monolingual approach is preferable. However, it has also transpired through all the research done (as discussed in sections 2.6 and 2.7), that there has been a shift towards teaching approaches that are more inclusive of including the L1 in the L2 classroom, and one such strategy is CS.

Some teachers are of the opinion that CS should be used at beginner or elementary level and as the level advances, it should be limited (Horasan, 2014 in Fareed, Humayun and Akhtar, 2016). Others suggest that CS is beneficial to relieve anxious, nervous, frightened and reluctant students as well as learners with low self-esteem. Teachers have found that CS not only increases student's comprehension and application of the material, but also provide a positive learning environment with the help of good student-teacher relationships (Moghadam and Shahraki, 2012 in Fareed *et al.,* 2016.)

The researcher hopes to add more knowledge to this area of research during the process of data collection, so as to provide a better presentation of the current perceptions of teachers in a FAL classroom and the different teaching approaches that are employed.

2.10.3 Teachers and parents

Lastly, the researcher wishes to look at the parents' role in the child's journey of language learning and language acquisition. Whilst the parental influence declines in the adolescent years and is replaced by teachers and peers, the parents still play an important role, as they can either assist from home, or be a negative influence in the child's perception of the language, due to their own bias or perceptions. Teenagers are also under immense pressure from parents (not all, luckily, but certainly some), to perform academically, in all of their subjects, including languages.

With regards to English, the research in a South African context, has shown that many parents go to great lengths seeking English as the sole medium of instruction (Evans and Cleghorn, 2014), viewing it as a world language and one that will certainly open doors for their children in the business world. The same study has shown that even though parents themselves are not proficient in English and can offer little or no assistance from home, the expectation is that schools and educators must handle this process entirely on their own and produce native-like proficiency in the learners. However, as far as SLA is concerned and the role that CS plays, there has been little research done on parent attitudes, or even their knowledge of this domain.

Children's developmental process is undoubtedly influenced by their social environment such as family, school and community, whose partnership in education is vitally important. The parents or other caregivers are the first teachers of children and this role continues even when they start school. Research suggests that parental involvement affects not only the learning outcomes but also students' social, emotional, psychological and interactional improvement (Al-Mahrooqi, Denman and Al-Maamari, 2016). Parental involvement can be defined as the actions that the parents perform in order to boost their children's school achievement, which requires joining partnerships such as parent-child, parent-teacher and parent-parent (McNeal,

2014). In a nutshell, parent-school partnership makes the learner feel more comfortable socially and emotionally, which influence students' success positively (Niehaus and Adelson, 2014).

When it comes to the influence of parental involvement on second language (L2) development, previous research suggests that parental involvement has a considerable effect on children's L2 learning and development (Panferov, 2010; Xuesong, 2006). Parental involvement affects children's L2 achievement motivationally, affectively, socially and cognitively (Emerson, Fox and Senders, 2012 in Songxaba, 2016). However, in the research for this literature review, almost no literature regarding parents' perceptions, whether positive or negative, toward specific teaching methods or strategies, nor mentioning CS at all were found.

2.10.4 Conclusion

Even though many strides have been made towards a more progressive, inclusive approach to teaching a FAL or SL, there are many more that need to be taken when one considers all the information in this literature review. There certainly are numerous factors at play in the learning process that adolescent males from different cultural and linguistic backgrounds go through when acquiring a FAL or SL that researchers, teachers and parents need to be aware of.

It is decisively not an easy task for educators of adolescent males to teach an additional language, therefore it is important to consider strategies like CS, to simplify the task and lessen the burden for both teachers and learners.

In the next chapter, the researcher will discuss the methodological approach that this study has taken, why certain methods were chosen, their application to this study and the possible outcomes that the researcher hopes for, for this study.

Chapter 3

Methodology

3.1 Introduction

This study is aimed at discovering what the perceptions are amongst teachers and learners alike when it comes to effective teaching strategies in the Afrikaans FAL classroom. To this end, questionnaires were designed and interviews were conducted to gather data. This chapter, firstly, outlines the research design. This section is subdivided into multiple subsections. The first subsection outlined how the data collection occurred, followed by the second subsection on the description of the data collection instruments, while the third subsection provides a description of the participants involved in the study. This subsection is further subdivided according to the teacher background information as well as the learner background information. The section fourthly describes the research time and locations. Secondly the data analysis procedures for both the qualitative and quantitative analysis is outlined. Lastly the limitations and ethical considerations involved in the methodology of the study are outlined.

3.2 Research Design

A research design, according to Kothari (2004, in Strauss 2016), refers to the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. To this aim, this study has adopted a mixed-method approach (both quantitative and qualitative data) in order to gather all relevant information pertaining to the perceptions held by learners and teachers alike regarding the use of CS in an Afrikaans FAL classroom.

Mixed method research is a research design that includes philosophical assumptions as well as methods of inquiry (Creswell and Plano Clark, 2007). These philosophical assumptions guide the direction of the collection of data as well as the mixture of

quantitative and qualitative methods throughout the process. As a method, the focus is on collecting, analysing and mixing both quantitative and qualitative data in a single study (Creswell and Plano Clark, 2007). By using methodological triangulation, which refers to the application and combination of several research methodologies in the study of the same phenomenon (Denzin, 2007), more comprehensive evidence is gathered and the researcher is able to form a more comprehensive picture than what would have been possible by using quantitative or qualitative data on its own (Creswell and Plano Clark, 2007).

A mixed method approach also "encourages the use of multiple world views or paradigms rather than the typical association of certain paradigms for quantitative researchers and others for qualitative researchers" (Creswell and Plano Clark, 2007). It combines inductive and deductive thinking to create a holistic picture of the phenomenon that the researcher is investigating.

3.2.1 Method of Data collection

The research done by Myers-Scotton (1993) and Strauss (2016), who made use of the ethnographic, qualitative approach as a base for their codeswitching research, has been used to inform this study. Ethnographic research, especially in the educational context, involves observing teaching and learning methods and how they affect classroom behaviour. It looks at students' attitudes, motivations and dispositions to learning (Jackson, 2006). To do this, the researcher combines non-participant observation methods with direct participant observation techniques in order to gather the most relevant and objective data. The non-participant observation in the mixed method of data collection and analysis occur by means of the questionnaires sent to the learners and the teachers. The direct participant observation occurs in terms of the interviews with focus groups held with the learners and staff. While the nature of the questionnaires provides for qualitative and quantitative data collection and analysis, the interviews and focus groups allows for a further in-depth qualitative data collection and analysis.

As the researcher is a participant in the context in which the study is conducted (as an Afrikaans FAL teacher), subjectivity during the data collection and analysis could occur. In this case the subjectivity could include the researcher's individual feelings, opinions, or preferences. Traditional scientific discourse equates subjectivity with personal biases because, according to its empirical orientation, direct or indirect influence of the researcher on the collection, handling, interpretation, and reporting of data invalidates the research findings (Allen, 2017). For this reason, research reports from a scientific orientation make a claim to objectivity and state that researchers should make every attempt to remain distanced from the phenomenon under investigation. This philosophical belief represents one way of managing subjectivity in research. Rather than attempt to diminish its potential influence, some scholars centralise the subjective position in the research process or, at minimum, acknowledge that "subjectivity can have positive contributions to the process of inquiry" (Allen, 2017). In this study it is vital for the researcher to critically evaluate only the collected data and not their own opinions. Non-participant observation questionnaires were included in the mixed research design of this study in order to counteract any possible subjectivity during data collection and analysis. The following section will provide a description of the data collecting instrument.

3.2.2 Data Collection Instruments

Data was collected by open-ended qualitative self-administered questionnaires and semi-structured interviews. The questionnaires were distributed to Grade 8, 9, 10 and 11 Afrikaans FAL learners and all of the Afrikaans FAL teachers at the school. All Afrikaans FAL teachers at the school were invited to take part in the interview. Two focus group interviews made up of learners from Grade 8 and 11 also took place. The researcher was unfortunately not able to hold interviews with the other two groups of learners in this study.

Please see appendixes for examples of the questionnaires given to both learners and teachers, transcription of the interviews of both the learners and the teachers and an additional language background form that was sent to each participant.

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The creation of the instrument involved a two-pronged process. Firstly, the content on which the questions were to be based, needed to be evaluated. The questionnaires were created after the literature review for the study was completed. The content of the questions was then taken from important subcategories and concepts, which are evident in each of the themes outline in the thematic analysis below (cf. tables 6 and 7).

Secondly the type of question used to collect perceptions on these abovementioned themes needed to be evaluated. The creation of the question types thus involved the use of a structured yet open-ended schedule with the use of Likert-type scales to determine the frequency of values which are related to the participant responses. The researcher made use of various types of Likert scales, due to the nature of the questions, allowing for interval data on the ordinal measurement scale. Because of the nature of the data collected, the researcher had to apply a method of inferential data analysis to draw conclusions regarding the research problem.

3.2.3 Different types of Likert scales used in the instrument

Seven different types of Likert scales (Creswell and Plano Clark, 2007) were used in the survey questionnaire, as outlined in the table below. The first scale type, an importance scale, focuses specifically on the importance of a factor with regard to language learning as perceived by the participants. The second scale, a frequency scale, focussed on the frequency with which something occurs, for instance CS usage in the language classroom. The third scale type, a satisfaction scale, inquired more about feelings of positivity/ negativity, like/ dislike and feelings of inclusion/exclusion, which contribute to the overall experience of the participants in the language classroom. The fourth scale, a likelihood scale, included the focus on the likelihood of something occurring and/or the likelihood of the participant being in favour of or opposing something. The fifth scale type and the type of Likert scale that was most frequently employed in the questionnaire, was that of agreement. The researcher was particularly interested in whether the participants agreed or disagreed with statements made or questions asked, pertaining to a wide range of factors as they influence language learning and the perceptions toward language learning. Finally, participants were given various options regarding teaching strategies/ methods that they had to

rate from 1 to 5, "1" being their first choice and "5" their last choice. Due to the broad nature of the inquiry of this study, various types of questions had to be formulated, which had to be matched to the correct type of Likert scale so as to yield the most reliable data. Thus, a number of different Likert scale types and options were used during the data collection process.

Table 1 – Types of Likert scales used in the quantitative data collection process

Type of Likert scale used			Example of scale					
1	Importance scale		1	2	3	4	5	
			Not at all	Slightly	Moderately	Very helpful	Extremely helpful	
			1	2	3	4	5	
			Not at all	Somewhat	Generally	Very	Extremely	
2	Frequency scale		1	2	3	4	5	
			Never	Rarely	Occasionally	A moderate amount	A great deal	
3	Satisfaction scale		1	2	3	4	5	
			I hate it	I don't enjoy it	I enjoy it somewhat	I like it	I love it	
			1	2	3	4	5	
			Extremely negative	Negative	Neutral	Positive	Extremely positive	
4	Likelihood scale		1	2	3	4	5	
			Strongly oppose	Somewhat oppose	Neutral	Somewhat favour	Strongly favour	
5	Agreement scale	5 intervals	1	2	3	4	5	
			Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
		7 intervals	1	2	3	4	5	6	7
			Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
6	Content driven options		Total Physical Response	Community Language Learning	Content-Based Instruction	Task-based instruction	Audiolingual Method	No selection

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To increase both internal and external validity, the researcher studied a homogenous group, but varied the participants (different age groups, as well as teachers and learners) and used many participants (66 learners plus 11 teachers) because such variation and larger groups allows for a better representation of the South African population within the specific context and setting. The study also took place in a real-life setting. Research that is conducted outside of a laboratory "may be more valid in the sense that it yields results with broader applicability to other real-world contexts" (Leedy and Ormrod, 2001). The process of triangulation also helps to strengthen internal validity.

3.2.4 Participants

The participants form a group of adolescent Grade 8, 9, 10 and 11 male learners (66 participants) from the high school that completed the questionnaires. Two in-depth interviews (Grade 8 and 11) were conducted with focus groups for each grade, consisting of about four learners each, representative of the diverse learner population at the high school and in South Africa. It was unfortunately not possible to arrange interviews with the Grade 9 or 10 groups. An in-depth interview was also conducted with six Afrikaans FAL teachers from the school to provide a practical view of the perceptions on teaching strategies outlined in the research question.

As the focus of the present study is aimed at perceptions of learners from various multicultural and multilingual backgrounds, the selection of participants was made in order to represent as large a sample of the diverse learner population in the school, as well as in South Africa, as possible.

Ideally, the researcher also wanted the participants to represent a large sample variety in terms of language proficiency, translating to:

- learners who have had no exposure to Afrikaans before taking it as a subject at the high school in question;
- learners who have had very little previous exposure before coming to the high school in question;
- learners who had Afrikaans as a subject at primary school level and are fairly proficient in it;

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- learners for whom Afrikaans is a language they converse in frequently with peers and/ or family members, or for whom it is their home language.

The researcher made use of convenience sampling, using participants at the high school where the researcher is employed. Furthermore, this study was a cross-sectional study where people from different age groups are sampled and compared (Leedy and Ormrod, 2001).

Below is a summary of the participants' background information.

3.2.4.1 Teacher background information

This section provides a tabled summary of the teacher background information. As can be seen from Table 2 below, there were eight teacher participants who range in both age (from 29 years old to 64 years old) and years in teaching (from four years to 35 years). Thus, the teacher group in this study is representative of teachers with limited teaching experience, as well as teachers with a wealth of teaching experience. There are also teachers who have not taught at this specific high school (which was used for this study) for a long time and others who have taught there for most of their teaching career and are thus able to provide valuable insight as to how the teaching of Afrikaans FAL at this high school is approached, which includes the use of CS. One can also see that some teachers did a teaching degree/ diploma, whereas others first did a BA degree and then opted to do a Postgraduate Certificate in Education. The HL for the all of the teachers is Afrikaans and seven of the eight teachers listed that the only other language that they can speak is English. Only one teacher listed that she is proficient in English, German and French.

Table 2 – Summary of Teacher background information

Participants	Age	Always lived in Pretoria?	Years in teaching	Years at current school	Degree/s	Home Language[9]	Other languages
T1	29	N	4	3	BA & PGCE	Afr.	Eng.
T2	29	Y	7	7	BA	Afr.	Eng.
T3	29	N	8	2	BA & PGCE	Afr.	Eng.
T4	39	N	16	8	N/A	Afr.	Eng.
T5	47	Y	20	9	B Tech (Ed.)	Afr.	Eng.
T6	64	N	35	20	BA HED	Afr. & Eng.	Eng.
T7	43	Y	20	6	BA HED	Afr.	Eng.
T8	36	N	12	5	BA & PGCE	Afr.	Eng., Ger. & Frn.

3.2.4.2 Learner background information

This section provides tabled summaries per grade of the learner background information. The information contained in these tables provide insight into the language background with which the learners enter the Afrikaans FAL classroom and highlights the different cultures, Mother Tongues and proficiencies in Afrikaans as FAL represented in the Afrikaans FAL classroom.

As can be seen in the tables below, there was a total of 66 learner participants, most of whom had Afrikaans as a subject in primary school, although some only started taking it as a subject later on in their primary school career and were not exposed to the language form Grade 1. There are a variety of HLs represented in the tables (and thus in the Afrikaans FAL classroom) and the majority of the learners grew up in Gauteng, with only a small number having lived elsewhere before now. The majority of learners speak English at home and to their friends and family, often alongside another indigenous South African language. English is thus the lingua franca among the learners at this high school.

Table 3 is a summary of the language background information that the Grade 8 group provided. As can be seen, all the learners had Afrikaans as a subject and all of the learners (beside two; P5 and P7) had been exposed to the language from Grade 1. It

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[9] The following abbreviations will be used in the language background summaries: Afrikaans (Afr.), English (Eng.), Sepedi (Sep.), Ndebele (Ndeb.), Tswana (Tsw.), French (Frn.), Xhosa (Xho.) Tsonga (Tso.), Portuguese (Port.), and Russian (Rus.).

is noteworthy that the two learners (P5 and P7) who did not have Afrikaans as a subject form Grade 1 are also the only two learners in this group who indicated that they speak African languages at home and not English. The same two learners also indicated that they stayed in the North West province before living in Gauteng. It is not known if their geographical location prior to moving to Gauteng, played a role in the fact that they only had Afrikaans as a subject from Grade 4. The only learner to indicate that he can speak another language beside for the eleven official languages of South Africa, is learner P4, who listed German under *Other Languages.*

Table 3 – Summary of Grade 8 learners' language background

Participants	MT of the child	L1 Mother	L1 Father	Languages that the child speaks				Afrikaans at primary school?	If yes – How many years did the child take it?	Did child grow up in Pretoria	If not, where?
				At home	With friends	With other family	Other languages				
GRADE 8											
P1	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	Y	N/A
P2	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	Y	N/A
P3	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Y	7	N	N/A
P4	Afr.	Afr.	Afr.	Afr.	Eng. & Afr.	Eng. & Afr.	Ger.	Y	7	N	Jhb
P5	Tsw.	Tsw.	Spitori	Tsw.	Tsw. & Spitori	Sep.	Eng.	Y	4	N	NW
P6	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	Y	N/A
P7	Zulu	Tsw.	Zulu	Zulu	Eng.	Tsw.	Afr.	Y	4	N	NW

Table 4 is a summary of the language background information provided by the Grade 9 group. There is a much larger variety of languages (than the Grade 8 group) represented in this table and thus in the Grade 9 group. There are also two learners (P9 and P19) who lived outside of South Africa, in countries where Afrikaans was not offered as a subject in primary school, although learner P9 does state that he had Afrikaans from Grade 1, whereas learner P19 indicated that he only had Afrikaans as a subject for three years at primary school level. Learners P10 and P17 also indicated that they did not have Afrikaans from Grade 1. The rest of the Grade 9 group had exposure to the language from Grade 1, even though two learners (P8 and P18) also indicated that they stayed in the North West province previously, but their data differs from that of the two Grade 8 learners who also come from the North West province. Under *Other Languages* there are also more European languages in this group (than in the Grade 8 group), with German, Portuguese, Russian and French being listed.

Many learners also indicated that a combination of two languages are used at home, and/or with their friends and/or with other family members.

Table 4 – Summary of Grade 9 learners' language background

| Participants | MT of the child | L1 Mother | L1 Father | Languages that the child speaks | | | | Afrikaans at primary school? | If yes – How many years did the child take it? | Did child grow up in Pretoria | If not, where? |
				At home	With friends	With other family	Other languages				
						GRADE 9					
P8	Tsw.	Tsw.	Tsw.	Tsw.	Eng.	Tsw.	Sep.& Sotho	Y	7	N	NW
P9	Ger.	Ger.	Eng.	Eng. & Ger.	Eng.	Eng.	Afr.	Y	7	N	Australia
P10	Zulu	Eng.	Eng.	Zulu	Eng.	Zulu	Ndeb.	Y	3	Y	N/A
P11	Eng.	Eng.	Eng.	Eng.	Eng. & Afr.	Eng.	Afr. & Zulu	Y	7	N	Jhb
P12	Afr.	Afr.	Afr.	Afr.	Eng. & Afr.	Eng.	Ger.	Y	7	Y	N/A
P13	Eng.	Eng.	Afr.	Eng.	Eng. & Afr.	Eng.	Port.	Y	7	N/A	N/A
P14	Eng.	Eng.	Afr.	Eng. & Afr.	Eng.	Afr.	Afr.	Y	7	N/A	N/A
P15	Afr.	Afr.	Eng.	Eng. & Afr.	Eng. & Afr.	Afr.	Rus.	Y	7	Y	N/A
P16	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr. & Frn.	Y	7	Y	N/A
P17	Xho.	Xho.	Eng.	Xho. & Eng.	Xho. & Eng.	Afr. & Eng.	Afr. & Sep.	Y	4	N	Durban
P18	Afr.	Afr.	Afr.	Afr.	Afr. & Eng.	Afr.	Ger.	Y	7	N	NW
P19	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	3	N	Malaysia

Table 5 is a summary of the language background information as provided by the Grade 10 group. None of the participants indicated that they grew up outside of South Africa, but three learners indicated that they lived in another province (Limpopo) prior to moving to Gauteng. Afrikaans and English are indicated as the two main languages that the learners speak at home, to friends and to other family members, except for learner P23, who indicated Sepedi as his HL. All of the learners had exposure to Afrikaans from Grade 1 and four of the learners indicated that they can speak other languages, be it African languages or European languages, beside for Afrikaans and English.

Table 5 – Summary of Grade 10 learners' language background

Participants	MT of the child	L1 Mother	L1 Father	Languages that the child speaks				Afrikaans at primary school?	If yes – How many years did the child take it?	Did child grow up in Pretoria	If not, where?
				At home	With friends	With other family	Other languages				
GRADE 10											
P20	Afr.	Afr.	Afr.	Afr.	Eng.	Afr.	None	Y	7	Y	N/A
P21	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	N	Limpopo
P22	Eng.	Eng.	Eng.	Eng.	Eng. & Sep.	Eng. & Sep.	Six of the off. lang.	Y	7	Y	N/A
P23	Sep.	Sep.	Sep.	Sep.	Eng. Afr. & Sep.	Sep.	Sotho	Y	7	N	Polokwane
P24	Eng.	Afr.	Eng.	Afr. & Eng.	Eng.	Afr.	Frn.	Y	7	N	Jhb
P25	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	N	Jhb
P26	Eng.	Eng.	Eng.	Eng.	Eng.	N/A	Afr.	Y	7	N	Jhb
P27	Eng.	Eng.	Eng.	Eng.	Eng.	Zulu	Zulu & Sep.	Y	7	N	Midrand
P28	Eng.	Eng.	Afr.	Eng. & Afr.	Eng. & Afr.	Eng. & Afr.	Afr.	Y	7	N	Limpopo

The table below is a summary of the language background information as provided by the Grade 11 group. This group was the largest sample size of the four groups who participated in this study. Four learners in this group (P30, P33, P45 and P59) indicated that they grew up in other countries before moving to South Africa. Six learners indicated that they lived in other provinces before moving to Gauteng. All of the learners had Afrikaans as a subject from Grade 1, except for learners P31, P32, P35, P46 and P58, who indicated various levels of exposure to the language; P32 and P46 only having had one year of exposure to Afrikaans before coming to a high school where it is offered as a FAL and where it is expected that learners should be fairly proficient in the language by the time they enter Grade 8. English and Afrikaans are the two languages indicated to be spoken by the majority of the learners in this group at home and to their friends, although many of the learners indicated that they speak an African language to other family members. Learners P46 (Sotho), P53 (Tswana), P56 (Xhosa), P57 (Shona), P62 (Tswana) and P63 (Xhosa) indicated that they speak

the languages listed in the brackets at home. Five learners indicated that they can speak either German or French in addition to Afrikaans and English.

Table 6 – Summary of Grade 11 learners' language background

| Participants | MT of the child | L1 Mother | L1 Father | Languages that the child speaks | | | | Afrikaans at primary school? | If yes – How many years did the child take it? | Did child grow up in Pretoria | If not, where? |
				At home	With friends	With other family	Other languages				
GRADE 11											
P29	Afr.	Afr.	Afr.	Afr.	Afr. & Eng.	Afr.	Ger.	Y	7	N/A	N/A
P30	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	N	Dubai
P31	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	None	Y	3	N	Jhb
P32	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	1	Y	N/A
P33	Eng.	Eng.	Eng.	Eng.	Afr.	Eng.	None	Y	7	N	Chicago
P34	Afr.	Afr.	Afr.	Afr.	Eng.	Afr.	Afr.	Y	7	Y	N/A
P35	Eng.	Eng.	Eng.	Eng.	Eng. & Afr.	Eng.	Afr.	Y	3	N	Bloem
P36	Eng.	Eng.	Sotho	Eng. & Sotho	Eng.	Sotho	Afr. & Tsw.	Y	7	N	CT
P37	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	Y	N/A
P38	Tso.	Tso.	Tso.	Tso.	Eng.	Tso.	Tsw.	Y	7	N/A	N/A
P39	Eng.	Eng.	Shona	Eng. & Shona	Eng.	Shona	Eng.	Y	7	N/A	N/A
P40	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	Y	N/A
P41	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	N/A	N/A
P42	Afr.	Afr.	Afr.	Afr.	Eng. & Afr.	Afr.	N/A	Y	7	N/A	N/A
P43	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	N	Jhb
P44	Afr.	Afr.	Afr.	Afr.	Eng.	Afr.	None	Y	7	Y	N/A
P45	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	N	Dubai
P46	Sotho	Sotho	Eng.	Sotho & Eng.	Eng. & Afr.	N/A	Sotho	Y	1	N	CT
P47	Afr.	Afr.	Afr.	Afr.	Eng. & Afr.	Afr.	Eng.	Y	7	Y	N/A
P48	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	German	Y	7	N	Jhb
P49	Afr.	Afr.	Afr.	Afr.	Eng. & Afr.	Afr.	None	Y	7	N/A	N/A
P50	Afr.	Eng.	Afr.	Eng. & Afr.	Eng. & Afr.	Afr.	Frn.	Y	7	Y	N/A
P51	Eng.	Eng.	Tsw.	Tsw. & Eng.	Eng.	Tsw.	Zulu & Tsw.	Y	7	Y	N/A
P52	Eng.	Eng.	Eng.	Eng.	Eng.	Sotho	Sotho	Y	7	N	Jhb
P53	Tsw.	Tsw.	Eng.	Eng. & Tsw.	Eng.	Tsw.	Tsw.	Y	7	N	NW
P54	Afr.	Afr.	Afr.	Afr.	Afr.	Afr.	Eng.	Y	7	N	Jhb
P55	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	N/A	N/A
P56	Xho.	Xho.	Eng.	Xho. & Eng.	Eng.	Xho. & Eng.	Frn.	Y	7	N	Bloem

P57	Eng. & Shona	Eng.	Shona	Eng. & Shona	Eng.	Eng. & Shona	Shona	Y	7	N/A	N/A
P58	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	None	Y	4	N/A	N/A
P59	Eng.	Eng.	Afr.	Eng. & Afr.	Eng.	Eng. & Afr.	Frn.	Y	N/A	N	Botswana
P60	Afr.	Afr.	Eng.	Afr. & Eng.	Eng. & Afr.	Afr. & Eng.	Frn.	Y	7	Y	N/A
P61	Afr.	Afr.	Afr.	Afr.	Eng.	Afr.	N/A	Y	7	Y	N/A
P62	Tsw.	Tsw.	Tsw.	Tsw.	Eng.	Tsw.	Tsw.	Y	7	Y	N/A
P63	Xho.	Xho.	Xho.	Xho.	Eng.	Xho.	N/A	Y	7	N/A	N/A
P64	Eng.	Eng.	Eng.	Eng.	Eng.	Venda	Frn.	Y	7	N	Jhb
P65	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Afr.	Y	7	N	CT
P66	Eng.	Eng.	Eng.	Eng.	Eng.	Eng.	Frn.	Y	7	N	Jhb

From the language background information provided by each of the groups of learners who participated in this study, and summarised in the tables above, it is clear that Afrikaans FAL teachers teach to a variety of proficiencies and competencies. In a class, where the learners range from Afrikaans HL speakers, to those who have had exposure to the language from Grade 1, to those who have only had exposure to the language for one year before entering high school, it is paramount that teachers use teaching strategies that would ensure that all learners understand the lesson and content and this study seeks to investigate which teaching strategies teachers and learners find most beneficial, focusing on the use of CS in the Afrikaans FAL classroom.

3.2.5   Research Time and Location

Pretoria was chosen as the site for this research study, due to its metropolis-like status where a number of different cultures, ethnicities and languages converge. It is still largely Afrikaans, but with the high school being an English-medium school and also one with three boarding houses, it attracts learners from all over – thus providing a rich sample for the projected aim of this research project. It should once again be noted that the researcher is a full-time teacher at the high school and associated ethical considerations will be discussed in section 7.

The learners at this school adapt to linguistic challenges in an innovative way and a high school environment is representative of a multilingual community (Strauss, 2016), making it an ideal location for investigating perceptions towards teaching strategies in the Afrikaans FAL classroom.

3.3 Data Analysis

The chosen methodology used for this study is of a mixed nature, in which the data collection yielded both qualitative and quantitative data. The qualitative analysis consists of themes based on the research questions (cf. questions 1 to 7 as outlined in section 1.5) and on the literature review of this study, from which the questionnaires and interviews were designed. The details of the qualitative analysis are outlined below

3.3.1 Qualitative Data analysis

Qualitative research is focused on understanding certain phenomena in their naturally occurring circumstances (Muisj, 2004). It is approached differently than quantitative data analysis by usually looking at a wide range of topics/ themes or considering different social phenomena. An advantage of qualitative data analysis is that is can investigate certain aspects of a phenomena in quite a lot of depth and can help researchers make sense of complex data (Dörnyei, 2016).

Corbin and Strauss (2012) say that the "key to understanding" qualitative research lies within the idea that "meaning is socially constructed by individuals interacting with their world". Qualitative research wants to find out how people understand and experience their world at a specific point in time and in a particular context. Linking this to the theoretical framework of Vygotsky's social constructivism, it is clear how a qualitative approach will serve the purposes of this study very well. To assist the researcher with the aim of producing a grounded theory, based in grounded data, the process of Thematic Analysis has been applied.

In order to approach the data in a systematic, structured and organised way that is not biased or skewed, the researcher has applied Thematic Analysis (TA) as outlined and described by Braun and Clarke (2012). Because TA is only a method of analysing data and not an approach, it ensures that the process can be applied flexibly as suited to the topic/ area of research. Braun and Clarke (2012) describe TA as a "method for systematically identifying, organising, and offering insight into, patterns of meaning (themes) across a dataset." It allows the researcher to see and make meaning of collective or shared meanings and experiences. This method is especially useful in this study, since the aim of this research paper is to find commonalities in the

perceptions of effective teaching methods in Afrikaans FAL classrooms, amongst both the learners and the teachers.

TA has helped the researcher to see emerging themes across the dataset, interpret and analyse them meaningfully and put them into context against the background of the theoretical framework and the research design. The main themes in this study with which data collection instruments were compiled are:

1. Perceptions on the helpfulness of different teaching strategies in additional language learning.
2. Perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning.
3. Perceptions on the use of CS in different aspects of the module in additional language learning.
4. Perceptions about the purity of language use in terms of CS in additional language learning.
5. Perceptions regarding different levels of proficiency in additional language learning.
6. Perceptions of Afrikaans that may influence CS practice in additional language learning.
7. Perceptions about the inclusion of language and culture in the use of CS in additional language learning.

The following tables outline how each question in the questionnaires corresponds with the different themes outlined in the thematic analysis and which will form the structure of the analysis in chapter four. Table 6 outlines how the questionnaire questions and themes correspond for the teacher-centred analysis while table 7 focuses on how they correspond for the learner-centred analysis.

Table 7 – Thematic division of questions from the teacher questionnaire

Themes and subthemes			Questions in Teacher questionnaire
1. Perceptions on the helpfulness of different teaching strategies in Additional language learning.	Monolingual approach: helpfulness in teaching Afrikaans FAL	Teacher – learner interaction	4.1.1 How helpful do you find it if you speak ONLY Afrikaans to your students? 4.1.2 How helpful do you find it if you require your learners to ONLY speak Afrikaans in class? 4.1.3 Do your learners answer you in Afrikaans when you address them in Afrikaans? 4.1.4 Do you think learners should be forced to reply in Afrikaans?
		Guided peer interaction	4.6 How helpful do you find it if the learners do group work/ have discussions in Afrikaans?
	Bi- / multilingual teaching approaches and strategies: Helpfulness in teaching Afrikaans FAL.		5.6.1 Of these methods used by teachers in the Afrikaans classroom, which do feel work the best for you? Rate from 1 to 5. a. Audiolingual method b. Total Physical Response c. Content based instruction d. Task based instruction e. Communicative language learning
2. Perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning.	Social constructivism, Communicative competency: sociolinguistic competence to develop skills in classroom	Guided peer interaction	4.7.1 Do you find it helpful to your students' learning process if they are allowed to switch to English when doing group work/ having discussions with their peers? 4.7.2 Do you find it helpful to your students' learning process if they are allowed to switch to their Home Language/ Mother Tongue when doing group work/ having discussions with peers?
		Translation	4.8 How helpful do you find it if you make use of translation in class to explain difficult concepts/ give instructions? And why?

		Real life context	5.5 Do you think that codeswitching will help them to, one day, be able to speak Afrikaans confidently and fluently?
3. Perception of use of CS in different aspects of the module in additional language learning.		Perception of use in classroom	4.4 Do you experience feelings of guilt when making use of codeswitching during a lesson?
		Use of CS in practice for assessment	4.9.1 Do any of the Afrikaans departments' assessments contain examples of codeswitching?
		Perception of why it occurs	4.9.2 How do you regard that?
		Use of CS in practice in feedback	4.9.3 Does any of the feedback given on assessments include codeswitching?
		Perception of why it occurs	4.9.4 How do you regard that?
4. Perceptions about the purity of language use in terms of CS in additional language learning.		Real-life context	4.2 Do you think the Afrikaans used/ spoken in the classroom reflects real-life Afrikaans outside of the classroom?
		Purity	4.3 Do you see code-switching as "language pollution" and why?
5. Perceptions regarding different levels of proficiency in additional language learning		Factors affecting teacher experience	3.3.1 How are you currently experiencing the subject? 3.3.2 Considering your previous answer, is it because of: a. difficulty of teaching the subject to the learners b. learners and their language proficiency c. learners and their behaviour/lack of discipline d. the school and support structures at school e. you feel excluded f. your friends are not in the same department as you

		g. you feel that you do not have much of a say/choice in terms of the subject content and manner of presentation
	Variety of abilities	3.4.1 What area within the subject would you list as the learners' main area of weakness: a. comprehension b. language rules and spelling c. reading d. speaking e. understanding questions in tests and examinations f. vocabulary g. other
	Value of an FAL	8. Do you think it is necessary to learn an additional language? 10 Do you think the learners prefer subjects like Mathematics/ Science above Afrikaans?
	Success	9 Do your students generally do well in Afrikaans?
6. Perceptions of Afrikaans that may influence CS practice in additional language learning.		6.1 How do you feel towards Afrikaans as a language? 6.2 Do these feelings influence your teaching of Afrikaans as a subject? 6.3.1 What are your feelings towards your students? 6.3.2 How do these feelings affect your attitude towards Afrikaans as a subject? 7. Do you think some learners would prefer it if Afrikaans was not a prescribed subject in high school?
7. Perceptions about the inclusion of language and culture in the use of CS in additional language learning.	Variety of backgrounds	5.1 How included/ excluded/ marginalised do you feel in your own Afrikaans class? 5.2 Do you make an effort to accommodate and include the different multicultural and multilingual backgrounds of the learners in your class? 5.3 Do you think the use of English in the Afrikaans class makes the students feel more included? 5.4 Do you think the students would feel more included if they could speak their Home Language in class, along with Afrikaans?

Table 8 – Thematic division of questions from the learner questionnaire

Theme and subthemes			Questions in Learner questionnaires
1. Perceptions on the helpfulness of different teaching strategies in Additional language learning.	Monolingual approach: helpfulness in teaching Afrikaans FAL	Teacher – learner interaction	20. How helpful do you find it if your teacher speaks only Afrikaans to you? 21. How helpful do you find it if your teacher requires you to only speak Afrikaans? 22. Do you answer the teacher in Afrikaans when he/she addresses you? 23. Do you think it should be expected of learners to speak/ reply in Afrikaans?
		Guided peer interaction	28. How helpful do you find it if you do group work in Afrikaans?
	Bi- / multilingual teaching approaches and strategies: Helpfulness in teaching Afrikaans FAL.		42. Of these methods, which do you feel work best? a. Audiolingual method b. Total Physical Response c. Content based instruction d. Task based instruction e. Communicative language learning
2. Perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning.	Social constructivism Communicative competency – sociolinguistic competence to develop skills in classroom	Guided peer interaction	29. Do you find it helpful to your learning process if you are allowed to switch to English when having discussions? 30. Do you find it helpful to your learning process if you are allowed to switch to your HL/MT?
		Translation	31. How helpful do you find it if your teacher makes use of translation in class to explain difficult concepts
		For Real-life context	40. Do you think CS will help you to one day speak Afrikaans fluently and confidently?

3. Perception of use of CS in different aspects of the module in additional language learning.	Perception of use in classroom	25. How often does your teacher use CS in the classroom?

	Perception of why it occurs	26. When does your teacher make use of CS?
		   a. when explaining something
		   b. when giving instructions
		   c. to enforce discipline
		   d. when speaking informally to someone
		   e. all the time

	Use of CS in practice for assessment	32. Do any of your assessments contain CS? 33. How does that make you feel?
	Use of CS in practice in feedback	34. Does any of the feedback on your assessments contain CS? 35. How does that make you feel?
	CS as part of the learning process	41. Do you think that CS being used in class by the teacher and/or learners slows down the learning process?
4. Perceptions about the purity of language use in terms of CS in additional language learning.	For Real-life context	24. Do you think the Afrikaans in class reflects the Afrikaans outside of school?
	Purity	27. Do you think your teacher sees CS as language pollution?
5. Perceptions regarding different levels of proficiency in additional language learning	Factors affecting learner experience	17. How are you currently experiencing Afrikaans? 18. Considering your previous answer, is it because of: • Difficulty understanding • The teacher • Feel excluded • Friend being in other classes • I feel I had no choice in the matter • Other

	Variety of abilities	19. What area of the subject is your main concern? • Comprehension • Language • Reading • Speaking • Exams • Vocabulary • Other
	Value of an FAL	49. Do you think it is necessary to learn an additional language? 51. Do you prefer subjects like Maths/Science?
	Success	50. How well do you do in Afrikaans?
6. Perceptions of Afrikaans that may influence CS practice in additional language learning.		44. How do you feel towards Afrikaans as a language? 45. Do these feelings influence your performance in Afrikaans as a subject? 46.Learner feelings toward their Afrikaans teacher 47. Learner perceptions on how their feelings toward their Afrikaans teacher affect their attitude towards the subject 48. Would you prefer it if Afrikaans was not a prescribed subject in high school?
7. Perceptions about the inclusion of language and culture in the use of CS in additional language learning.	Variety of backgrounds	36. Learner feelings of exclusion in the Afrikaans FAL classroom 37. Learner perceptions of teacher awareness of different cultural backgrounds in the Afrikaans FAL classroom 38. Learner feelings on whether the use of English makes them feel more included 39. Learner feelings on whether they would feel more included if the teacher used their Home Language along with Afrikaans

Finally, the researcher has aimed for there to be sufficient detail and description so as to allow the participants to be as forthcoming as possible, whilst providing the researcher with adequate data on which to base the findings of this dissertation.

3.3.2 Quantitative Data analysis

Quantitative data collection refers to a process where one tries to explain a phenomenon by collecting numerical values and analysing the data using mathematical procedures. The numerical data is then statistically analysed to find statistically meaningful results (Dörnyei, 2016).

The advantage of quantitative research is that the research is systematic, focused and strictly controlled, which means that the data is trustworthy and replicable and can be applied to a broader context. Refined statistical analytical methods provide readers the opportunity to judge the validity of the data and is also highly regarded amongst the scientific community (Dörnyei, 2016).

The data that will be analysed in chapter four will be in the form of tables and various graphs, outlining / depicting the responses by both the teachers and the learners of Afrikaans FAL at the high school in question. The analysis included frequency counts of the different Likert-type scale options per question. These frequency counts are then quantitatively summarised according to the percentage of occurrence in terms of the teacher-centred questionnaire responses as one cohort, as well as the learner-centred questionnaire responses collated according to the Grade cohorts of the learner participants, namely as Grade 8, 9, 10 and 11.

The different questions in questionnaires can be analysed as Likert-type data in which Likert-type items are defined

> as single questions that use some aspect of the original Likert response alternatives. While multiple questions may be used in a research instrument, there is no attempt by the researcher to combine the responses from the items into a composite scale.

> (Boone and Boone, 2012).

The Likert-type data collected in this study falls on the ordinal measurement scale. "Descriptive statistics recommended for ordinal measurement scale items include a mode or median for central tendency and frequencies for variability" (Boone and Boone, 2012).

Lastly, the quantitative analysis will include the identification of a central tendency by outlining the highest percentage frequency of the response options available, outlined in the first steps of the quantitative analysis above. In terms of quantitatively analysing ordinal data to achieve an overall impression the data in this study, the total percentage (as the calculation of the mean) will be calculated for each question and presented in tables for each question as well as in graphs (both bar graphs and pie charts) for each question to visualize the frequency of each item choice. Responses from the questionnaires will be thematically combined with the responses from the open-ended questions of the questionnaire and the interviews to provide a mixed method of data analysis.

3.4 Limitations and Ethical Considerations

The researcher is a full-time teacher at the high school, where the research was undertaken, thus making this high school the ideal location for the collection of data, seeing as an ethnographic approach was used. However, it should be noted that no learners from the researcher's own Afrikaans classes participated in this study.

Data was collected outside of school hours during the second term of the 2022 school year being inclusive of the stipulations for data collection pertaining to school contexts as outlined by the Department of Basic Education.

To comply with all ethical stipulations, consent and assent forms were obtained from all involved before the commencement of the data collection and the reason, scope and extent of the research were thoroughly explained. Furthermore, the participants had the choice to fill in the forms anonymously or where they chose not to, were given aliases. Learners and their parents as well as the teachers taking part in the study could withdraw assent and consent to take part in the study at any time without repercussions occurring.

3.5 Conclusion

This methodology was structured on the ethnographic, qualitative approach of Myers-Scotton (1993) and Strauss (2016), to collect perception data of teachers and learners on codeswitching in Afrikaans FAL classrooms in a Pretoria based high school. The use of a mixed method of analysis including both a qualitative and quantitative approach as well as a Thematic Analysis allows the compiled data to objectively reflect the issues discussed and the research questions asked in the preceding chapters.

In the next chapter, the data that was collected and the research findings will be presented, analysed and discussed.

Chapter 4

Data Analysis and Results

4.1 Introduction

As mentioned in chapters one and three, the approach to the analysis of data for this dissertation, was one of a mixed nature. Thus, the analysis yielded both quantitative and qualitative data. The quantitative data stems from questionnaires (see Appendixes A and C) sent to both teachers and learners of Afrikaans FAL at the high school in question. The qualitative data stem from the open-ended questions in the questionnaires which qualify the quantitative Likert-type scale answers and also stem from the focus group interviews (see Appendixes B and D) conducted with both the teachers and learners at said school.

The thematic analysis of the questionnaires was based on the themes outlined in the literature review and the research questions. The research questions have been listed again below for ease of access to the reader:

The primary research question asks:

What are the perceptions of teachers and learners toward effective teaching strategies in the Afrikaans FAL classroom?

The following secondary research questions (henceforth referred to as RQ) were formulated to aid in answering the main research question:

1. What are the perceptions on the helpfulness of different teaching strategies in additional language learning and why?
2. What are the perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning and why?
3. What are the perceptions on the use of CS in different aspects of the module in additional language learning and why?

4. What are the perceptions about the purity of language use in terms of CS in additional language learning and why?

5. What are the perceptions regarding different levels of proficiency in CS in additional language learning and why?

6. What are the perceptions of Afrikaans as a language by its speakers that may influence CS practice in additional language learning and why?

7. What are the perceptions about the inclusion of language and culture in the use of CS in additional language learning and why?

The themes that these research questions were divided into, according to what the focus of the question was, are as follows:

1. Perceptions on the helpfulness of different teaching strategies in additional language learning.

2. Perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning.

3. Perceptions on the use of CS in different aspects of the module in additional language learning.

4. Perceptions about the purity of language use in terms of CS in additional language learning.

5. Perceptions regarding different levels of proficiency in additional language learning.

6. Perceptions of Afrikaans that may influence CS practice in additional language learning.

7. Perceptions about the inclusion of language and culture in the use of CS in additional language learning.

The questionnaire questions were then devised around these themes. Because the data collection was split between two groups, namely that of the teachers and then that of the learners, it was thought best to describe and analyse the findings in two separate sections. The first section focuses on the teacher-centred data analysis and discussion in which each section will firstly outline the quantitative data analysis followed by the qualitative data analysis to contextualise the quantitative analysis. Please note that the use of bold in the extracts, serves the purpose to outline pertinent content and place emphasis on specific sections which forms part of the qualitative

analysis. The section thereafter will then be focused on the learners, using the same format as the first section. Both sections will be organised according to the overall thematic analysis to provide structure to the chapter.

4.2 Teacher-centred data analysis and discussion

There are eleven teachers of Afrikaans FAL at the high school in question, the researcher being one of them. The questionnaires were sent out to all the teachers, but only eight chose to participate in the study. The results of the questionnaire responses (from the eight participants), as well as from the discussion and interaction during the interview process (with six of the participants) will be discussed below.

In this section, the researcher will use extracts from the transcribed interview (see Appendix B) held with the teachers of Afrikaans FAL at the high school. It must be noted that the researcher was not present herself and neither was the Head of the Afrikaans department or any member of the executive body of the school. The interview was conducted by an external field researcher. Teachers therefore had the opportunity to be as forthcoming as they would like and could speak openly and freely about their feelings about, perceptions toward and problems with Afrikaans FAL. Also note that the interview was conducted in Afrikaans and the participants responded in Afrikaans, but due to the nature of and the language chosen for this thesis, the interview session was translated into English. Where extracts from the interview are not supplied in conjunction with the data from the questionnaires for a specific question, it would be because that question was not specifically addressed in the interview.

This section will include the quantitative and qualitative data analysis in terms of the feedback from both the teacher questionnaires and the teacher interview. The analysis and discussion of this section will be structured according to the themes and associated research questions as pertaining to the thematic analysis outlined in chapter three. Although the general language background information of all participants is already summarised and provided in chapter three, the thematic analysis will refer to such background information where applicable and pertinent in order to contextualise the data and the analysis.

4.2.1   Questions pertaining to the teachers' background

This section will refer to the background data collected during the research process outlined in chapter three. The questions used to contextualise the teacher's answers and to establish the background information of the participants are questions 1.1 to 3.2 in the questionnaire. In this analysis and discussion this information is specifically referred to as the background information has direct reference to the teacher's knowledge of how language learning occurs as well as their own training in terms of how codeswitching can be used in teaching and as a teaching strategy; specifically, as perceptions of CS and factors which impact codeswitching practices at schools form the main enquiry basis for this dissertation. From the answers, it was apparent that all the teachers are HL speakers of Afrikaans, but some can also speak other languages, besides English, which is helpful in their understanding of the process of learning a foreign language and the issues that the learners might be dealing with. In the interview, the fact was also highlighted that it is difficult to teach a FAL from the viewpoint of a HL speaker, because things which come naturally to a person, as one has learned it from birth, does not come naturally to the learners and teachers need to be cognisant of this.

It was also pertinent to note that many of the teachers (50%) first did a BA degree in another field (including Journalism, Afrikaans Home Language and Psychology), before doing a Postgraduate Certificate in Education (PGCE), teaching degree or teaching diploma. All of the teachers also revealed in the teacher interview, despite having completed a teaching degree, that none of those courses included course material or content on different teaching strategies which they could recall (cf. section 2.6, which deals with the different language teaching strategies that have been developed and have gained prominence over the years). The teachers outlined their belief that they only acquired these skills in practice or by observing other teachers, whether during their practical training or once they had entered the workplace as qualified teachers. If the reader would recall the large section of the literature review (section 2.6) that was dedicated to the explanation and discussion of successful language teaching strategies, it is alarming that the teachers at this school indicated that these strategies were never formally taught at higher education institutes. The expectation from the Department of Education, parents and the learners themselves

(cf. sections 2.8 and 2.10, which deal with the CAPS requirements from the Department of Basic Education and parental expectations of language teachers) is however that language teachers are expected to know and be able to apply successful teaching strategies in their classrooms.

In the following extracts from the focus group interviews, the researcher will highlight the parts that substantiate the abovementioned statements.

Extract 1:

T3:   *Oh, ok. I teach Afrikaans from the standpoint… I did French and German so I teach from the standpoint that I did it.* **I have empathy with the boys who understand nothing, because I understood nothing. So, I don't think about it in terms of how I learned Afrikaans, but how I learned a foreign language.**

I: *Yes, and that's exactly it – because there is a different way of applying it in the end. So, is there anyone else who also learned a foreign language and want to share a bit of their experience?* **(agreement in background).** *So, we can actually go and fill in on your background questionnaire that you have that experience and have gone through that process…*

T2: *Yes, you have to translate a word into your own language before it…*

T4: …*until it becomes your own.*

In the background information given on each teacher, included in chapter three, it was indicated by the teachers that many of them can speak other languages along with Afrikaans and English See the bolded text in Extract 1 above as evidence of such understanding with the language learning context.

It is good for language teachers to be able to speak foreign languages, because it means that they will have been exposed to a similar learning situation as their learners are currently facing in their language classrooms. They will know what it feels like to be part of a foreign language classroom, where the teacher either used only the TL, or incorporated CS and they will know what effect either of those approaches had on their learning experience. Thus, they could have empathy for the learners in their own classrooms and will also be able to see language learning from the learner's point of view and not just from the point of view of a teacher (for whom Afrikaans is their HL, with no insight into what a FAL learner feels like).

As discussed in the Literature Review under the section of the role of the language teacher in the language learning process (cf. section 2.10.1), the chief facilitator of change in learners' attitudes towards a subject, and in this case, a language, is the teacher. In order for the teacher to teach effectively, the teacher has to be aware of all the factors that come into play in a language classroom. According to Luk and Wong (2010), this is called a teacher's language awareness (TLA) and it is believed to have a significant impact on learners and their acquisition of the L2. TLA has traditionally been assumed to be a cognitive construct, but a more recent view on TLA argues for its sociocultural significance in second language learning. TLA requires teachers to be effective mediators of language learning, which involves an awareness of "the challenges posed for the learners by the language content of pedagogic materials and tasks" (Andrews, 2007 in Luk and Wong, 2010). A successful language teacher is able to do that if the teacher is understanding of the learners' situation, the possible barriers that they face and can place themselves in the learners' shoes. A teacher who has experienced a FL classroom setting, is more qualified to do that than someone who has not had that experience or exposure.

Extracts 2 and 3, provided below, elaborate further on the teachers' backgrounds and indicates that many of them did not study teaching initially. See the bolded parts of the extract which emphasise the different study directions the teachers originally studied. The different study choices of the teachers are interesting and significant, because it begs the question as to why the teachers decided to pursue careers in the education sector. What initially drew them to the field and what motivates them to continue in this line of work? These questions can be answered when the qualitative answers in the questionnaires (used to provide reasons for their answers in the questionnaires) are taken into consideration.

The teachers listed reasons such as "*it was the only current vacancy", "I have always enjoyed languages", "I have always been interested in languages and Afrikaans is my home language", "I love the language", "Afrikaans is my Home Language. I love Afrikaans - reading, writing, literature" and "because of my love for the language*". From these responses it is clear that the teachers all share a love and passion for the Afrikaans language, which is conducive to a positive learning atmosphere in the language classroom and links to the previous section under Extract 1, which explains

the important role that the language teacher plays in the learning process of the learner. Teachers who are passionate and have a love for their subject, will carry over that positivity in their lessons and the learners will pick up on that, be influenced by it and will likely have a far more positive learning experience than being in a classroom where the teacher is not passionate about their subject.

Extract 2:

I: *So, it's important to know that you have that background and that you can take that into a lesson, because if you don't, what do you do then? Because then you have learned everything naturally and haven't experienced what your students are experiencing. Ok, so that was kind of the 1st question that she wanted to know more about. Then she wanted to know, why did you choose to teach Afrikaans as a subject?*

T2: *It chose me.*

I: *It did?*

T2: *Yes, it just worked out like that.*

T3: *I don't have a choice. I'm not qualified for anything else. (laughs)*

I: *So, it has to do with the school you land up at and what posts are available?*

(agreement in background) And where you can slot in? Am I right?

T5: *I really liked it at school. So, it was the very first thing that I thought I would like to teach, was Afrikaans.*

I: *Ok, so you are in the perfect place that you want to be?*

T5: *Yes. I didn't necessarily think it would be like this to teach it, but when I chose, I chose to study Afrikaans because I really liked it.*

I: *Ok.*

T3: ***I studied Journalism****.*

I: *But then you had Afrikaans as a subject?*

T3: *Yes.*

I: *One of your main subjects?*

T3: *Yes.*

T4: ***So, one's thinking is that you are going to teach HL…***

T3: ***But I'm fortunate. I do teach my HL.***

T4: *Because that's why you did it. And I think it was because of my mixed English/ Afrikaans upbringing that it has been nicer for me to do FAL. Other than that, intense…*

T1: *…purist…*

T2: *…clinical…*

> I: *Yes, you don't have to do syntax and all of those things… You basically just teach word types, morphemes that you add…*
>
> T3: *Not even that.*
>
> T4 to T5: *Did you want to teach HL?*
>
> T5: **Yes. But for me, I wanted to teach HL because of the literature**. *(Agreement in background.)*
>
> T6: *I also wanted to do that.*
>
> T2: *I have always wanted to teach FAL. So English or Afrikaans additional language. It didn't matter which one. Then it just worked out that I got a post in the Afrikaans department and I enjoyed it a lot and I didn't want to move.*

> Extract 3:
>
> I: *So, as a curriculum subject, how many of you did a teaching degree/ diploma or did you do a BA first and then a PGCE or Hons?* **(everyone says "BA" in the background)**
>
> T5: **And Psychology…**
>
> I: **Oh, ok. So, and any of the old HOD? (agreement in background)**

After having considered the teachers' background information, the discussion below will focus on the first of the seven themes and research questions under discussion as part of the teacher section in the data analysis process.

4.2.2 Theme 1 and RQ1 - perceptions on the helpfulness of different teaching strategies in additional language learning

Questions 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.6 and 5.6.1 provide answers to RQ1, as well as the first theme: *perceptions on the helpfulness of different teaching strategies in additional language learning*. These questions will be grouped and discussed together since they address one theme. A variety of Likert-type scale options were employed as part of the questionnaire, since the nature of the questions required the researcher to use different types of Likert-type scales. This section will discuss three main points pertaining to the questionnaire and interview schedule, the first theme and the associated research question. The first main point includes the focus on one teaching strategy, the **monolingual approach**, which links with the choice of which and how

many languages are used as the LoLT in the classroom by the teachers and generally occurs as the opposite approach to that of CS. The second point includes the focus on the individual learner followed by the focus on the learner in a social context, whereas point number three looks at the different teaching methods that fall under the monolingual approach and the perceptions that the teachers have toward these methods.

Questions 4.1.1 to 4.6 refer specifically to the monolingual approach (teaching in the TL only), whereas question 5.6.1 inquires of the teachers which is their preferred teaching method of all of the methods listed under the monolingual approach.

4.2.2.1 Discussion of Questions 4.1.1 and 4.1.2

Questions 4.1.1 and 4.1.2 deal more specifically with the LoLT and CS and as stated above and provide answers to Research Question 1 and Theme 1.

For ease of reference the questions being discussed in the section will be provided before the discussion including the theme or subtheme of the question is analysed and discussed in each of the sections in chapter four.

Survey questions:

4.1.1 How helpful do you find it if you speak ONLY Afrikaans to your students?

4.1.2 How helpful do you find it if you require your learners to ONLY speak Afrikaans in class?

From the results provided in Table 8 and Figure 1, it is clear that the central tendency for questions 4.1.1 and 4.1.2 was for option 3 and 4 namely the choices "moderately helpful" and "very helpful", respectively. The highest percentage occurred under option 3 (44%), where the teachers indicated that they find it "moderately helpful" if they only speak Afrikaans by using the monolingual approach in their classrooms. Furthermore, 42% of the teachers find it very helpful if they require the learners to only speak in Afrikaans. Thus, it was felt by the teachers that monolingual language teaching (cf. section 2.6 on the different teaching strategies) is positively beneficial to the students'

learning of Afrikaans FAL, as for both questions the largest percentages occurring as option responses, fell on the upper end of the Likert scale. This view that the monolingual approach positively benefits the students' learning of Afrikaans FAL reflects the standpoints in Chambers' (2013) and Seligson's (1997) texts (cf. section 2.6.9) that the exclusive use of the TL in the classroom, comes from a place of wanting to expose learners to rich, comprehensible input, especially where the learners do not have access to a TL community. Chambers (2013) elaborates that by using the TL only, learners will quickly see its usefulness, they may experience more immediate success in their TL usage and it provides opportunities for the learners to consolidate the concepts they were taught. Seligson (1997 in Hanakova and Metruk, 2017) states that by using the TL in the language classroom the majority of the time, learners are given essential listening practice and the opportunity to respond naturally to the TL.

Table 9 – Percentage total of responses per Likert-type scale item for question 4.1.1 and 4.1.2 (helpfulness of the monolingual approach)

Question	1 – Not at all	2 – Slightly	3 – Moderately	4 – Very helpful	5 – Extremely helpful
4.1.1 How helpful do you find it if you ONLY speak Afrikaans to your learners?	28%	0%	**44%**	28%	0%
4.1.2 How helpful do you find it if you require your learners to ONLY speak Afrikaans in class?	14%	28%	14%	**42%**	0%

Percentage summary of data based on helpfulness of the monolingual approach - only using Afrikaans with reference to questions 4.1.1 and 4.1.2
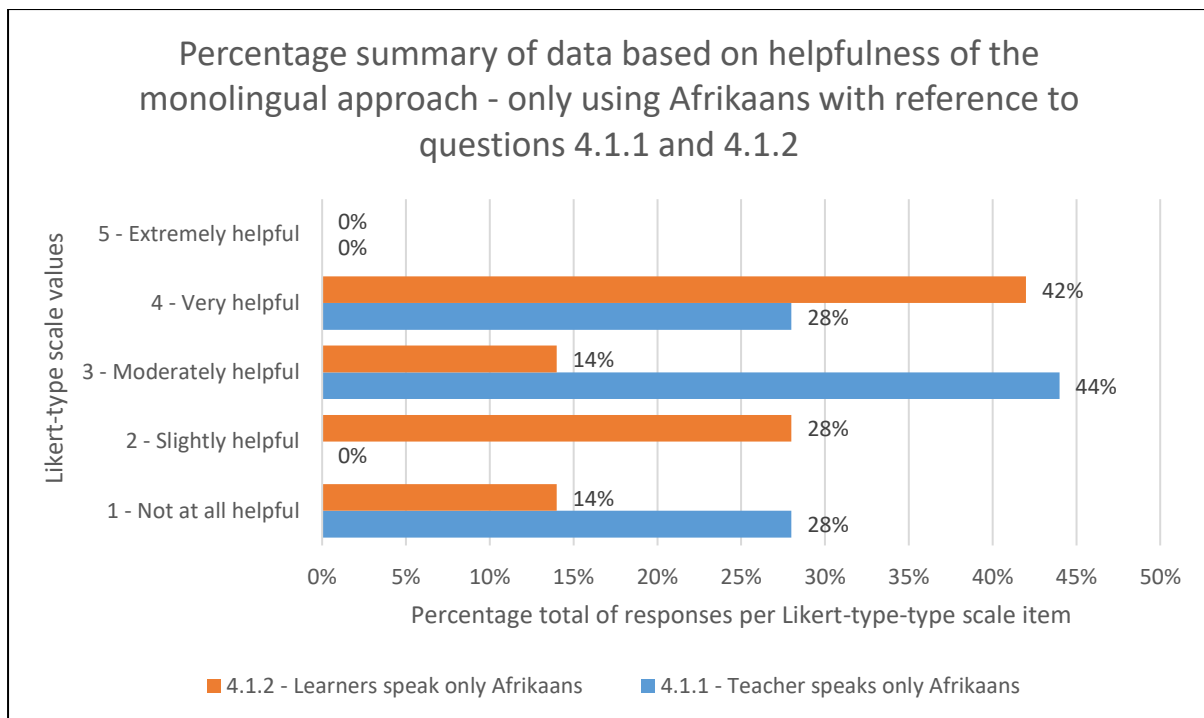
Figure 1 – Percentage summary of data based on helpfulness of the monolingual approach – only using Afrikaans with reference to questions 4.1.1 and 4.1.2

However, once the interview transpired with six of the eight teachers, the statistical data from the questionnaires were refuted. The teachers all expressed the view that they try to use and encourage the use of as much Afrikaans as possible in their classroom, but quickly admitted to using a lot of English on a daily basis, as can be seen from the extracts below. In extract 4, the emphasis is placed on the idea that the use of English falls on a continuum from starting off with a high standard and more complex use of Afrikaans, after which the teacher moves to more "simpler Afrikaans" before they move on to speak in English. This admittance by the teachers is also revealed in the section under Extract 1 which discusses the fact that teachers will more readily recognise the need and value of CS in a language classroom if they have experienced a similar situation where they were exposed to a foreign language themselves.

Extract 4:

I: *And that's actually a completely different meaning than what we are working with here, because it's actually about, you'll see, I mix my language. If I can't think of a word, then I'll throw in another word. Part of CS, is what they call a "matrix language", so in this instance, Afrikaans and then you insert an English word. Or, when you teach, you use English and insert Afrikaans words. And it depends on your teaching style whether you teach in English and give them words in Afrikaans or teach only in Afrikaans and then give them some English words, if it is not totally purist. So that's another thing that I would like to know: when you're in the class, do you use English?*

T1: **Yes, a lot.**

T2: **Yes, I start in Afrikaans, I'll try Afrikaans first and you can quickly see, if you know your kids well enough, you can see when they have these glazed-over eyes.**

I: *Yes, like I have to put it in English now.*

T2: *Then you stop. Then I will go slower. I don't want to say you "dumb it down", but… You use **simpler Afrikaans** and you observe, ok, what happened there, what happened there and then, when there's still a group (and usually it's those guys who are in serious danger of failing), **then you quickly explain to them in English.***

It is clear from the above extract that the teachers realise that the Afrikaans-only strategy is problematic, because the intent is there to use as much Afrikaans as possible, but then seeing that the message is lost on some or all of the learners, they feel the need to use simpler Afrikaans and to speak slower. When that still does not suffice or address the problem, the only resort is to then switch to English to make sure that everyone in the class understands the content being taught.

It would appear from the responses in the extract that the teachers view CS as almost a last resort, although not all of the teachers agreed, with many of them admitting that they speak English "a lot", although it is difficult to pinpoint what their frame of reference is for "a lot". If one considers Extract 5, the teachers also admitted to speaking English most of the time, especially when it came to time constraints and the teachers felt under pressure to complete the term or year's work timeously.

In Extract 5 it becomes clear that one of the reasons why the teachers tend to employ CS is in order to aid with vocabulary acquisition. Specifically see the researcher notes (**) in two instances right next the specific qualitative comments in which the context of the data is directly discussed. This context outlines that the learning of vocabulary is also directly linked to an understanding of content and the time pressures that teachers are under to complete the curriculum in the allotted time during the year.

Extract 5:

I: *So, you absolutely have free reign to say "I want to bring in CS, I want to do this…"?*

T3:   ***I would like to teach exclusively in English but I can't.***

T4:   *No, we are told (echoed by T5),* ***we are told here that you MUST teach in Afrikaans.***

T1:   *I've been hearing that since I started teaching.* ***"You must only speak Afrikaans in class".*** *And I'm like "Hmmm".* ***And there isn't a day that I don't speak English in class.*** *(everyone laughs)*

I: *Ok, but that is exactly what we want to know. That's the point! (inaudible background talk)*

T4:   ***How do you discuss Tina's[10] depression? They don't have the vocabulary!***
**

[Researcher note: The teachers feel that they are not able to use as much Afrikaans in class as they would like to, because the learners do not have the necessary vocabulary to be able to follow such a conversation or explanation and would thus not be able to keep up or it would simply be lost on them. Therefore, in order to convey the important and necessary information regarding the lesson, it is better to explain and discuss the work in English or at least alternate between Afrikaans and English, so that the learners will understand and be able to follow.]

I: *No, so you must give them the vocabulary…*

T4:   *And it's a big thing that she gets depressed!*

I: *Yes, I mean, that's something that kids have to deal with too.*

T4:   *I mean, like, "neerdrukkend" really does not have the same meaning/ impact as depressive…*

T3:   ***I agree you must speak a lot of Afrikaans****…*

I: ***You must give them the vocabulary, but you must also make it understandable.***

---

[10] Tina is the main character in the book "Kruppel Engel" by Zenobia Kock. It is the Grade 11 prescribed book.

T2:	*And when you have to explain, you go back and forth between Afrikaans and English…*
T1:	*And there has always been, I must say, there has always been pressure from authority figures… We have been told outright: "You must not speak English" and I mean, if someone walks past my classroom I get a mini heart attack (everyone laughs), like…*
I:	*Oh, my goodness! Did they hear me?*
T1:	*And then immediately I start speaking Afrikaans. Like, I really feel, I'm scared that someone will walk past my class and hear how much English I actually use.*
I:	*Do you think, if you look back at the year, do you speak more Afrikaans at the beginning and then more English at the end?*
T6: **	*Yes, because you get tired and you need to get the work done and the kids must grasp the content, so there's no time to waste.*
	[Researcher note: Linked to the note earlier on, the decision to use English to a large extent to explain work, also has to do with time constraints. Seeing as the teacher would have to speak much slower when using Afrikaans or translate a lot if switching back and forth between Afrikaans and English, it will take that much longer to get through the work. If pressed for time, teachers feel that it is more efficient to just use English.]
T4:	*No, I disagree. With the juniors, Grade 8 group, I speak mostly English in the beginning of the year.*
I:	*So, you actually switch it around?*
T4:	*Then I start speaking more and more Afrikaans.*

In Extract 5 (above), T4 says that "*we are told here that you must teach in Afrikaans*". An important aspect which emerges from this statement, is that the teachers are referring to instruction coming from subject heads but that they are using the passive form to actually outline who the agents are who are providing these instructions. From an analysis of the CAPS document (2020), it is evident that teaching in the TL only, is not a specific stipulation or criteria/ requirement for teachers of FAL and thus this instruction from the Head of the Afrikaans department is subjective and merely a personal view of how language teaching should occur.

T4 uses the word "here" in her statement, implying that she means at this specific school. This evidence opens up the question whether such practices, of using only the TL, are also evident in other contexts within the subject of teaching FAL and in other language departments. The question of the LoLT and how it is used in the study falls

beyond the scope of this dissertation and outlines a limitation for this study but also opens up additional questions for further and future research. If one looks at T1's comments, she says that she has been hearing that sentiment since she started teaching. T1 has not taught at this school only (information gleaned from the questionnaire focusing on the background of the teachers), thus the conclusion can be reached that TL teaching is a general expectation that is expressed at other schools as well (King and Chetty, 2014; Mabule, 2015). Research on the topic outlines that there is an expectation that teachers of an L2 must teach in the TL only, as can be seen in Cook (2001):

> Most teaching manuals take the avoidance of the L1 as so obvious that no classroom use of the L1 is ever mentioned, say by Halliwell and Jones (1991). The L1 occurs in Scrivenor (1994, p.192) only in the list of problems – 'students using their own language'. The UK National Curriculum still needs to remind teachers 120 years after the Great Reform 'The target language is the normal means of communication' (DES, 1990).

<div align="right">(Cook, 2001)</div>

Macaro (2001) also cites:

> Despite the lack of evidence to support the issue either way, some national curricula appear to be quite assertive in their recommendations for use of the L1. Some advocate the total exclusion of the L1 on the grounds that it inhibits L2 acquisition and learning or that it communicates the wrong messages about the TL. For example, the National Curriculum for Modern Foreign Languages (England and Wales) strongly argues that "from the outset, the foreign language rather than English should be the medium in which classwork is conducted and managed" (Department of Education and Science, 1988, p. 12) and that "the natural use of the target language for virtually all communication is a sure sign of a good modern languages course" (Department of Education and Science, 1990, p. 58). In England, this claim is supported by the schools' inspectorate, the Office for Standards in Education (OFSTED), in their guidelines to inspectors: "Teachers should insist on the use of the target language for all aspects of a lesson" (OFSTED,1993a: section 37) and via their summary of

findings based on inspections of Modern Foreign Languages departments: "In Attainment Target 2 (Speaking), the increased use of the target language by the teachers led to improved standards" (OFSTED, 1993b, p. 5).

(Macaro, 2001)

Despite T1's admittance that it has been communicated to her from the start of her teaching career, that teaching must take place in the TL, she also states that "there isn't a day that I don't speak English in class". Just as was the case earlier with "a lot", it is difficult to quantify the amount of English being used during her Afrikaans FAL lesson, but the fact that CS is made use of, is a certainty.

When the interviewer asked if the teachers have "free reign" in their classrooms, it quickly became clear that they do not, or at least do not *feel* that they have the freedom to teach in the way that they would like or see fit. The feeling that the teachers have regarding the freedom that they have to teach as they please, links back to section 2.6.9 of the Literature review, where the ideology of the monolingual approach is discussed. The teachers from this school echo the sentiments from teachers at other schools, as referred to by Butzkamm (2003), Timor (2012) and Cook (2001). Butzkamm writes that the L2 is seen as "good" and the L1 as "bad" and that the L1 should be avoided at all cost. He writes further that the mother tongue "is generally regarded as being an evasive manoeuvre which is to be used only in emergencies" and that "effective bilingual teaching techniques are…as good as unknown in schools". Butzkamm and Caldwell (2009, in Timor 2012) further elaborate by saying that MT-free language lessons were seen as a "badge of honour", an ideology that persists today.

With specific reference to the use of CS amongst teachers in South Africa, King and Chetty (2014) mention "teachers' resistance to own their use of Codeswitching" and Mabule (2015) echo the sentiments of Butzkamm, Timor and Cook when she says that CS is not regarded as a "useful tool" in South Africa, even with its multilingual and multicultural society. She elaborates by stating that it is stigmatised and the teachers who use it in their classrooms are "made to feel guilty about this practice".

In Extract 5, T3 states that she would "like to teach exclusively in English" but cannot. One has to ask what her motivation would be. She does not clarify it in the interview, but when her qualitative responses from the questionnaire are considered, reasons such as "*I do it to help*" and *"otherwise the learners that are very weak will be lost and won't understand"* were given. From her responses, it can be concluded that she realises that the message would get across more easily when CS is employed. It could also be concluded that she does not see the need or value of exposing the learners to as much of the TL as possible, since she says that she would like to teach "exclusively" in English. Yet, she contradicts herself later on in the discussion when she says "I agree you must speak a lot of Afrikaans". It could be due to the other teachers' responses in the interview and that she felt pressurised to conform, or that she has changed her mind, having listened to the other teachers' responses.

T4 qualifies the use of CS in the classroom due to the learners' lack of vocabulary. This can be linked to question 3.3.1 and 3.3.2 that will be discussed under Theme 5, which deal with the teachers' perception of the learners' main area of weakness in the subject. The learners' lack of vocabulary is a big area of concern for the teachers and comes up numerous times during the discussion in the interview, as well as in the questionnaire responses. T4 then echoes T3's intent that in order for the message to come across clearly and for the learners to understand discussions of the content (like set works), CS needs to be incorporated.

T2 seems to understand the concept of CS well when she says that "you go back and forth between Afrikaans and English". That could almost be seen as a definition of CS, as outlined in section 2.7.1 of the Literature Review. Thus, whether the teachers realised it or not, would readily admit it or not, or knew the correct term for it, they were definitely using CS in their language classrooms to aid the learners in their understanding of the subject content, specifically due to the learners' lack of vocabulary.

In Extract 6 below, concerns about the over-use of CS are discussed. The teachers feel that translation hinders learners from becoming comfortable and independent in Afrikaans and they also feel that the beauty and uniqueness of the language is lost upon the learners. However, they realise the necessity of having to use CS or English for the sake of understanding. If the basic need in the language classroom is

comprehension that should be the focus of the teacher. If the learners first comprehend, one can move on to less translations and more Afrikaans, but if the learners are struggling to merely pass the subject because they do not possess the necessary vocabulary to be able to understand and follow a conversation or explanation in class, then that is the more pressing matter and the one that requires the attention of the teachers, which the teachers from this school full well realise.

Extract 6:

T4:   *I can't think of anything now. I think we must just be very careful that we don't trample Afrikaans…*

I: *Yes*

T4:   **And coming from me, I mix my languages a lot and I swear a lot in class, but I don't over-use English. And we must prevent the kids from doing that. We must watch out for that.**

T3:   **But I don't think you can do that with CS.**

I: *No, there is a difference between me polluting the language because I'm just throwing words in there and it having a functional approach, used as a tool to help the learners. On that note, what's your opinion on the difference between code-mixing, translation and CS? Do you think it's the same thing or do you see it as three different things?*

T5:   **Three things. I think if you just translated every time, you wouldn't give the child the opportunity to become independent in Afrikaans. I think when you us a bit of CS, he begins to understand where Afrikaans words are used in context and expand his Afrikaans framework. If you just translated all the time, they would never get comfortable with Afrikaans.**

T2:   **You would also take away the beauty and uniqueness of the language and all the small nuances of the language. Masks really hindered that a lot.**

In Extract 6, T4 also admits to using CS or code-mixing in her own daily life. This reflects the Afrikaans that is used in a real-life context and thus T4 acknowledges that this is the way that people talk (mixing Afrikaans and English), even if they are MT speakers of Afrikaans. Surely this should then be reflected in the language classroom, since the goal of language learning is communicative competence (cf. section 2.5 in the Literature review) and thus teachers should want to expose learners to the most accurate representation of the language as it is spoken in the daily lives of its speakers. Question 4.2, which will be discussed under Theme 4, asks specifically if teachers feel that the Afrikaans spoken in the classroom reflects the Afrikaans spoken outside of

the classroom in a real-world context. 42% of the teachers "agreed somewhat" that it does. If CS is then used in real life, it should also be a part of the language classroom.

In the extract, T3 dissuades T4's fears that by using/ allowing CS in the language classroom, the language of Afrikaans will be "trampled". T3 acknowledges that CS is limited in its function – it is merely a tool for understanding and will not replace the use of the TL. The interviewer agrees with this statement and explains the difference between the functional approach of CS and language pollution (as will be referred to again in question 4.3 under the discussion of Theme 4). T5's comment shows that he also sees the usefulness of CS as a tool for helping the learners to understand, whilst still exposing them to a rich TL environment.

When considering the response to questions 4.1.1 and 4.1.2 as a whole, it can be concluded that the teachers see the value of the monolingual approach, however notice the flaws in the approach, specifically when the learners' lack of vocabulary is taken into consideration. The teachers realise that CS is the bridge, but recognise that it must serve as a functional tool to aid understanding and that it should not replace (nor does it replace) the TL and the use of it as much as possible.

4.2.2.2 Discussion of question 4.1.3

The following part of the discussion focuses on question 4.1.3 and moves towards the teachers' perceptions of the learners' response to the monolingual approach, which is what Theme 1 and RQ1 aim to investigate: how helpful the teachers and the learners find the different teaching strategies in language learning. The focus in this question is how the learners respond to the use of the monolingual approach (teaching and conversing in the TL only).

Survey question:

4.1.3 Do your learners answer you in Afrikaans when you address them in Afrikaans?

In question 4.1.3, the majority of the teachers (71%) indicated the option "a moderate amount" for if their learners would answer them in Afrikaans, when they were addressed in Afrikaans. The two outliers on this scale, "never" and "a great deal" were not selected at all, but the remaining 28% was split between "rarely" and "occasionally". This indicates that although the central tendency pointed to no. 4 "moderately", the other two areas tend towards the negative side of the scale, implying that the teachers know that the learners feel less comfortable answering questions in the L2. The 71% of "moderately" might also be due to the fact that it is expected of them to answer in Afrikaans only or that they are forced to do so and would perhaps not do so out of free will.

It would seem that a culture of trying to use the L2 (Afrikaans) as much as possible is present in most Afrikaans FAL classrooms then, despite the fact that the learners struggle to understand (as outlined in the previous section) sometimes and do not have an extensive Afrikaans vocabulary (compare question 3.4.1 in Theme 5 and RQ 5). This is a positive result, because it shows teachers are aware of the willingness on the learners' part to try to communicate in Afrikaans. It also reflects the openness on the teachers' part to create an inviting atmosphere where learners feel comfortable to try and answer a question in Afrikaans, even though they might struggle.

Interestingly, the response was the same in the learner questionnaire – the majority of the responses fell in the "moderately" column, meaning the learners also agreed that they answer questions in Afrikaans in class a moderate amount of times. In the learner interviews, it became apparent that the learners perceive that there is an expectation from the teachers that only Afrikaans be spoken in the class, but that they do allow CS if the learner cannot think of the appropriate word or term and will then help the learner or correct them by providing the correct Afrikaans word/ term. Both the learner questionnaire responses and interviews will be discussed later in section 4.3 and can also be seen as appendixes C and D.

Table 10 – Percentage total of responses per Likert-type scale item for question 4.1.3
(learner response in the monolingual approach)

Question 4.1.3 Do your learners answer you in Afrikaans when you address them in Afrikaans?				
1 – Never	2 – Rarely	3 – Occasionally	4 – A moderate amount	5 – A great deal
0%	14%	14%	**71%**	0%
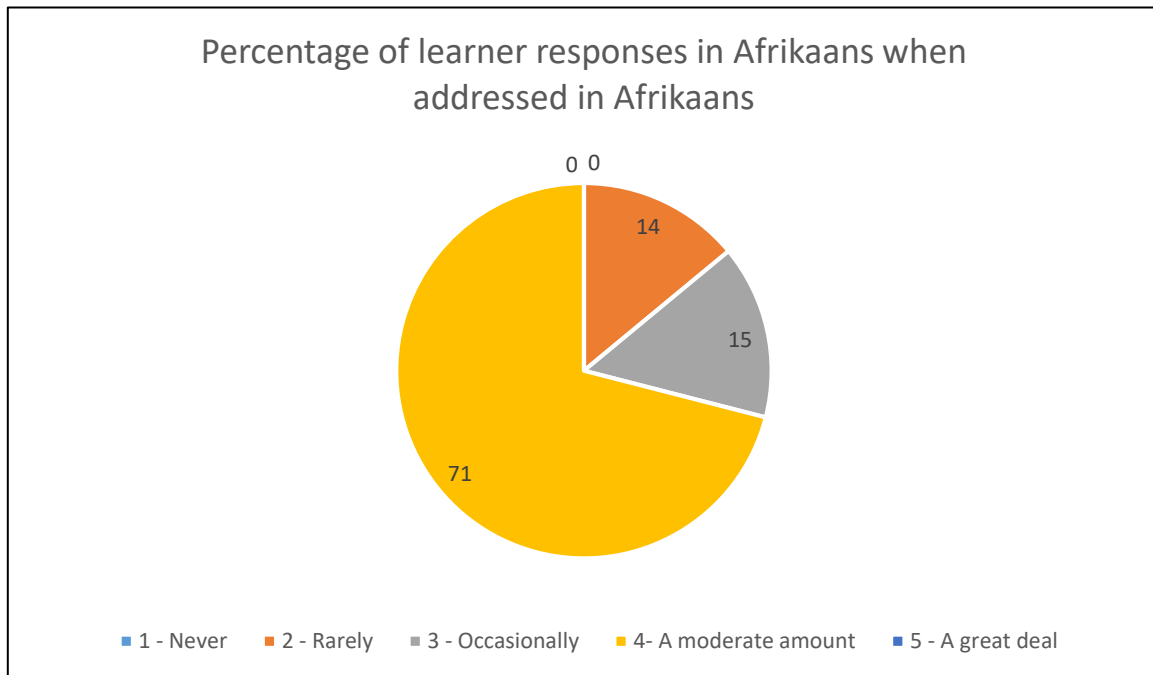
Figure 2 – Percentage of learner responses in Afrikaans when addressed in Afrikaans

When compared to Extract 5, it is clear that it is not only expected of the teachers, but also of the learners, to use the monolingual approach.

4.2.2.3 Discussion of question 4.1.4 and 4.6

Linked to the previous questions (4.1.1 – 4.1.3), where the helpfulness of the **monolingual approach** was discussed, it would seem as if the teachers do put a certain amount of pressure on the learners, or there certainly is an expectation that learners must try to use as much Afrikaans as possible. In this section the focus falls firstly on the learner as an **individual** (question 4.1.4) and secondly as the learner working in a **social environment** (question 4.6.). Whether the learners also perceive

it as such and what the effects of that type of expectation are on the learners and their learning experience, will be looked at and discussed later in the section dealing with the responses from the learners (from both their questionnaires and interviews).

Survey questions:

4.1.4 Do you think learners should be forced to reply in Afrikaans?

4.6 How helpful do you find it if the learners do group work or have discussions in Afrikaans?

In the Literature Review, it was looked at and considered whether the monolingual approach is a positive or negative approach, as it can put undue pressure on learners and take away their confidence to engage in classroom activities or discussions, because they do not feel comfortable using the L2 (cf. section 2.6). Questions 4.1.4 and 4.6 provide more insight into this area of inquiry. A summary of the statistical data is provided in the table and figure below.

Table 11 – Percentage total of responses per Likert-type scale item for question 4.1.4 (the enforcement of the monolingual approach)

Question	1 – Strongly disagree	2 – Disagree	3 – Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 – Agree	7 – Strongly agree
4.1.4 Do you think learners should be forced to reply in Afrikaans?	0%	14%	0%	28%	**42%**	14%	0%

The majority of the teachers (42%) selected no.5 "somewhat agree". In their qualitative responses in the questionnaires, the teachers listed reasons in **favour** of forcing learners to respond in the TL, such as "*otherwise they will never learn or expand their vocabulary*", "*how else are they ever going to improve their Afrikaans?*" and *"it improves their vocabulary and confidence",* as well as reasons **against** forcing the learners to respond in Afrikaans, such as "*you will have many that won't participate",* "*some learners will refuse to answer*" and *"participation in English is sometimes better than nothing".*

In the extract below, one teacher's response shows the unwillingness of many learners to engage in Afrikaans and therefore the 42% of "somewhat agree" from the teacher questionnaire show that the teachers feel that, to a certain extent, the learners must be gently compelled to use the TL, but that the teachers also recognise the fact that many learners do not feel comfortable doing so and will not reply in Afrikaans if they are forced to do so. So, there should be space for these learners to employ CS, so that they can still partake in classroom discussions until they feel comfortable enough to do it solely in the TL. Extract 7 outlines that teachers use CS to create context in a story to help the students with understanding.

> Extract 7:
>
> T5: *I think that's why it is so important to create context with a story. To start the conversation in English. (background agreement) Especially when it's a conversation. 'Cause then you see, kids who don't really understand, continue to read along because they know we are going to discuss it shortly. So, what starts to happen, is they start picking up on things in the story, they start realizing something is happening. They're not entirely sure what it is. So, you can see them sitting and waiting for me to take a break from the reading and then they'll ask, 'cause many of them also won't ask in Afrikaans, then they'll ask: "Sir, did this just happen?" Then I'll say: "Yes, you're right." Then he did start picking it up because he is starting to understand the context and he is not sleeping every time we read, because he realizes…*
>
> I: *…that he is going to pick up something and a little is better than nothing…*

Extract 7 also highlights the fact that T5 realises that the use of CS during a lesson makes the learner feel more comfortable and puts them at ease. T5 explains that the reading takes place in Afrikaans (thus there is exposure to the TL), but with the "security net" of the L1 when the learners want to ask questions and do not know how

to formulate it in the L2. The learners have the confidence to ask in English if they do not feel comfortable to do so in Afrikaans yet, because they know the teacher is accommodating and allows CS in the classroom.

T5's example of his reply in extract seven was translated into English as part of the entire transcription due to the nature of this dissertation and the fact that it is written in English, but he actually replied in Afrikaans to the learner's question, thus demonstrating one example of CS use in the classroom, whereby the learner communicates in the L1, the teacher replies in the L2 and will most likely even translate the reply if the learner still did not understand what was being said. However, T5 knows his learners' abilities and most likely knew that the learner understood the L2, but did not feel comfortable speaking/ asking questions in the L2.

Question 4.6 ties to the previous question, 4.1.4. When learners engage in group work, it is a **less pressurised environment** linked with the concept of helpfulness to test out one's language skills (in front of maybe three or four of your classmates, instead of the whole class), but as is clear from the teacher responses in the questionnaires, none were much in favour of group work. Reasons for their answers that were given in the Likert-type scale, were answers such us: *"[…] tend to talk about unrelated topics"*, *"[…] play around"* as well as the fact that "*not everyone is actively involved*". The last reason includes that "*learners tend to take the easy route if not watched*". It would seem that despite the various proven beneficial aspects of group work, as highlighted in the Constructivist approach (cf. section 1.6), the teachers do not find it to be conducive to a learning atmosphere and would not encourage group work as a form of peer learning or scaffolded learning in their classrooms. The qualitative data associated with question 4.6 is outlined in the table below.

Table 12 – Percentage total of responses per Likert-type scale item for question 4.6
(helpfulness of the monolingual approach during group work)

Question	1 – Not at all helpful	2 – Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful
4.6 How helpful do you find it if the learners do group work/ have discussions in Afrikaans?	28%	28%	28%	14%	0%

As is clear from the data in the table above, the options selected by the teachers tend toward the negative side of the scale and none of the teachers found group work done in Afrikaans or discussions held in Afrikaans to be extremely helpful to the language learning process. There is no central tendency which stands out in quantitative data analysis as the responses are distributed almost equally towards the negative end of the scale.

In conclusion, even though questions 4.1.3 and 4.1.4 were framed in such a way that they enquired about the teachers' perceptions toward the monolingual habitus, it is evident that CS is already here, being presented as a viable solution to the problems faced by the learners when being taught in the TL only.

Question 5.6.1 delves into more detail regarding the monolingual approach. It outlines the various methods that all fall under the umbrella term of "the monolingual approach". In the question, the teachers were provided with an explanation and examples of each of the methods listed below. These methods were discussed in detail in section 2.6 of the Literature Review. Some of them (cf. section 2.6) are more aligned to CS, but do not fall squarely into that criterion.

4.2.2.4 Discussion of question 5.6.1

In the Literature review, several teaching strategies/ methods were looked at, that fall under the monolingual approach. In question 5.6.1 of the questionnaire, the aim was to determine whether the teachers of Afrikaans FAL at this high school were familiar with these strategies and which was their preferred method, as well as why it was the preferred method. The reason for including this question, was to ascertain whether other teaching strategies, beside for the use of CS, were seen as helpful in the teaching of an L2.

Survey question:

5.6.1 Of these methods used by teachers in the Afrikaans classroom, which do feel work the best for you? Rate from 1 to 5.

a. Audiolingual method
b. Total Physical Response
c. Content based instruction
d. Task based instruction
e. Communicative language learning

Why?

According to the data provided in the table and the figure below, Content-based instruction is the preferred teaching strategy among the teachers, with 25% of the teachers choosing that option. The teachers were asked to rate these methods on a scale of 1 to 5, with "1" being their first choice and "5" being their last. Second to that was Total Physical Response and tied in third place was Community Language Learning and The Audiolingual Method. There was no method that stood out above the others for the fourth place, as the answers were divided equally between the options and Task-based instruction was the least favoured method among the teachers.

Table 13 – Favoured teaching strategy amongst teachers of Afrikaans FAL

Question 5.6.1 Of these methods used by teachers in the Afrikaans classroom, which do you feel work the best for you? Rate from 1 to 5.					
Participants	Audiolingual Method	Total Physical Response	Content-Based Instruction	Task-based instruction	Community Language Learning
T1	No answer	1	2	No answer	No answer
T2	4	5	2	1	3
T3	3	2	1	5	4
T4	1	2	4	5	3
T5	3	2	1	4	5
T6	No answer	No answer	No answer	No answer	No answer
T7	No answer	No answer	No answer	No answer	No answer
T8	No answer	No answer	No answer	No answer	No answer
Total	1 out of 8 teachers	1 out of 8 teachers	2 out of 8 teachers	1 out of 8 teachers	0 out of 8 teachers
Total percentage	13%	13%	**25%**	13%	0%

The teachers did not, however, read this question carefully or else misinterpreted it, because not all of the teachers provided answers according to the instructions. However, of the answers supplied, Content-based instruction (CBI) was the method favoured amongst the teachers – seen in the table above as the option with the most "1's". In the teacher interview, as can be seen from the extract below, it became clear why CBI was the number one chosen method. The manner in which the CAPS document is structured, requires the work to be taught in a way that is focused on the content (whether that be poetry, literature or language work) and does not allow for much free discussion or informal talk during lessons (please see Appendix H for the full CAPS document).

In the qualitative part of the questionnaire responses, the two teachers who had selected CBI, provided the following reasons for their selection: *"I use a lot of pictures when I teach. The learners know what the word means without having to translate"* and "*Visual works better – if you see or experience something, you remember it"*. As stated before, it would seem that the teachers did not correctly interpret this question, because visual learning (or a focus on the visual) is not specifically associated with CBI.

In Extract 8 below, T5's response verifies the data from the questionnaires in table 11 above, when participant T5 says that the school's focus is on Content-based education and he also provides a reason for why it is the case. According to T5, the focus of the school (and by implication then, the teachers) is to get the pupils to pass the subject and not necessarily facilitating learning to such an extent that the learners are able to communicate fluently and confidently in Afrikaans by the time that they finish their matric year. This could be seen as a major flaw in the education system, if the assumption is made that this is true for the majority of schools. As stated before, one of the main goals of language learning should be communicative competence and the goal of schools should not just be the matric pass rate. This sentiment is echoed by the interviewer and the teachers when the interviewer asks/ says that there is a major problem with the system in which the teachers are required to function and the interviewer received a resounding response in the affirmative from the teachers.

The interviewer's response to T5's comment (that it "works best because it gets results", as well as the follow-up question to that and the response that it evoked from the participants, are interesting to note. The interviewer asks the participants if they would choose to teach differently were they given a choice and on the recording of the interview that took place, one can hear the teachers agree in the background. This data ties to the data from questions 4.1.1 and 4.1.2 which talk about the pressure experienced by the teachers from those in authority to teach in a certain manner. Whilst T2 then steered the conversation into another direction and there was no follow-up to the response by the teachers that they would teach differently if they were allowed to, it is not sound scientific practice to assume how and in what manner the teachers would teach differently and whether that would include more CS or more

focus on CC. However, if one takes the teachers' previous responses (4.1.1- 4.6) into consideration, it is likely that that would be the case.

Extract 8:

I: **Have you ever learned about the specific teaching strategies mentioned in the questionnaire, like the Audiolingual Method for instance? ("No" in background) CS, within a large framework of different teaching techniques, links to how a second Language is acquired. (She gives example of the Audiolingual Method and they admit that they do know the technique, but didn't know what it was called) …**

T5:   *I think the school's focus is on content-based education. We focus on the pass rate and not on communication.*

I: **It works best because it gets results. The system forces you to do that, but if you had a choice, you would do something else? ("Yes" in background)**

T2:   *The order of the syllabus in the CAPS document also doesn't make sense! For instance, it wants us to teach "Direct and Indirect Speech", but the kids haven't even done conjunctions yet…*

I: **So huge problem with the system in which you are expected to function? ("Yes" in background)** *Ok, that makes sense…Are there any of you who have negative feelings towards Afrikaans?*

T3:   *I do.*

I: *Do you think it comes across in your teaching?*

T3:   *Yes.*

CS was not presented as an option for the teachers to choose from (in the questionnaire) at this juncture because it does not form part of the monolingual approach and the researcher wanted to know here, what method, besides for CS, the teachers most favour and employ.

According to the findings of questions 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.6 and 5.6.1 above, the perceptions that teachers have regarding the helpfulness of different teaching strategies in additional language learning, are that (i) proficiency levels are not where they are supposed to be for high school learners and (ii) that whilst teachers would like to teach using the L2 only, it has been found to be more beneficial to the learners to (iii) use CS in order to aid understanding of the content taught in the class, used in conjunction with Content-based instruction.

(iv) There is an inconsistency in the answers provided by the teachers pertaining to the helpfulness of different teaching strategies. What was interesting to observe, was that as the teachers progressed through their questionnaires and the questions veered more in the direction of CS, the responses supplied by the teachers started to contradict the responses they had given earlier (having been more inclined toward the monolingual approach). The same phenomenon occurred during the teacher interview where initially all the teachers were of the opinion that only Afrikaans should be spoken in class (being reflective of the monolingual approach). However, as the discussion progressed, more and more teachers started to admit that they frequently make use of CS in their classrooms and that they realise the need for it and recognise the value of it in a FAL classroom.

It would, from an analysis of all the salient points thus far, emerge that teachers do not only use a singular strategy, but have the perception that the use of the monolingual approach in certain circumstances is beneficial, while using CS in others.

4.2.3 Theme 2 and RQ2 - perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning.

The next set of questions (4.7.1, 4.7.2, 4.8 and 5.5) address RQ2 and Theme 2: perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning. Each section below will discuss a combination of these questions.

4.2.3.1 Discussion of Questions 4.7.1 and 4.7.2

Survey questions:

4.7.1 Do you find it helpful to your students' learning process if they are allowed to switch to English when doing group work/ having discussions with their peers?

4.7.2 Do you find it helpful to your students' learning process if they are allowed to switch to their Home Language/ Mother Tongue when doing group work/ having discussions with peers?

In this section survey questions 4.7.1 and 4.7.2 will be discussed. The following table provides a quantitative analysis of the responses for each question after which the data is discussed.

Even though the response to question 4.6, in the previous theme discussion, highlighted the fact that none of the teachers were in favour of the learners doing group work in Afrikaans, 63% of them indicated as a response to question 4.7.1, that if group work were to take place, they perceived it to be helpful to the learners' learning process if the learners were allowed to switch to English. Teachers acknowledged in their questionnaire responses that if there were Afrikaans HL speakers in the group, they could correct or help the other learners by providing the correct Afrikaans word or term for the English used by the other learners. They also indicated that the learners could assist each other and would be able to understand each other better.

This was not the case for the response to question 4.7.2, which asked if they perceived it to be helpful to the learners' learning process if they could switch to their HL or MT, presuming that the MT is something other than English. Here the central tendency for the percentage frequency was apparent for half of the teacher group (50%) who was against the use of CS, choosing "not at all" on the Likert-type Scale and choosing the lowest range provided. Reasons provided in the questionnaire include: "*too many languages*", "*not everyone understands*" and "*they still don't stick to the topic*". A summary of the data per question is given in the table below.

Table 14 – Percentage total of responses per Likert-type scale item for question 4.7.1 and 4.7.2 (helpfulness of CS to the learning process)

Question	1 – Not at all helpful	2 – Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful
4.7.1 Do you find it helpful to your students' learning process if they are allowed to switch to English when doing group work/ having discussions with their peers?	12%	25%	**<u>63%</u>**	0%	0%
4.7.2 Do you find it helpful to your students' learning process if they are allowed to switch to their HL/ MT when doing group work/ having discussions with peers?	**<u>50%</u>**	12%	38%	0%	0%

In the following extract, extract 9, from the teacher interview, it becomes even clearer why the use of learners' MT would not be encouraged in a classroom setting.

From Extract 9 above it is also clear that the use of HLs or MTs by the students extends beyond the first issue of the rest of the class not being able to understand what is being said. The use of the learners' MT also leads to the teacher feeling marginalised (an issue which will come under discussion in Theme 6) and even poses a safety risk, as the learners could be communicating dangerous information to each other, fully aware that the teacher will not be able to understand them.

If a teacher teaches at a school where issues like gangs, violence and drug abuse are rife, it would definitely be in the best interest of everyone to speak the Lingua Franca (in this instance, English) or the language being taught (Afrikaans) so that there can be no covert agenda as outlined by T2 in the extract above. Fortunately, it is clear that at the high school where the research was conducted, they do not have incidents or problems as were mentioned in Extract 9.

Even though learners' MTs and HLs are spoken about, the teachers commented in the interview (as seen in Extract 10 below), that the learners do not seem to use (or feel comfortable to use or feel the need to use) their HLs/ MTs in a classroom setting. The teachers were asked if they felt that this non-use of the HL or MT could be due to the influence of socio-economic status of either the school or the learners. T2 adds that the geographical setting of the school, which is associated with a higher SES of the surrounding suburban areas, plays a vital role as the feeder schools produce good quality students. It is implied by T2 that good students are linked to higher SES while T5 provides a counter-argument to T2 by outlining that he has noticed a shift in the types of learners and the types of schools that the high school is getting learners from. Learners are more and more coming from less privileged and lower socio-economic parts of the city like Sunnyside and Arcadia (feeder areas to the high school). T5 is of the opinion that CS between Afrikaans and the learners' MT/ HL (not English) is going to become more prevalent in the coming years.

It would be interesting to interview these teachers again in the future to see if this is indeed the case and what their response to CS between Afrikaans and the learners' MT/HL will be then. This could be a possible area for future research.

Extract 9:

I: *Ok, another question to move on to a new topic, so the whole idea of CS, is that you also have MT speakers in your class that communicate with you in their MT. Have you ever had the problem that you're not a speaker of that language? That they try to explain something to you that you can't understand?*

T5: **I've never had, like, a guy tries to say something to me in Zulu, but I've had a situation when one boy didn't understand something I was explaining and then his friend would explain it to him in their language.**

I: **Would you allow this as a teacher?**

T2**: Yes, but it's a slippery slope. I've taught at a school where it becomes so bad. Because they know you don't understand their language. So, there were gangsters in the class who would threaten each other and the school rule was that the LoLT was English and it was to ensure safety! Here we don't have that problem.**

I: *You obviously have to take the intention and body language and all of that into account.*

Extract 10 concludes with T4 reiterating what T3 said and adds that there is pressure from parents for their children to conform to the standards and culture of the high school. This links to section 2.10.3 in the Literature Review that deals with parental influence and expectations on their children and the children's teachers. However, in that section it is also pointed out that there is limited research that has been done about parental perceptions toward the use of CS in classrooms.

Bringing the discussion back to looking purely at the helpfulness to the learning process of being able to switch to one's MT/ HL, it would seem that the teachers are comfortable in allowing quick explanation between two speakers of the same MT, in the case where one of them does not understand something. The teachers do not feel comfortable with lengthy conversations being held in the MT/HL again providing a link to the topic that was discussed in Theme 1; from a SLA perspective and the interviews conducted, it remains an important factor as part of learning a language that learners should remain cognisant of the fact that they are in the Afrikaans FAL classroom to learn Afrikaans and an important component of that is to hear and speak Afrikaans, so as to practise pronunciation, sentence construction and other verbal and audio skills, which very much like making use of translation all the time, would detract from the learning process as is reflected in extract 10 as well.

> Extract 10:
>
> T3: **I've never had a child in my class who spoke another language besides Afrikaans or English. At this school we have a very conforming culture and so the boys will speak English.**
>
> I: *Is that because you have a higher socio-economic stance than at other schools? And because of that, their English is better, so they can explain themselves in English?*
>
> T2: **It's also the primary schools that they come from.** *Even the Korean kids that come into the school, will start off nowhere, but they study and they work hard and you can see it!*
>
> T5: *I think at a stage, things are going to change. I've already seen it with the younger Grades. We are getting a lot more kids from Sunnyside and Arcadia… I think it will be something that we will be confronted with more and more.*
>
> I: *So that kind of CS is going to be more prevalent in your classroom and you will have to know how to deal with it.*
>
> T4: *But they do try to fit in, like Jeanne said. And their parents also want them to fit in.*
>
> I: *And when you get Koreans and Arabs, are they one or two kids here and there? ("Yes" in background). Ok, so they're not a group that can help each other? ("No" in background) …*
>
> T5: *They're diplomats' children.*

From the teachers' responses, it would seem that at the high school in question, there is a culture of speaking English (this mention of culture includes the traditional definition of how culture influences language but also the fact that English is the lingua franca of South Africa and Gauteng, but also that the school's medium of instruction is English) and that even the learners for whom it is not their HL, it will be their preferred choice. Therefore, CS between Afrikaans and the learners' HL/ MT is not so prevalent. The main area of inquiry for this study will therefore be CS between Afrikaans and English.

4.2.3.2 Discussion of Question 4.8

In question 4.8, the researcher wanted to know if the teachers make use of translation during their lessons and how helpful they found it to be.

Survey question:
4.8 How helpful do you find it if you make use of translation in class to explain difficult concepts/ give instructions?

As outlined in table 15 below, the central tendency for the frequency percentage for the response to question 4.8 was apparent for half of the teachers, who said that they found it "extremely helpful" and the remaining responses in terms of the question option also showed a tendency toward the positive end of the Likert-type scale, with subsequent 12% choosing "moderately helpful" and 38% choosing "very helpful". Thus, overall, the teachers found the inclusion of translation, which forms part of how CS is defined, to be very useful in terms of helping the learners to understand the content, being able to follow the lesson and develop communicative competency, whilst building proficiency.

Table 15 – Percentage total of responses per Likert-type scale item for question 4.8
(helpfulness of translation)

Question	1 – Not at all helpful	2 – Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful
4.8 How helpful do you find it if you make use of translation in class to explain difficult concepts/ give instructions?	0	0	12%	38%	**50%**

Reasons for their choice of the options given which were cited by the teachers in their questionnaire responses included that "*learners pay more attention when translation is used*", "learners *gain a better understanding*" and "*the weak learners will be lost if they do not make use of translation*". The teachers thus also recognise the need for translation, because Afrikaans is not the learners' MT.

Extract 11 (which has already been quoted earlier as extract 3), provides the only data on the use of translation in teaching Afrikaans FAL.

Extract 11:

T5: *I think if you just translated every time, you wouldn't give the child the opportunity to become independent in Afrikaans. I think when you us a bit of CS, he begins to understand where Afrikaans words are used in context and expand his Afrikaans framework. If you just translated all the time, they would never get comfortable with Afrikaans.*

T2: *You would also take away the beauty and uniqueness of the language and all the small nuances of the language*.

Although 50% of the teachers indicated that they found the use of translation in class to be extremely helpful, one teacher (T5) expressed the opinion that it should not happen all the time. The teacher emphasises the aim that it is important in language learning for learners to become autonomous. This concept of autonomy directly links with the Vygotskyan framework of scaffolded learning (cf. chapters 1 and 3). The teacher and classmates are there to assist and provide translations where necessary, but sooner or later, the learner will have to function without the support structure of translation.

T2 adds to this discussion that the beauty and uniqueness of the language will be lost if there is constant use of translation. That is because, if the teacher pauses the lesson the entire time to first translate, there is a break in the flow, the conversation and the fluidity of conversing in Afrikaans. Learners need to be exposed to this type of fluid speaking to get used to hearing the L2, listening to the pronunciation of sounds and words and training their minds to think in the L2 and not the L1 only. Therefore, the teachers agree that translation is useful if limited and learners are still exposed to rich input from the target language.

4.2.3.3 Discussion of question 5.5

Question 5.5 focused on whether the teachers felt that the use of CS will help them (the learners) to, one day, be able to speak Afrikaans confidently and fluently.

Survey question:

5.5 Do you think that codeswitching will help them to, one day, be able to speak Afrikaans confidently and fluently?

As outlined in table 16 below, the central tendency with the highest percentage frequency of the response options available for question 5.5 was 42% for option 4, namely "neither agree nor disagree". The other values were spread out evenly across the rest of the scale with 14% of the respondents choosing 1 "strongly disagree", 0% choosing 2 "disagree", 14% opting for no.3 "somewhat disagree", 14% for no.5 "somewhat agree", 0% for no.6 "agree" and 16% for the last one, "strongly agree". Reasons provided for their selections in the questionnaire include: "*They will not be able to speak it fluently", "I believe it depends on the learner and his motivation", "Yes, they will have more self-confidence*" and *"Learners will fall back to what is easier if they can switch to and fro".* A summary of the data gathered from the Likert-type scale options is proved in the table and figure below.

Table 16 – Percentage total of responses per Likert-type scale item for question 5.5 (teacher perceptions of long-term benefits of CS)

Question	1 – Strongly disagree	2 – Disagree	3 – Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 – Agree	7 – Strongly agree
5.5 Do you think that codeswitching will help them to, one day, be able to speak Afrikaans confidently and fluently?	14%	0%	14%	**42%**	14%	0%	16%

In extract 12 and 13 below, T4 admits that she still does not know what the word "Codeswitching" means, even though an explanation and description was provided in the questionnaires that were sent to all the teachers and learners. T3 also shows that she does not understand the term "Codeswitching" in the context that it was used for this study. Thus, it would make sense that 42% of the teachers chose the option "neither agree nor disagree", since they do not have a full understanding of what CS entails nor the benefits it holds for the L2 learner.

Extract 12:

I: *So, what we are going to today, is you filled in a form for Melissa about codeswitching (CS) in class, how you feel about different things…*

T4:   ***I still don't know what that word means…***

I: *That's exactly what we are going to talk about today. So, basically, what I'm going to do is use the questions that she asked and ask you a type of follow-up question to hear more about why you think what you think. Ok? So, one of the first things she asked you, was what language do you all speak, where did you learn it and… So it's interesting that the majority of you have Afrikaans as MT and English as L2, so the first question that she wants to know is, if you teach the language that you have learned as a MT, but you teach it as a FAL or 3rd language, do you think the fact that you learned it as a MT can inhibit the way you present it as teacher in class?*

> Extract 13:
>
> I: *No, but it's important, because I mean, for example, what she did, is she did her Honours in Language Acquisition.* **So, students are taught specifically what second language acquisition is, the strategies that you should use and that's how she got her topic on CS. And it is actually presented as a learning strategy. So, it's interesting that teachers, who went to PGCE level, never did it as a subject. So, we all, parents, all of us, assume that you did it, that you know all of that stuff. And so, it's interesting to hear that you actually didn't. So, when I present you with the words CS and code-mixing, if we didn't specify in the questionnaire what it referred to, you wouldn't have known…**
>
> T3: **Can I quickly say something? CS is a trendy word at the moment. It's got to do with; you adjust your language use. It's like a Twitter/ Instagram thing. CS. You are in a situation where you adjust your vocabulary to fit the situation. It's like a pop culture thing at the moment.**
>
> I: **And that's actually a completely different meaning than what we are working with here**.

Regardless of the teachers' responses and their lack of understanding of CS, Cook (2001) points out that "CS not only fills a momentary linguistic need, it is also a very useful communication resource". Wei and Martin (2009) argue that "CS is, perhaps, the most common, unremarkable and distinctive feature of bilingual behaviour" and Woolard (in Lee, 2012) found it to be "systematic, skilled and socially meaningful". It is clear that CS is indeed a useful strategy when it comes to communicating and will indeed help the learners to speak Afrikaans with confidence and fluently, including instances of CS as is substantiated by Wei and Martin (2009) in the text above and which is a common and naturally occurring feature of everyday language use by its speakers, as was spoken about in Extract 6 by a MT speaker and teacher of Afrikaans.

In concluding this section and the thematic discussion of Theme 2 and RQ2 as a whole, regarding the teacher perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning, teachers feel that (i) the use of translations in class, as well as allowing the learners to switch to English whilst they are doing group work or having discussions with their peers, are beneficial, but (ii) not so for learners switching to their MT's, because not everyone in the group might understand the learner's MT . By underlining that the use of translation, as well as the use of code switching to English,

are beneficial to the learning process, the teachers are admitting that the inclusion of CS in the additional language classroom is indeed beneficial to the learning of an L2 and developing communicative competence as part of building their language proficiency.

4.2.4 Theme 3 and RQ3 - perceptions of the use of CS in different aspects of the module in additional language learning.

Questions 4.4, 4.9.1, 4.9.2, 4.9.3 and 4.9.4 from the teacher questionnaire address the topic of discussion in this theme and research question, namely how teachers perceive the use of CS in different aspects of teaching and assessing Afrikaans FAL.

The importance of this question pertains to the fact that CS is not bound to one dimension of language learning such as providing instructions, but is used throughout the process, namely teaching and explaining work, discussions in class, assessments, feedback on assessments and group work, in order to facilitate understanding and make the learning process easier. CS also aids the learner in feeling included, providing the comfort of the L1 when the L2 is still very much a foreign concept and then, according to the scaffolded learning approach (cf. section 1.6), CS will/ should slowly diminish from the classroom setting, as well as the learner's speech until the learner is able to comfortably and confidently converse in the L2, using instances of CS in the same way that MT speakers of the language would and not because they need to, because they do not know how to say it in Afrikaans.

The following section will provide a detailed analysis of question 4.4 pertaining to the feeling of guilt associated with the use of CS.

4.2.4.1 Discussion of Question 4.4

> Survey question:
>
> 4.4 Do you experience feelings of guilt when making use of codeswitching during a lesson?

Butzkamm' (2003) makes mention of the fact that teachers admit to experiencing feelings of guilt when using CS in the classroom, as they feel pressurised to use the TL only. However, the teachers studied by Butzkamm (2003) also recognised the need for CS in their language classroom. The following data will provide insight about guilt of using CS for the teachers at this specific school.

The responses from the questionnaires and the interview responses for this question also contradict each other as was apparent in the discussion on theme 1. According to Table 10, the central tendency for the percentage frequency for the response of question 4.4 is apparent for half of the teachers (50%), who indicated that they never experience feelings of guilt when making use of CS in the classroom. The other half indicated that they only "rarely" (38%) and "occasionally" (12%) make us of CS in the classroom. A summary of the qualitative analysis for question 4.4 is provided in the table and figure below.

Table 17 – Percentage total of responses per Likert-type scale item for question 4.4 (teacher feelings of guilt when using CS in class)

Question 4.4 Do you experience feelings of guilt when making use of CS in the classroom?				
1 – Never	2 – Rarely	3 – Occasionally	4 – A moderate amount	5 – A great deal
<u>50%</u>	38%	12%	0%	0%
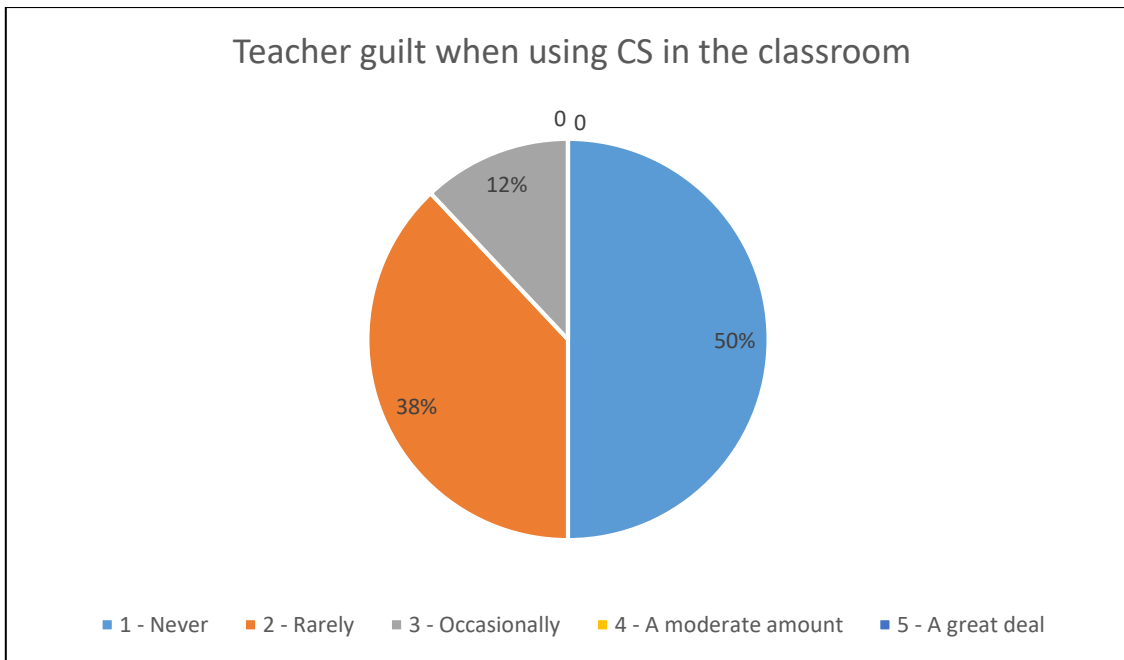
Figure 3 – Teacher guilt when using CS during a lesson

The central tendency for this subtheme thus leans towards the fact that the teachers have little to no feelings of guilt about using CS. Whereas in the interview, the teachers revealed that they felt it was an expectation from "those in authority" and the CAPS document that only Afrikaans should be spoken in class and that failure to do so, meant that you were an inadequate teacher. One teacher admitted to experiencing feelings of paranoia when someone walks past her classroom and hears her speaking English. She feared being judged and felt the need to immediately start speaking in the TL only. This is also the case when they would have a classroom visit or teacher assessment by the Head of Department. The teacher would present that lesson in Afrikaans only and the class (the learners) would also know and be very aware of the fact that they must ask and answer questions in Afrikaans only, which is not a reflection of what an actual Afrikaans lesson would look like when a class visit or assessment was not being done. The teachers incorporate CS much more freely in their classrooms when it is only them and the learners. The following extracts outline the discrepancy between the survey answers and the responses recorded in the teacher interview.

> **Extract 14:**
>
> T1: *And there has **always** been, I must say, there has always been pressure from authority figures... We have been told outright: **"You mustn't speak English"** and I mean, if someone walks past my classroom I get a mini heart attack (everyone laughs), like...*
>
> I: ***Oh, my goodness! Did they hear me?***
>
> T1: ***And then immediately I start speaking Afrikaans. Like, I really feel, I'm scared that someone will walk past my class and hear how much English I actually use.***

It is necessary to note T1's use of the word "always" which includes an implied mention of the circumstances occurring in the previous schools that she has taught at and including the current school (personal communication with participant). She also says that the teachers "have been told outright" to use only the L2 in their classrooms, which illustrates the fact that it is indeed an expectation from "those in authority" that has been voiced and not merely a feeling or perception of the teachers. Extract 15 below, highlights the fact that both teachers and learners know how to manipulate the de jure system to their advantage. They know what the expectation is from authority figures in the school and will present that image when they see the need to do so. However, on a grassroots level and in a normal classroom setting, where neither teacher nor learners are being observed, both groups are much more relaxed, allowing for the natural transition between L1 and L2 to take place as part of the language learning journey.

The discrepancy between the questionnaire and interview answers could be attributed to the teachers feeling compelled to give the expected or appropriate answer, much like the situation when a class visit occurs or someone observes their teaching. The interview was much more relaxed and informal and conducted by an outside fieldworker. The Head of Department and the researcher were also not present, allowing the participants to be as forthcoming as they wished to be. Thus, the teachers felt more inclined to speak openly and truthfully about their perceptions and experiences. This conclusion is merely speculative, as this was never verified anywhere in either the questionnaire nor the interview, but the researcher believes it to be the case, given the data collected and compared between the questionnaire responses and the interview answers.

Extract 15:

I: *Ok, let's move on to the next question… (more background talk) So, actually I should come and do classroom observations here and record you? (laughs) (Everyone: "No! Please don't!")*

T1: **The kids change like that (snaps fingers) when someone walks into the class.**

I: **So, they are aware that you teach in a certain way, but that the school expects something else? (agreement in background)**

T6: *But if you are expecting a class visit, you must threaten that class.*

T2: *And you know who to say to: "Ok, will you please tell us what the answer is?"*

4.2.4.2 Discussion of Question 4.9.1 to 4.9.4

This section will discuss four questions which are interdependent, namely questions 4.9.1, 4.9.2, 4.9.3 and 4.9.4. This section will not have any summary tables as the answers required were only of a "yes-no" nature.

Survey question:

4.9.1 Do any of the Afrikaans departments' assessments contain examples of codeswitching?

4.9.2 How does this make you feel?

4.9.3 Does any of the feedback given on assessments include codeswitching?

4.9.4 How does this make you feel?

The response to the next question, question 4.9.1, delivered a definite "No" response as the central tendency with the response being chosen by 100% of respondents. It asked if any of the Afrikaans departments' assessments contain examples of CS, and as stated by the teachers, none of them do. More interestingly is that the response to the next question, question 4.9.2, asks whether the teachers view the question of integration of CS in assessments as problematic, with 71% of them saying that they don't, 14% viewing it as a minor problem and the rest as moderately problematic.

It is necessary to note that the teachers readily admit to the value and usefulness of incorporating CS in the language classroom, but not so with assessments. Yet, if the learner does not have sufficient vocabulary, it would make the answering of the test or examination very difficult for him and learners cannot be expected to know all the words in a comprehension text for example or difficult words/ phrasing in questions if the teachers can see that this is already a problem in the classroom environment.

As alluded to in the beginning of this section, CS extends to all the components of the module/ language learning and should not be limited to teaching and explanation in the class. If CS is seen as valuable and conducive to learning, it should be applied to all areas where it is felt that learners might struggle or need additional support, in the form of CS.

The same is true for the feedback given on assessments, whether it be written feedback or verbal feedback (for example, going through and explaining the memorandum after a test or examination was written). Learners will not know where they went wrong nor how to correct their errors, if they do not understand what was actually asked in the question paper. The answers also need to be explained to the learners so that they can see how their answers differ from those in the memorandum. This type of explanation by the teachers is likely to include the use of CS to ensure that all learners comprehend what is being said to them.

Question 4.9.3 asks if the feedback, both formative and summative[11], given on assessments contain CS. The teachers are divided here with 50% responding "yes" and 50% responding "no" as outlined in the figure directly below. This outcome was confirmed during the teacher interview where the teachers admitted that they would use CS when verbally going through a memorandum with the class, but that written feedback on assessments do not contain any forms of CS.

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[11] Formative assessments are assessments done throughout the year to assess a learner's progress and summative assessments are assessments done at the end of the course or year to assess what the learner has learned throughout the course or year (Garrison and Ehringhaus, 2007)
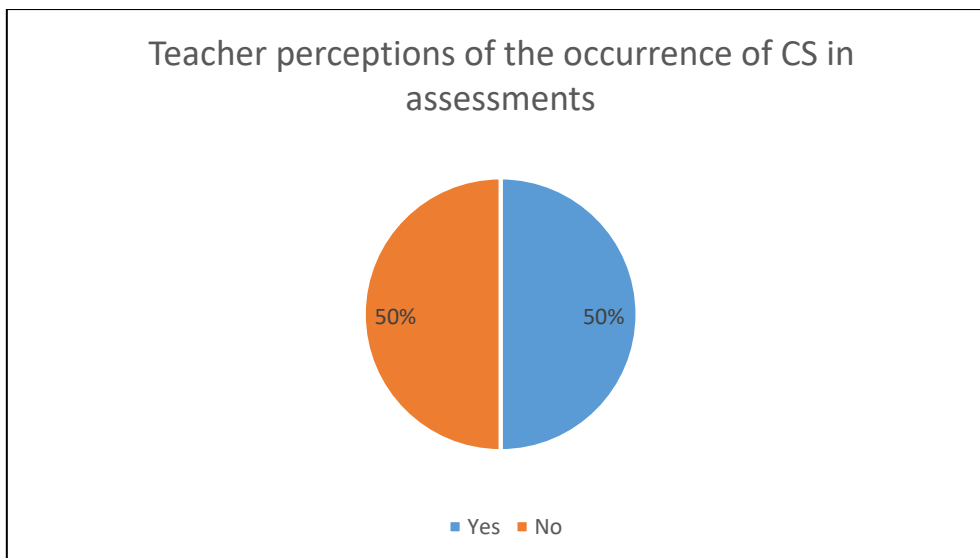
Figure 4 – Teacher perceptions of the occurrence of CS in assessments

The response to question 4.9.4 has a central tendency of the percentage frequency which echoes the sentiment of question 4.9.2, in that 42% of the teachers found the fact that the feedback on assessments do not contain examples of CS as "no problem at all", 28% as only "minor problematic" and 14% as "moderately problematic".

Extract 16 below provides some data to qualify the quantitative data provided above. In Extract 16, T5 highlights the fact that, especially when it comes to creative writing (essays and transactional pieces), the mark allocation is very much dependant on the teacher and the teacher's subjective opinion. Teachers are given a rubric with which to assess writing, since it does not follow a strict memorandum with definite right and wrong answers, as is the case with a Language or Literature paper. However, within the rubric there is still scope for the teacher's interpretation of the rubric descriptions.

T4 points out that the frequency of CS occurring from the learners' side in assessments is very low, because the learners are aware of the expectation that only the TL must be used during assessments. However, this is not what the question asked. Perhaps the question was not phrased in such a way that the meaning was clear (which unfortunately detracts from the internal validity), but the question was meant to enquire about the teacher's inclusion of CS in assessments as a tool to aid learners in understanding difficult words or concepts within the assessments.

T2 then brings in a completely different perspective regarding the way in which assessments are marked. T2 points out that language indigenous to certain areas or groups of people should be taken into consideration when marking an assessment, especially when doing external matric marking, even if that is not the way these teachers are used to speaking, nor if they are not familiar with the words and their meaning. Again, the question was interpreted by T2 to mean examples of CS from a marking perspective and not examples of CS in question papers, used by teachers to help learners.

Extract 16:

I: *So, you would all mark differently?*

T2*:*   *I definitely judge people on radio programs that say that they are Afrikaans, but then every second word that they use is an English word.*

I: *So, within code-mixing, you've got two frameworks. So, someone will use English as the framework and insert Afrikaans words, or someone else will use Afrikaans as the framework and insert English words. But what you would like in a class, is that they use Afrikaans as framework and only insert English words here and there where they don't understand/ know the word. (Agreement in background).*

T5:   **No, my personality and my personal choice about what I find acceptable in terms of CS, is definitely going to be different from T6, for example. So, when I mark a paper and when she marks a paper, were' going to mark essays differently. Certain things fascinate me, so I'm captured by the content. So, if there's an English word in there, it's won't necessarily bother me.**

T4:   *But we teach the kids, we tell them that they're not allowed to use English words, so they don't do it a lot.*

T2:   *When you do matric marking, kids from different districts also speak differently. I went through so many packs of marking where the kids would talk about "span" (meaning work) and then you have to accept that, because that area's children are taught like that, it's their way of speaking.*

The topic of discussion is then steered to the theme of feedback given by the teachers to the learners after an assessment had been completed. The purpose of the interview question was to establish whether that feedback contains the use of CS. T2 confirms the necessity of CS to explain the difference in meaning between certain words that the learners did not understand or interpret correctly.

In Extract 17, T5 acknowledges that often there is no feedback given to the learners by the teachers (irrespective of the inclusion of CS or not), because of time constraints and the fact that the assessments have to be moderated by the Head of Department. T5 also points out that in the memorandum discussions among the teachers, every effort is made to include all possible correct answers so that the need to go through the memorandum with the learners to check for errors or where the learners have the opportunity to see if they could get an extra mark here or there, is greatly diminished. He does however admit that by not providing feedback on assessments to the learners, the learners are disadvantaged since it deprives the learners of the opportunity to learn from their mistakes.

Extract 17:

I: *So, you've got three areas: you teach, you've got assessments and then you give feedback on the assessments. So, when you give feedback on the paper and that is standard, formal Afrikaans. Do you give verbal feedback where you use CS?*

T2: *Sometimes someone completely misunderstands the topic. One year, the topic was on something about "trunk" (jail) and the boys interpreted it as "trunk" (as in trunk of my car). So, you had to go back and explain to them what the difference is. So, they got very low marks for the content of their essays, but it's their fault, not mine. How can you choose a topic that you are not 100% sure of? Because there were options! Then, on the other hand, you have kids who want to use these big, impressive words and I warn them that in matric, with the external markers, there are markers who aren't HL speakers and so they might penalize you for using these words, just because their vocabulary is not that extensive.*

T5: *I think, with us, in terms of assessments, they don't really go back to the kids to be discussed, because they need to be moderated and we don't have enough time. But what I feel in terms of memorandums, when we mark, we group mark, so we'll sit and discuss the memo extensively. There are very few things that I will go and change afterwards when the boys ask me about it, because I feel like we have spoken about it, they were warned about it. But I feel that we disadvantage the kids, because our memos are so specific that we need to mark the answer wrong if the kid didn't write it exactly as they wanted it, even though you can see that he understands the question.*

In concluding this section, definite discrepancy is noticeable between the perceptions on the usefulness of CS in the classroom (when teaching and having discussions with the learners) and in assessments, as the teachers do not seem to realise the need for the incorporation of CS in assessments and the feedback given on assessments as much as they do in a classroom teaching environment. This could be an area of development for language teachers and perhaps one that they could receive training on: (i) when and how much CS to incorporate in an assessment, (ii) what would be fair towards both the process of assessing and the learners who struggle, without giving them unfair advantage.

4.2.5 Theme 4 and RQ4 - perceptions about the purity of language use in terms of CS in additional language learning.

There are only two questions from the teacher questionnaire that address this topic and they are questions 4.2 and 4.3, which asked whether teachers viewed CS as "language pollution" (where language pollution means that the language is filled with borrowed words which detracts from the status and purity of the language and the speaker), as well as whether they thought the Afrikaans used in the classroom reflects the Afrikaans spoken outside of the classroom in a real-life context. This section will provide an analysis and a discussion of questions 4.2 and 4.3.

Survey questions:

4.2 Do you think the Afrikaans used/ spoken in the classroom reflects real-life Afrikaans outside of the classroom?

4.3 Do you see code-switching as "language pollution" (where language pollution means that the language is filled with borrowed words which detracts from the status and purity of the language and the speaker?

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4.2.5.1 Discussion of Question 4.2

Question 4.2 asked whether the teachers think that the Afrikaans used in the classroom reflects real-life use. None of the respondents showed a strong inclination towards a negative or positive response, but the central tendency in frequency percentage for the response was apparent for the Likert-type scale option no.5 of "somewhat agree", with 42% of the respondents choosing this option. The second highest value was 28% for option no.2 "disagree" and the third highest frequency, 16% for option no.6 "agree". Thus, more teachers felt that the Afrikaans spoken in the classroom did accurately represent the Afrikaans spoken outside of the classroom than those who did not.

From the Literature Review (cf. sections 2.5, which deals with Communicative Competence and 2.6, which deals with the different teaching strategies) it is clear that the classroom environment should represent real-life use as closely as possible, because that is what a language classroom is ultimately preparing the learner for: to be able to converse fluently and confidently in the L2 in a real-life situation. The researcher acknowledges, however, that a classroom environment will always be more artificial than real-life and that immersion teaching is not always a possibility. Nevertheless, teachers want to prepare learners as much as possible to be able to converse in the L2 in a real-life context, as language acquisition is fundamental to communicative competency.

Sociolinguistic competence (cf. section 2.5 on communicative competence) is understanding how a language functions in a social context and how to apply it in a social situation, thus it is important to investigate the ways in which communicative competence develops within a formal classroom setting and therefore it is pertinent to know whether the teachers (and learners) find the language spoken in the classroom to be reflective of the real-life use of that same language outside of the classroom.

Table 18 – Percentage total of responses per Likert-type scale item for question 4.2
(perceptions of classroom Afrikaans vs. Afrikaans in real life)

Question	1 – Strongly disagree	2 – Disagree	3 – Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 – Agree	7 – Strongly agree
4.2 Do you think the Afrikaans used in the classroom reflects real-life use?	0%	28%	0%	14%	**42%**	16%	0%

From the interview extract, extract 18 below, the reader will see that in some instances the teachers feel that the Afrikaans used/ exposed to in the class does reflect the Afrikaans used/ spoken outside of the classroom, whilst in other cases, they feel that it does not.

In the extract, it was pointed out that the literature used in the Afrikaans FAL syllabus expose the learners to a wide variety of language usage. However, there is an awareness among the teachers that some of the language used (in poetry, set works and textbooks) is archaic and does not reflect modern day Afrikaans in a modern context (which would be more reflective of the Afrikaans spoken in the real world today). To summarise the findings of question 4.2, the teachers agreed that the Afrikaans used in the classroom does reflect the Afrikaans spoken in a real-life context, but acknowledged the need for more modern textbooks and reading material.

Extract 18:

I: ***Ok, and then Pietie will give you the answer. How do you feel, do the words and the vocabulary used in the class reflect the Afrikaans spoken outside the classroom?***

Or do you feel there is a difference between the two?

T2: ***It depends. Like with the Grade 10 literature, it's a Zulu story in Afrikaans.***

T3: *There's not one white person in that book! (everyone laughs)*

T2: *So, a lot of the boys don't have that background knowledge.* ***So, you're not necessarily going to use those things, 'cause it's an old story. The setting is way back when, but it's relevant in terms of relationships.***

I: *The themes and the things that happen are…*

T2: *…are real.* ***But like "Leeus met letsels", the vocabulary is more modern and because the setting is a game reserve, these are words that the boys will encounter in real life. So, it depends.***

I: *Because they read a variety of books, do they get pieces of culture and vocabulary that would appear in real life?*

T2: *Yes.*

I: *And look, we know a classroom setting is necessarily a bit more formal, a bit more artificial than a natural setting. We know that. But you feel that there's a good correlation, that you're not teaching them something that they can't use out there?*

T5: ***The textbook vocabulary is often times redundant… (Agreement in background.)***

4.2.5.2 Discussion of Question 4.3

Question 4.3 inquired about the teachers' perception of the use of CS as language pollution, where language pollution is taken to mean that the language is filled with borrowed words which detracts from the status and purity of the language and the speaker.

The options with the highest values and which showed the central tendency for the response to question 4.3 were option 4, namely "neither agree nor disagree", and option 5, namely "somewhat agree". The remaining values were split between option2, namely "disagree", with 14% and option 7, namely "strongly agree", with the other 14%. These statistics would seem to indicate that the teachers are quite divided on how they feel about CS contributing to what they view as "language pollution". It could

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possibly be due to different personality types and in fact has nothing to do with the inclusion or exclusion of CS in a language classroom. Teachers who feel strongly about language purity would extend this to all areas of language learning, not only the inclusion of CS. They would for example also be people who, in their personal capacity, do not mix languages and would use the proper Afrikaans translation for "load shedding" (as an example), which is "*beurtkrag*" ('load shedding'), whereas the majority of Afrikaans speakers have no qualms using the English term. Table 19 below provides an overview of the analysis.

Table 19 – Percentage total of responses per Likert-type scale item for question 4.3 (teacher perceptions of CS as language pollution)

Question	1 – Strongly disagree	2 – Disagree	3 – Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 – Agree	7 – Strongly agree
4.3 Do you see CS as language pollution?	0%	14%	0%	**28%**	**28%**	16%	14%

This opinion that the view of CS as language pollution is dependent on individual subjective opinion is confirmed by the teachers in Extract 19 below.

In extract 19, T5 admits that his "own idea of what language pollution is" would affect the way he marks a paper and would differ from someone else who holds a different opinion towards CS and language pollution as he does.

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Extract 19:

I: *It's like when you give a child a tape and pencil now, they won't know what to do with it. So, it's actually nice that we're talking about Mxit, because it is actually a loan word that's been brought into Afrikaans, so it's not purist Afr.* **So, if you do this CS in class, do you feel that there is any sort of language pollution taking place?**

T3: *Yesterday I had this very clever boy, he decided he was going to read the HAT and the word "Ku Klux Klan" was in there.* **So, you must ask yourself what is code-mixing, because a lot of these words have been taken up in the dictionary as recognized Afrikaans words.**

I: *And also, in the AWS.*

T5: **It's "Mengels"** *(everyone laughs)*

T4: *But there are certain words that just sound wrong (inaudible background discussion).*

I: *Like "konstitusie" instead of "grondwet".* **So, would you feel that your own idea of what language pollution is, would influence your marking?**

T5: **Definitely. My personality and my personal choice about what I find acceptable in terms of CS, is definitely going to be different from T6, for example. So when I mark a paper and when she marks a paper, were' going to mark essays differently. Certain things fascinate me, so I'm captured by the content. So if there's an English word in there, it's won't necessarily bother me.**

To summarise the findings of question 4.2 and 4.3 under the thematic discussion of Theme 4 and RQ4, the teachers feel that the Afrikaans used in the classroom reflects the Afrikaans used in real-life and that the view of CS as language pollution is subjective, but that 25% of the teachers do see it as language pollution.

4.2.6 Perceptions regarding different levels of proficiency in additional language learning.

The fifth theme and research question in this dissertation has to do with the perceptions regarding different levels of proficiency in additional language learning and questions 3.3.1, 3.3.2, 3.4.1, 8, 9 and 10 provide answers to this theme and research question. Each of these questions will be discussed in the subsection below.

4.2.6.1 Discussion of Questions 3.3.1, 3.3.2 and 3.4.1

Survey question:

3.3.1 How are you currently experiencing the subject?

3.3.2 Considering your previous answer, is it because of (choose as many as are applicable):

1. Difficulty of teaching the subject to the learner
2. The learners and their language proficiency
3. The learners and their behaviour/ lack of discipline
4. The school and support systems at school
5. You feel excluded
6. Your friends aren't in the same department/ school as you
7. You feel you don't have much of a choice/ say in terms of subject content/ lesson presentation etc.
8. Other (please specify below)

3.4.1 What area within the subject would you list as the learners' main area of weakness:

a. comprehension
b. language rules and spelling
c. reading
d. speaking
e. understanding questions in tests and examinations
f. vocabulary
g. other

At first it would seem that question 3.3.1 does not belong in this section, but if one pairs it with its follow-up question 3.3.2, which provides the reason for the selection made in 3.3.1, as it relates directly to the topic of proficiency, which is the focus of this theme and research question. From the results in the tables and figure below, there is a tendency towards a positive response in that half of the teachers (split into two equal groups of 25% each) like or love teaching Afrikaans FAL and the other half of the group enjoy it only somewhat.

The central tendency for this question lies in the middle of this Likert-type scale, i.e. a rating of 3 out of 5, translating to only a moderate amount of enjoyment. This value only gains significance when taking the next question's answers into consideration, as they provide the reasons for the choices that the teachers made during this question. The qualitative analysis for question 3.3.1 is given in the table and figure below.

Table 20 – Percentage total responses per Likert-type scale item for question 3.3.1 (teacher feelings toward the subject of Afrikaans FAL)

Question 3.3.1 How are you currently experiencing the subject?				
1 – I hate it	2 – I don't enjoy it	3 – I enjoy it somewhat	4 – I like it	5 – I love it
0%	0%	**50%**	25%	25%
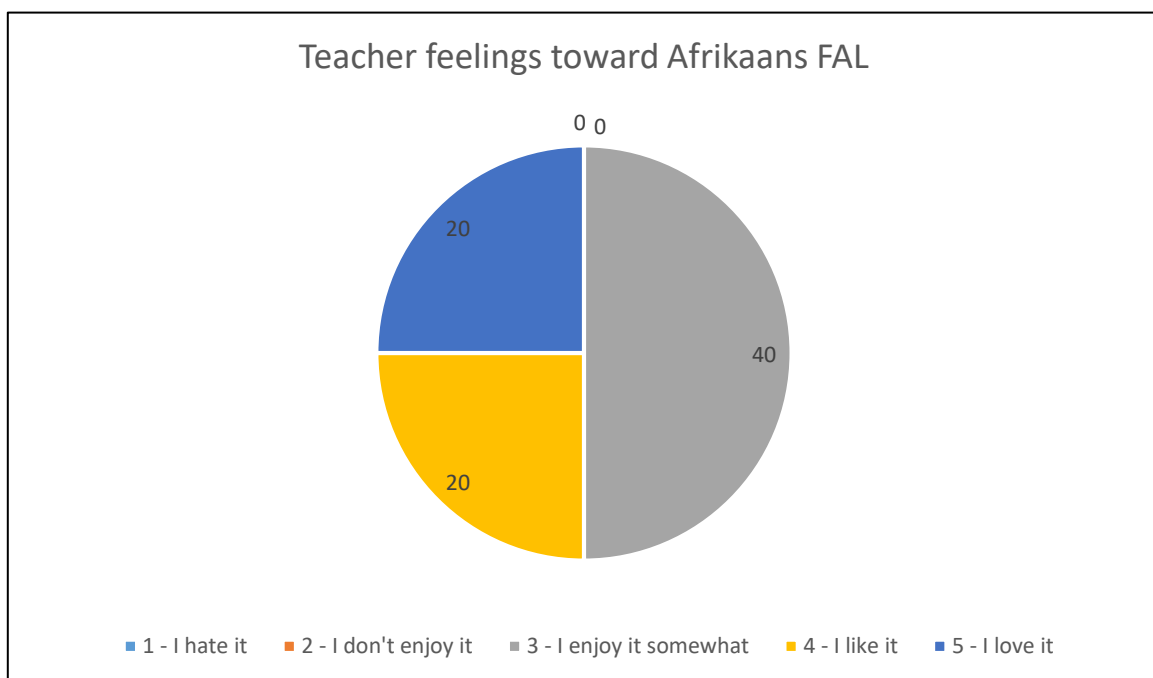
Figure 5 – Teacher feelings toward Afrikaans FAL

The next question investigates what the reason/s for the teacher feelings toward Afrikaans might be. From the results, in the form of the table and the bar chart below, it is clear that the central tendency which affects their feelings, is the learners' language proficiency skills. A total of 4 out of the 8 teachers (50%) chose this to be the reason that they only moderately enjoy teaching Afrikaans as a FAL. Considering sections 2.4 (proficiency) and 2.5 (communicative competence) of the Literature

Review, it is clear what an important role language proficiency and communicative competence play in the successful acquisition and teaching of a second/ additional language and it is understandable then that this would a factor which affects enjoyment of the subject teaching for the teachers.

Table 21 – Reasons for teacher feelings toward Afrikaans FAL

Participant	3.3.2 Considering your previous answer, is it because of:							
	Difficulty of teaching the subject	The learners and their language proficiency	The learners' lack of discipline	The school and support systems	You feel excluded in your class/ department	Your friends are not in the same department	You feel you don't have much of a choice	Other
T1	x	x						
T2	x	x						
T3		x			x			
T4		x						
T5								X (assessments)
T6								X (repetitive)
T7			x					
T8			x					
Total	2 out of 8 teachers	4 out of 8 teachers	2 out of 8 teachers	0 out of 8 teachers	1 out of 8 teachers	0 out of 8 teachers	0 out of 8 teachers	2 out of 8 teachers
Percentage	25%	**50%**	25%	0%	13%	0%	0%	25%
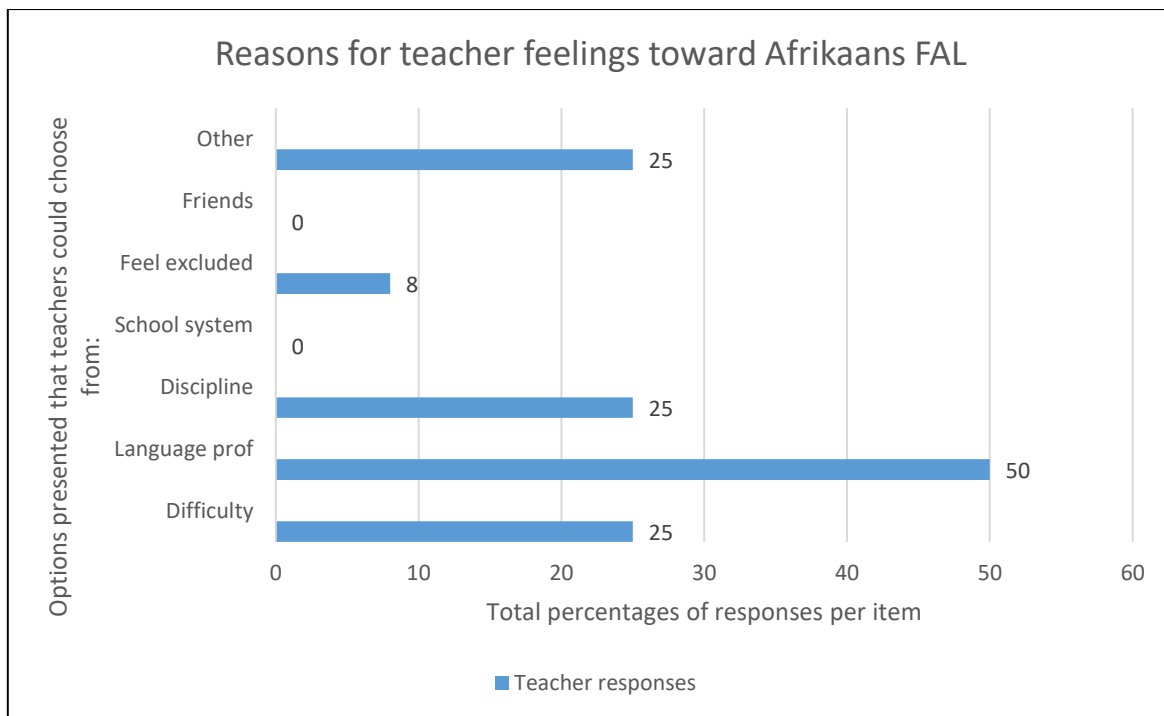
Figure 6 – Reasons for teacher feelings toward Afrikaans FAL

In the teacher interview, see extract 20, this topic was elaborated upon and it became clear that the learners do not possess the basic knowledge of the language (Afrikaans FAL) that is required or expected of them in Grade 8. T4 is of the opinion that the learners cannot write a decent essay in Afrikaans because they lack the necessary vocabulary to convey a thought process, argument or story coherently.

Extract 20:

I: *So, one of the questions she asked you, to tie to this, is* ***"What area, within the subject would you list as the learners' main area of weakness?" and the biggest trend that came from that answer was, you said they struggle with vocabulary. (Agreement in back.)*** *So that's what we're also talking about…*

T4: ***It's like, they cannot write an essay!***

I: *Yes. So, it doesn't matter that they know the rules, they still cannot…*

T3: *I have children who can speak Afrikaans fluently and who still cannot write a decent essay. It's not about…* ***No, no what I mean is, we can speak Afrikaans to them until we are blue in the face, they still won't have the vocab for an essay.***

T2: ***Yes, but also remember, they don't make an effort.*** *Because they think that Afrikaans is a South African language. They think it must go into their brains through osmosis or something…*

I: *Oh yes, of course… (laughs)*

T2: *Like: "How do you not know this?" Like you were born speaking. No, you weren't. Your mom had to say "Ma, ma, ma" about 50 times before you started saying it.*

I: *And that's important, isn't it, because what we are working with here is the difference between 1st language acquisition and 2nd language learning. And age groups and those things.*

T2: ***So, you must sometimes go and sit down and memorise vocab before you can use it.*** *It's like my kids when you ask them: "Why did Jannie do this or that?" and they say: "Durban" (interviewer laughs), because they don't know…*

The lack of language proficiency and communicative competence is also directly related to the next set of results. The option in Table 18 which summarises the findings of question 3.4.1, that achieved the highest score was "comprehension" and very close behind it, "vocabulary". These two areas were seen to be the most problematic by the teachers at this high school.

Table 22 – Teacher perceptions of learners' main area of weakness in Afrikaans FAL

| Participant | Question 3.4.1 What would you list as the learners' main area of weakness? Rate from 1 to 7, 1 being the weakest. | | | | | | |
	Comprehension	Language and spelling	Reading	Speaking	Understanding questions	Vocabulary	Other
T1	1	4	5	6	3	2	7
T2	6	3	5	4	1	2	7
T3	2	4	5	6	3	1	7
T4	2	3	6	4	5	1	7
T5	2	3	1	4	5	6	7
T6	2	5	7	4	3	1	6
T7	1	3	5	6	4	2	7
T8	2	4	6	5	3	1	7
Total	2 out of 8 teachers	0 out of 8 teachers	1 out of 8 teachers	0 out of 8 teachers	1 out of 8 teachers	4 out of 8 teachers	0 out of 8 teachers
Percentage	25%	0%	13%	0%	13%	**50%**	0%

Since understanding of a text and a broad vocabulary are needed in order to be able to answer the questions related to a comprehension passage, it would make sense that this is the learners' weakest area because they do not yet possess the necessary knowledge and understanding of the language in order to successfully answer such questions. This was confirmed by the learners in their interview, which will be discussed in more detail in section 4.3.2.

Considering the responses for questions 4.9.1 to 4.9.4, as outlined in the previous section, it would seem that assessments are not designed in such a way as to aid these learners with things like comprehension or vocabulary and adding CS to an assessment in the form of providing the definition of, explaining or giving the English translation for difficult words or concepts, would greatly help struggling learners in their understanding of a comprehension passage. It would also broaden their vocabulary (the other area that they fare poorly in) because by using CS, they will now have learned the meaning of the word and will be able to recognise and correctly interpret it the next time that they encounter it in a passage.

The adding of CS to an assessment (be it formative or summative) does not lower the standard of the assessment in any way (Riegelhaupt, 2000), nor does it help the learners unfairly. They would still be required to study and know the work that was done in class, but where texts are used that they haven't seen before and where that text might contain especially difficult words here and there, it would greatly aid the weaker learners in their understanding, so that they can correctly interpret and answer the comprehension questions.

4.2.6.2 Discussion of Questions 8, 9 and 10

This section will focus on providing an analysis of survey questions 8, 9 and 10, which are grouped together since they investigate the teachers' perceptions toward an additional language (as subject) in general and what their perceptions are of how the learners view an additional language as subject. These questions consider factors like the necessity of learning an additional language, how well students generally fare in the subject, whether learners prefer numerical/ scientific subjects over language subjects and the difference between learning an additional language now compared to being a small child.

Survey questions:

8. Do you think it is necessary to learn an additional language?

9. Do your students generally do well in Afrikaans?

10. Do you think the learners prefer subjects like Mathematics/ Science above Afrikaans?

a. Discussion of question 8

The response to question 8 showed a unanimous response from all of the teachers, which can be seen in the table below with the central tendency of 100% in favour of the view that learners should learn an additional language. To cite only one of many studies done on the benefits of learning a second or additional language, Tilavova (2021) mentions amongst others persistence, dedication, hard work and patience. There is no doubt that learning an additional language is beneficial to any person and the teachers at this high school feel the same.

Table 23 – Percentage total of responses per Likert-type scale item for question 8 (teacher perceptions about the necessity of learning an additional language)

Question	1 – Strongly disagree	2 – Disagree	3 – Neither agree nor disagree	4 – Agree	5 – Strongly agree
8. Do you think it is necessary for students to learn an additional language?	0%	0%	0%	0%	**100%**

T5 explains in the extract 21 below that learning an additional language helps one to develop one's cognitive abilities and T2 mentions that learning an additional language helps one to be able to look at different perspectives and consider things from a different point of view.

> Extract 21:
>
> I: *Ok, and then, do you have students that come into your class with preconceived ideas or feelings towards Afrikaans?*
>
> T4: **Oh yes! (agreement in background) They'll tell it to you straight! They'll say things like: "Why should I do Afrikaans?"** *"Because [this school] made the choice that that was going to be our FAL, but you can also do Sepedi. So, you and your parents decided to come to [this school], so you knew you were going to do Afrikaans, so you've got no ground to stand on."*
>
> T5: **Every year, in all my classes, there are boys who have that conversation and I tell them that when you go and look at the highest education systems in the world, they teach 2 or 3 languages because it helps cognitive development. So, I tell them, even if you don't learn Afrikaans per se, it helps to develop different parts of your brain, it helps to form new neurological networks, so it'll help you with Mathematics**.
>
> I: *Yes, because you can't do Mathematics if you can't read or write…*
>
> T2: **It also helps you to debate and look at differing opinions.**

However, it is necessary to note from the teachers' response in the extract above, it would seem as if the learners do not recognise the value of learning an additional language or else seem to think that other languages, like European languages will be of more value to them in the future (this view will be substantiated later in the section on the learners – section 4.3).

b. Discussion of question 9

Despite the attitude that some learners have towards Afrikaans FAL according to the teachers, specifically that learners believe that it is not necessary for them to learn an additional language and/or that it is not as beneficial to them as other languages, like German or French for example, it would seem from the statistical data on question 9 below that the learners generally do well in the subject.

Table 24 – Percentage total of responses per Likert-type scale item for question 9 (teacher perceptions of the general performance of students in Afrikaans FAL)

Question 9. Do your students generally do well in Afrikaans?				
1 – Not at all	**2 – Somewhat**	**3 – Generally**	**4 – Very**	**5 – Extremely**
0%	28%	**<u>57%</u>**	15%	0%

c. Discussion of question 10

Question 10 inquired about the teachers' perception that learners seem to favour numerical subjects above language subjects. The central tendency for this response reflects that 56% of the teachers have the perception that learners seem to favour numerical subjects above language subject, where 28% of the teachers agree that learners prefer numerical/ scientific subjects like Mathematics and/or Science above language subjects and another 28% strongly agree with this question. In the learner interviews, the learners stated that they find those subjects to be more interesting, easier to learn and more practical than the subject of Afrikaans FAL. The learner interviews will be looked at and discussed later on in section 4.3.

Table 25 – Percentage total of responses per Likert-type scale item for question 10 (teacher perceptions of learner preference regarding subjects)

Question 10. Do you think the learners prefer subjects like Mathematics/ Science above Afrikaans?				
1 – Strongly disagree	**2 – Disagree**	**3 – Neither agree nor disagree**	**4 – Agree**	**5 – Strongly agree**
14%	14%	14%	**<u>28%</u>**	**28%**

In this section the perceptions, regarding the different levels of proficiency in additional language learning, were looked at and the conclusions that can be drawn are as follows: (i) The teachers generally enjoy teaching Afrikaans FAL, but do not love teaching it, because of (ii) the learners' lack of language proficiency, which (iii) the teachers attribute to their lack of vocabulary and which in turn influences the learners' comprehension skills. The teachers do, however, all feel that (iv) it is necessary to learn an additional language and also feel that (v) their learners generally do well in their subject, despite their lack of vocabulary and limited comprehension skills. Lastly, it is the teachers' perception that (vi) the learners prefer subjects like Mathematics and Science to language subjects, which could be a contributing factor to their poor language proficiency. If learners do not view Afrikaans FAL as important for their future in terms of job opportunities and career development, they will not put in the required effort in order to do well and succeed in the subject, nor will they eventually learn the language (Ushida, 2005).

In the next theme in the teacher section, the perceptions about Afrikaans as a language by its speakers that may influence CS practice in additional language learning will be looked at.

4.2.7 Theme 6 and RQ 6 – Perceptions of Afrikaans as a language by its speakers that may influence CS practice in additional language learning

From the background information gathered about the teachers, it was found that all of the teachers are HL Afrikaans speakers, the home language status of the teachers does not necessarily equate to all of the teachers having positive feelings about the language or toward teaching the language to first additional speakers of the language. The purpose of this thematic discussion is to determine whether a relationship exists between teacher feelings toward their language and subject and how these feelings influence their teaching of the subject. Questions 6.1, 6.2, 6.3.1, 6.3.2, 7 and 11 from the teacher questionnaires form part of this discussion.

Survey questions:

6.1 How do you feel towards Afrikaans as a language?

6.2 Do these feelings influence your teaching of Afrikaans as a subject?

6.3.1 What are your feelings towards your students?

6.3.2 How do these feelings affect your attitude towards Afrikaans as a subject?

7. Do you think some learners would prefer it if Afrikaans was not a prescribed subject in high school?

4.2.7.1 Discussion of questions 6.1 and 6.2

Question 6.1, focused on finding out how the teachers of Afrikaans FAL feel toward the language of Afrikaans itself and it was pleasing to note a 100% response in favour ("strongly favour") of the language.

Questions 6.1 and 6.2 are grouped together, since question 6.2 is a follow-up question to question 6.1, investigating the perception that teachers hold about how the feelings that they indicated in question 6.1, influence their students. Likewise, with questions 6.3.1 and 6.3.2. Questions 7 and 11 will be discussed on their own.

The data outlined in table 26 below indicates that all of the teachers feel very positive towards and strongly favour Afrikaans as a language and it should be noted that all of the teachers indicated that their HL was Afrikaans (cf. Table 1 on teacher background information in chapter 3). These positive feelings are naturally conveyed to the learners and will contribute to a positive learning environment. Emotions play a fundamental role in our existence as is outlined in work by Rodrigo-Ruiz (2016) below:

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As human beings, our emotions, as well as those of others around us, influence our conduct, attitudes, and thinking. In like manner, we influence others through our emotions. Teaching is an emotional activity (Hargreaves, 2001 in Rodrigo-Ruiz, 2016), and as such, it carries with it our own emotional experience as well as that of those who surround us.

(Rodrigo-Ruiz, 2016)

It is accepted that emotions have an important influence upon students in the learning process. Pekrun, Goetz, Titz and Perry (2002) (in Rodrigo-Ruiz (2016)) have completed an in-depth investigation on the impact that emotions have on learning, concluding that "while negative deactivating emotions on the part of the teacher take a negative toll in the classroom, positive activating emotions render a positive effect on student learning" (Rodrigo-Ruiz, 2016).

Therefore, if the teachers at this high school strongly favour the Afrikaans language, they will convey these positive feelings to the learners, which aids in creating a conducive learning atmosphere in the language classroom. The response to question 6.2 by the teachers, provided below, will outline if a link between feelings towards a language and if feelings influence teaching is substantiated.

Table 26 – Percentage total of responses per Likert-type scale item for question 6.1 (teacher feelings toward Afrikaans as a language)

Question 6.1 How do you feel towards Afrikaans as a language?				
1 – Strongly oppose	2 – Somewhat oppose	3 – Neutral	4 – Somewhat favour	5 – Strongly favour
0	0	0	0	**100%**

It was already discussed in question 6.1 how the teachers' feelings can influence learners, but the teacher's feelings also play a large role in their teaching of the subject. The central tendency of the frequency percentage outlines that the teachers at this high school agree with this statement with 60% of the teachers indicating that they "strongly agree" that their feelings toward Afrikaans as a language, influence their feelings toward Afrikaans as a subject as is outlined in table 27 below and referred to in the section above.

Table 27 – Percentage total of responses per Likert-type scale item for question 6.2 (influence of teacher feelings toward the language of Afrikaans on their teaching of the subject)

Question 6.2 Do these feelings influence your teaching of Afrikaans as a subject?				
1 – Strongly disagree	2 – Disagree	3 – Neither agree nor disagree	4 – Agree	5 – Strongly agree
0%	0%	0%	40%	**60%**

In question 6.3 the focus shifts from the teachers' feelings toward the subject/ language to their feelings toward their learners.

4.2.7.2 Discussion of questions 6.3.1 and 6.3.2

In the response to question 6.3.1, 71% of the teachers indicated that they have positive feelings toward their students (showing the central tendency for this response), 15% said that their feelings were extremely positive and only 14% indicated that they have negative feelings towards their students. The data thus shows that the majority of teachers have positive feelings toward their learners, but what is concerning is the 14% that have negative feelings toward their learners and the reasons provided for their choice of "negative" on the Likert-type scale were "*issues with discipline*" and that "*the learners are ill-equipped for the demands of high school".* A summary of the data is provided in table 28 below.

Table 28 – Percentage total of responses per Likert-type scale item for question 6.3.1 (teacher feelings toward their students)

Question 6.3.1 What are your feelings towards your students?				
1 – Extremely negative	2 – Negative	3 – Neutral	4 – Positive	5 – Extremely positive
0%	14%	0%	**71%**	15%

In question 6.3.2 more than half of the teachers (57%) agree that it is "very" likely that the feelings that they harbour towards their students will affect their attitude towards their subject, which forms the central tendency of this response. Furthermore, 28% of the teachers indicated that it is "extremely" likely to affect their attitude. It is necessary to note that 14% of the teachers indicated in their response to question 6.3.1 that they have negative feelings toward their learners. These negative feelings may affect students. A practical implication which results from this study is that both extremes on the scale are present in the field and that practical suggestions can include measures to address the impact that negative perceptions by teachers can have on the learning environment in the classroom. A summary of the data is provided in table 29 below.

Table 29 – Percentage total of responses per Likert-type scale item for question 6.3.2 (effect of teacher feelings toward their students on their attitude towards the subject)

Question 6.3.2 How do these feelings affect your attitude towards Afrikaans as a subject?				
1 – Not at all	2 – Slightly	3 – Somewhat	4 – Very	5 – Extremely
0%	15%	0%	**57%**	28%

4.2.7.3 Discussion of question 7

Question 7 was aimed at ascertaining what the teachers' perceptions were on the learners' feelings toward Afrikaans as a subject and whether the learners would prefer it if it was not a prescribed subject in high school.

The only two options which were selected by the teachers were no. 4 "agree" with 71% and no.5 "strongly agree" with 29%. In this response the central tendency is that some learners would prefer it if Afrikaans was not a prescribed subject in high school. Thus, the teachers' perceptions were the learners could have negative feelings toward Afrikaans and would prefer not to take it as a subject. This was indeed shown to be the case in question 48 of the learner questionnaire. All of the Grades (8-11) indicated a strong preference that Afrikaans not be a compulsory subject in high school[12]. Teachers cited the same reasons as the learners did for their selection – that the learners do not see the need to learn the language, they do not see how it will help them in the future and/ or they do not realise the importance of learning it.

Such perceptions from the learners have the potential to influence how teachers feel towards their learners and their subject. If the teachers feel that their subject is not valued or liked, it might make them feel not valued or liked as language teachers, which would affect the way they teach and indeed the entire classroom environment. A summary of the data is provided in table 30 below.

Table 30 – Percentage total of responses per Likert-type scale item for question 7 (teacher perceptions about learner preference that Afrikaans should not be a prescribed subject)

Question 7. Do you think some learners would prefer it if Afrikaans was not a prescribed subject in high school?				
1 – Strongly disagree	2 – Disagree	3 – Neither agree nor disagree	4 – Agree	5 – Strongly agree
0%	0%	0%	**72%**	28%

---

[12] This theme and question will be outlined in more detail in section 4.3.5 of the learner section.

Points that can be concluded from this section are that: (i) teachers of Afrikaans at the high school where the study was conducted feel very passionate and positive toward the language of Afrikaans, (ii) these feelings strongly influence their teaching of the subject, (iii) the majority of the teachers harbour positive feelings toward their students (iv) and these feelings about / towards their students also influence their attitudes toward the subject to a great extent, while (v) sadly, the majority of the teachers feel that the learners would prefer it if Afrikaans was not a compulsory subject in high school. In the last thematic discussion in this section on the data collected from the teachers, the researcher will look at the role that language and culture play in an Afrikaans FAL classroom.

4.2.8 Theme 7 and RQ 7 – Perceptions about the inclusion of language and culture in the use of CS in additional language learning

As pointed out in section 2.8.1, language and culture are inextricably linked and culture, as perceived by teachers and students alike, can affect the way that a language is learned. In this section, factors affecting culture and language learning will be looked at. The following questions from the teacher questionnaires form part of this discussion, namely, questions 5.1, 5.2, 5.3 and 5.4.

Survey questions:

5.1 How included/ excluded/ marginalised do you feel in your own Afrikaans class?

5.2 Do you make an effort to accommodate and include the different multicultural and multilingual backgrounds of the learners in your class?

5.3 Do you think the use of English in the Afrikaans class makes the students feel more included?

5.4 Do you think the students would feel more included if they could speak their Home Language in class, along with Afrikaans?

4.2.8.1 Discussion of Question 5.1

The first of these questions, 5.1, looked at whether the teachers feel excluded or marginalised at all in their own classrooms. The central tendency for this response is that more than half of the teachers reported that they "never" feel excluded or marginalised and the other responses were also on the negative side of the scale, meaning that none of the teachers felt moderately or greatly excluded or marginalised in their own classrooms. A summary of the data is provided in table 31 below.

Table 31 – Percentage total of responses per Likert-type scale item for question 5.1 (teacher feelings of exclusion in their own class)

Question 5.1 How excluded/ marginalised do you feel in your own Afrikaans class?				
1 – Never	2 – Rarely	3 – Occasionally	4 – A moderate amount	5 – A great deal
<u>57%</u>	38%	12%	0%	0%
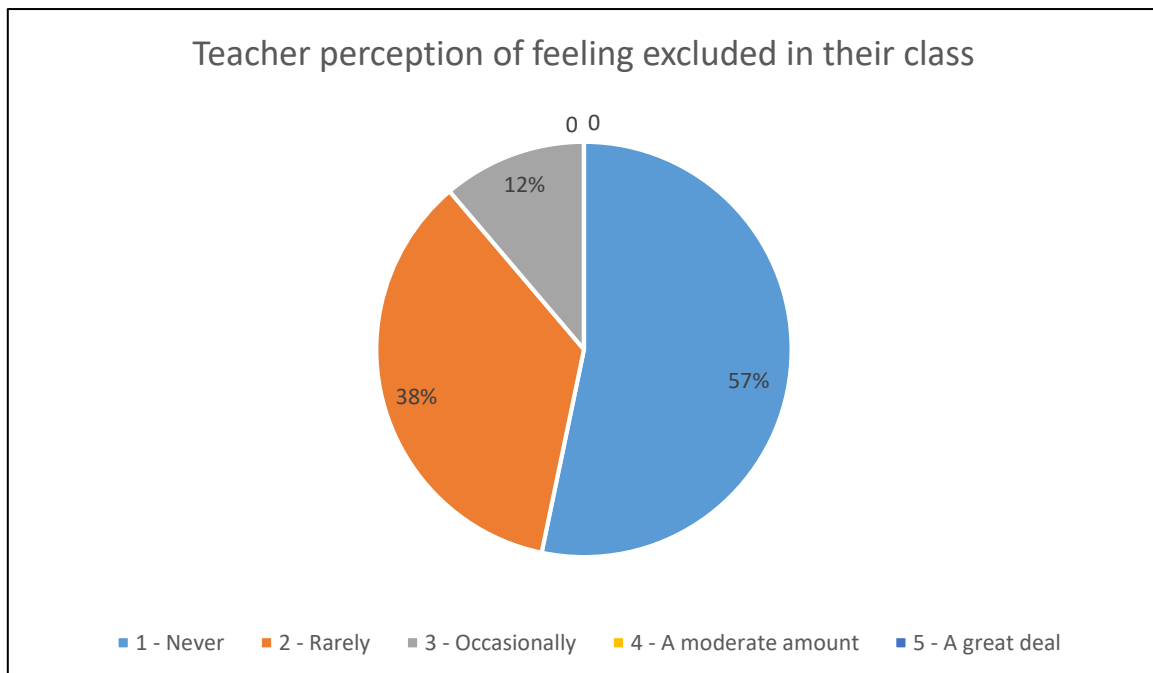
Figure 7 – Teacher perceptions of feeling excluded in their class

This is a very positive result, seeing as the majority of the teachers said that they do not feel excluded or marginalised in their own classrooms. Feelings of exclusion/ marginalisation would definitely impact the way teachers feel about their subject, their

learners and their environment, thus positive feelings contribute toward a positive learning environment and is essential for successful language learning.

4.2.8.2 Discussion of Question 5.2

The focus of the next question, question 5.2 turns to the learners and whether or not the teachers feel that they, as the teachers, try to make all the different learners (differing in terms of nationality, ethnicity and cultural backgrounds) feel welcome and part of the discussion in an Afrikaans FAL classroom. The responses are outlined in the table and figure below.

The central tendency of the responses for this question is 57% for option 3 (somewhat), it is clear that the majority of the teachers feel that they make a relative effort to make all learners from all backgrounds feel included in their classrooms. While the analysis of the data in this study focusses on the central tendency outlined for the different options per question response for a group as a whole, it is also noteworthy to outline some of the tendencies which are not the central response. One such tendency is that none of the respondents chose the highest value on the scale, that of "extremely", and that 14% of the teachers admitted to never making an effort. This tendency is noteworthy because theoretically, every effort should be made to make all learners feel welcome, accepted and included in a classroom. Such effort is important since feelings of inclusion/ exclusion in a learning environment affect the language learning process, as it forms part of affective filters which determine how successfully learners respond to stimuli and how successfully they can thus learn (cf. section 2.9.2).

This result shows that teachers are reporting that they do not include all learners all the time, providing insight between how theory is not always reflected in practice. Theoretically, teachers need to be aware of how inclusion is beneficial to language learning. If they feel that they do not know how to make everyone feel comfortable/

included or perhaps do not carry knowledge on affective filters and the role that they play in language acquisition, it is an area that teachers could practically receive training in, so as to develop themselves and the learning atmosphere in their classrooms. Here the teacher-learner ratio per teacher or class may also play a factor and is a limitation of this study. A summary of the data is provided in table 32 below.

Table 32 – Percentage total of responses per Likert-type scale item for question 5.2 (teacher perception of the effort made to make all learners feel welcome)

Question 5.2 Do you make an effort to accommodate and include the different multicultural and multilingual backgrounds of the learners in your class?				
1 – Not at all	2 – Slightly	3 – Somewhat	4 – Very	5 – Extremely
14%	14%	**57%**	15%	0
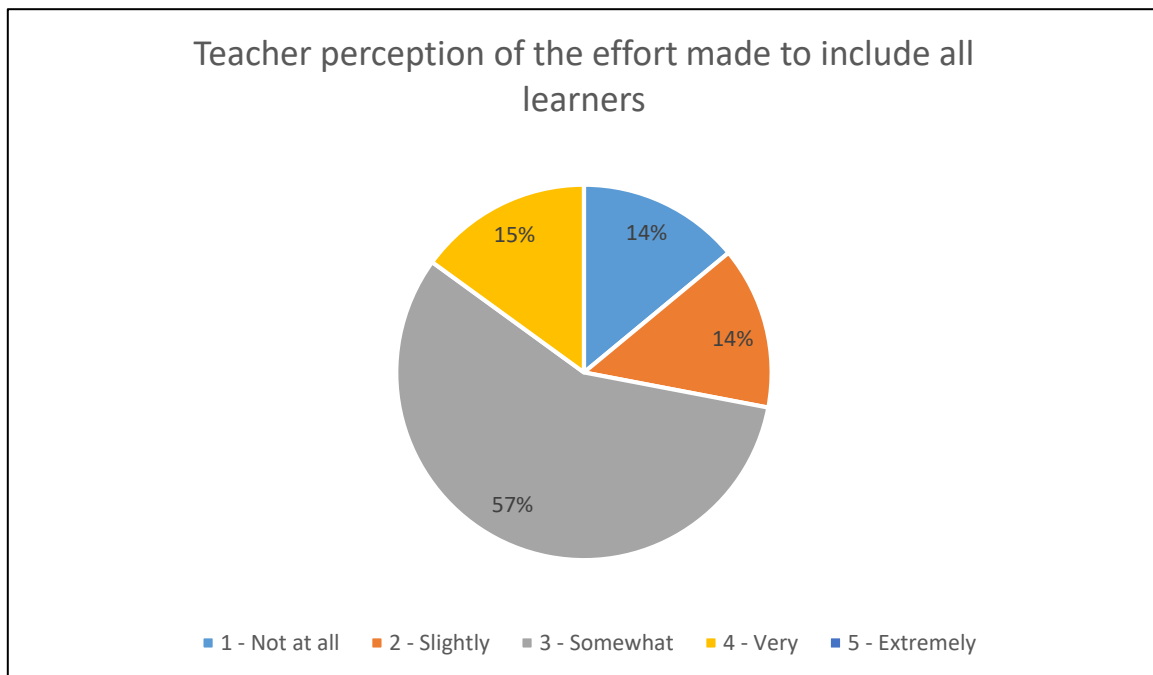
Figure 8 – Teacher perceptions of the effort made to include all learners

4.2.8.3 Discussion of Questions 5.3 and 5.4

In question 5.3 below, the teachers acknowledged the fact that CS helps learners to feel more at ease, which in turn lowers their affective filters and allows them to take in the information much more successfully (as is supported by the work of Butzkamm (2003) and Cook (2001)). For the central tendency of this response, 57% of the teachers agreed that allowing CS in a language classroom (specifically here, allowing English in an Afrikaans FAL classroom) is indeed helpful to the learning process, as it would make learners feel more at ease and less stressed, which lowers the learners' affective filters and makes successful learning possible. If learners feel that they must only use the L2 and feel that they do not have the vocabulary or the confidence to do so in a classroom setting, it will cause anxiety in those learners and will mean that they would be reluctant to participate in classroom discussion. Whereas, if learners know that, should they get stuck mid-sentence whilst trying to say something in Afrikaans, they have the option to use CS and that it won't be frowned upon, it will help them to feel less tense and thus more open to learning.

It is important to note, however, that the teachers felt comfortable with CS if it meant switching from Afrikaans to English, but not from Afrikaans/ English to the MT of the learners. Reasons for this became clear in both the teacher and learner interviews, where the participants said that they do not think CS which includes the person's MT (if it isn't English) is helpful, because not everyone might understand that person's MT and thus it would not be beneficial/ a learning experience for the rest of the class (cf. question 4.7.2 in Theme 2) / in the interview overall.

As is outlined in the table and chart below, the central tendency for the response to question 5.4 is that the majority of the teachers "strongly agree" that the use of English in the Afrikaans FAL classroom helps the learners to feel more included. However, the teachers do not feel that CS between Afrikaans and the learner's MT/ HL will be helpful to all students in feeling welcome and included.

The reason provided for these choices (30% for "strongly disagree" and 30% for "disagree" was "*not everyone in the class might understand the learner's MT"* and thus that one learner (speaking his MT) would feel included due to the fact that he was allowed to switch from Afrikaans to his MT, but the other learners in the class, as well as the teacher, would feel excluded if they did not speak his MT and therefore would not understand what was being said.

Table 33 – Percentage of responses per Likert-type scale item for questions 5.3 and 5.4 (teacher perceptions about the use of CS to make learners feel more welcome)

Question	1 – Strongly disagree	2 – Disagree	3 – Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 – Agree	7 – Strongly agree
5.3 Do you think the use of English in the Afrikaans class makes the students feel more included?	0%	0%	0%	14%	14%	**57%**	15%
5.4 Do you think the students would feel more included if they could speak their Home Language in class, along with Afrikaans?	**30%**	**30%**	0%	15%	25%	0%	0%
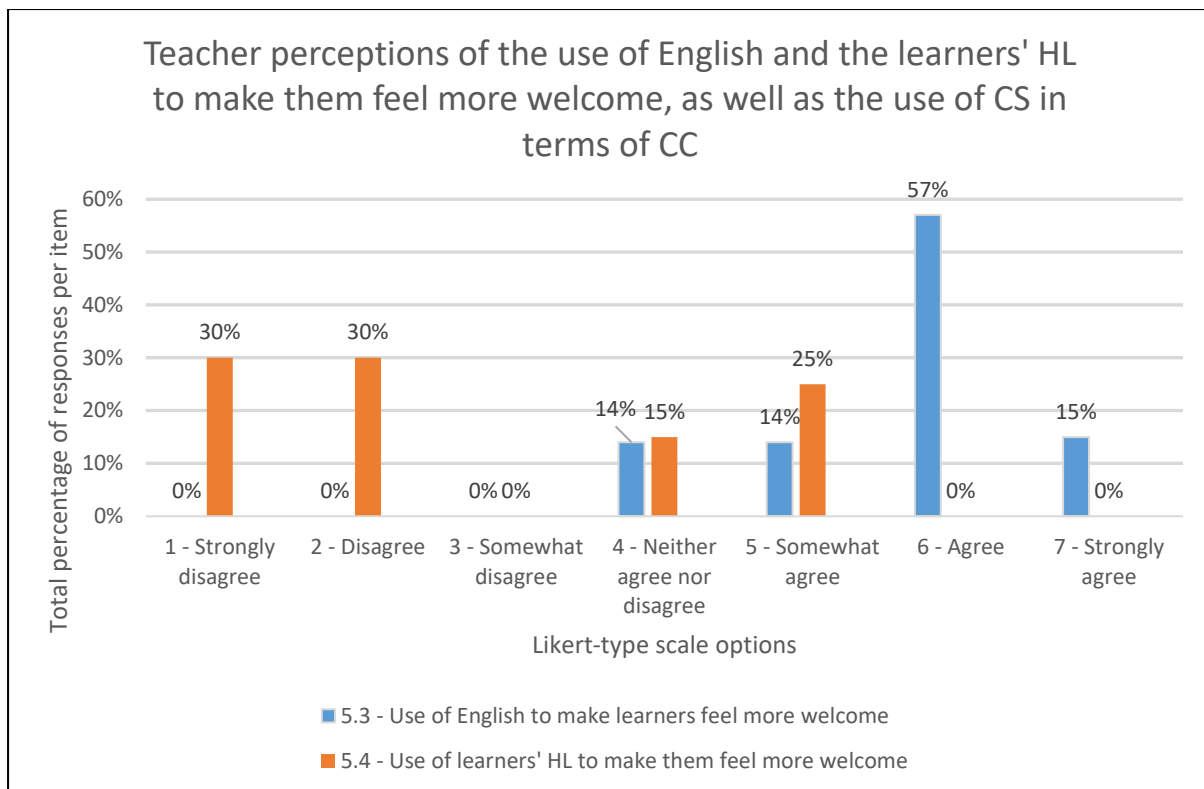
Figure 9 – Teacher perceptions of how the use of languages will help learners feel more included

The following section will outline the data analysis and discussion of the learner questionnaires and interviews.

4.3 Learner-centred data analysis and discussion

There are roughly 1500 boys at the school used for the collection of data, of whom the majority take Afrikaans as their First Additional Language. There are only a handful of boys who chose to take Sepedi instead. Questionnaires were sent to one class (roughly 25 boys per class) from each grade (Grades 8-11), the Grade 12 group being left out due to the time constraint on their matric year. This would have resulted in the total number of participants being about 100. The number of boys who chose to participate and whose questionnaires were returned, came to a total of 66.

The answers from their questionnaires (see Appendix C) will be outlined below in the form of tables and graphs, where after extracts from the interviews with the learners will be discussed. For the learner interviews, the researcher was unfortunately not able to conduct interviews with the Grade 9 and 10 groups. Consequently, the extracts come only from the Grade 8 and 11 groups, where each consisted of four learners. These two groups are insightful to compare to one another, seeing as the Grade 8 group is at the start of their high school language learning journey and the Grade 11 group is close to the end of their high school language learning journey. Thus, it provides a good comparison of beginning versus end in terms of the language learning process in this specific context.

In this study, there were eight Grade 8 participants, twelve Grade 9 participants, nine Grade 10 participants and thirty-seven Grade 11 participants, totalling 66 participants from the high school where this study was conducted.

The same format and layout will be used for the learner-section, as was used for the teacher-section. The responses from the questionnaires and excerpts from the interviews will be discussed alongside each other, so as to provide a holistic view of the responses received. The questions were similarly divided into the same themes and research questions as the teacher section and will be analysed and discussed as such. Where extracts from the interviews are not supplied in conjunction with the data from the questionnaires for a specific question, it would be because that question was not specifically addressed in the interview.

The following section will address the first theme in the learner-centred data analysis and discussion.

4.3.1 Theme 1 and RQ1 - perceptions on the helpfulness of different teaching strategies in additional language learning

Under the first thematic discussion, there were six questions, namely, questions 20, 21, 22, 23, 28 and 42 that pertain to the perceptions on the helpfulness of different teaching strategies in additional language learning. As with the teacher section, the

focus of this theme was largely centred round the monolingual approach and will then be compared to an approach which allows CS in theme 2.

Survey questions:

20. How helpful do you find it if your teacher speaks only Afrikaans to you?

21. How helpful do you find it if your teacher requires you to only speak Afrikaans?

22. Do you answer the teacher in Afrikaans when he/she addresses you?

23. Do you think it should be expected of learners to speak/ reply in Afrikaans?

28. How helpful do you find it if you do group work in Afrikaans?

42. Of these methods, which do you feel work best?

a. Audiolingual method
b. Total Physical Response
c. Content based instruction
d. Task based instruction
e. Communicative language learning

4.3.1.1 Discussion of Question 20

Question 20 inquired if the learners found it helpful if the teacher used only Afrikaans when speaking to them and the central tendency in the response showed that 42% of the Grade 8 group, 33% of the Grade 9 group and 44% of the Grade 10 group chose option 3 ("moderately") on the Likert-type scale. It is noteworthy to point out that for the Grade 11 group, the central tendency did not lie in the "moderately" (value 3 on the Likert-type scale) column, as it did for the other grades. For Grade 11 group, the highest value was 24% in the "slightly" column. These statistics are reflected in the table and figure below.

Table 34 – Percentage total responses per Likert-type scale item for question 20 (learner perceptions regarding the monolingual approach)

Question 20. How helpful do you find it if your teacher speaks ONLY Afrikaans to you?					
Participants	1 – Not at all	2 – Slightly	3 – Moderately	4 – Very	5 – Extremely
Grade 8	28%	0%	**42%**	14%	14%
Grade 9	25%	25%	**33%**	8%	8%
Grade 10	0%	22%	**44%**	11%	22%
Grade 11	16%	**24%**	21%	21%	8%
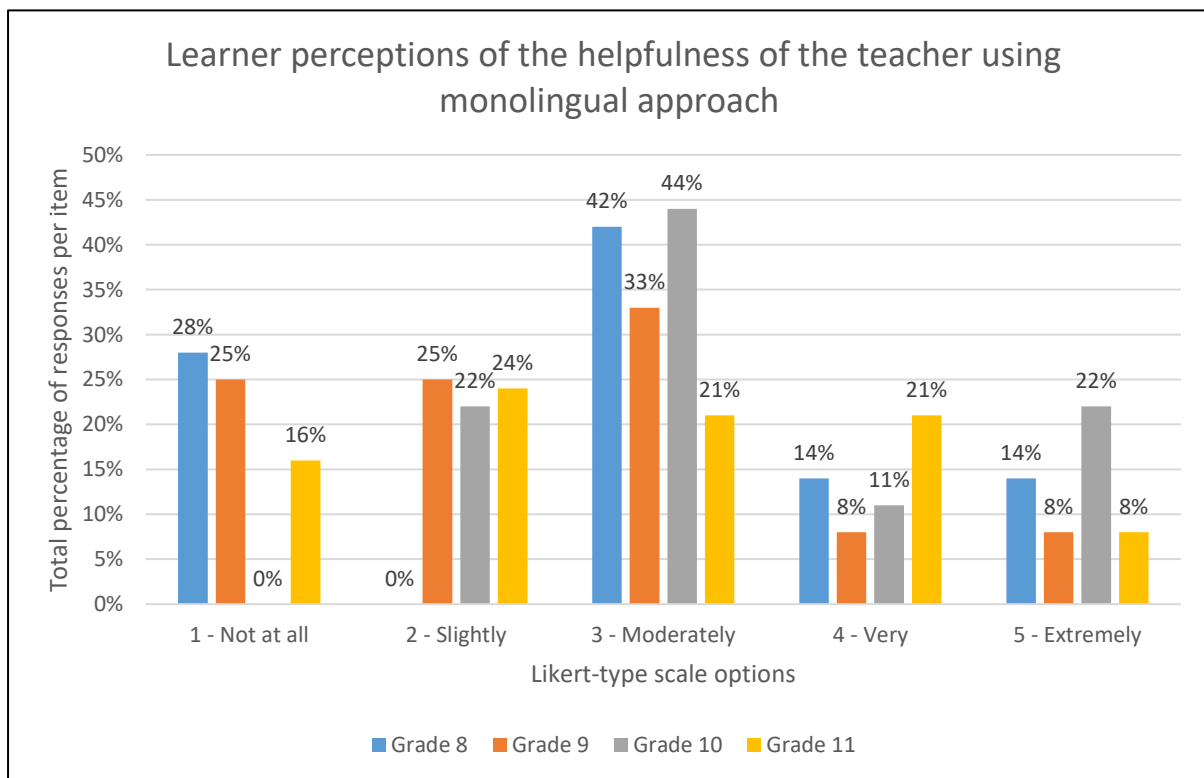
Figure 10 – Learner perceptions of the helpfulness of the teacher using the monolingual approach

Seeing as the Grade 11 group has had the most exposure to Afrikaans in comparison to the other grades represented here, it is important to point out that their group's central tendency did not fall in the "very" or even "extremely" column, since they would be the group to understand the most of what was being said in the Afrikaans FAL classroom if only the L2/ TL was being used.

Reasons provided in the questionnaires for their selection include: "*I don't understand half of the time*", "*I am forced to translate everything that he/she says*", "*I could understand some of the words, but not all*", "*I sometimes need translation*" and "*learners don't comprehend*".

This result could be explained by the fact that the content being taught occurs at a higher proficiency level in Grade 11 than the learners are prepared for or can understand/ keep up with. It might also be that the teachers assume, that learners should be more proficient in Grade 11 and thus perhaps the teacher speaks faster or explains less.

As seen in Extracts 22 to 24 below, that were conducted with the Grade 8 group, it becomes apparent that the learners felt that their teachers mainly spoke Afrikaans and used very little translation or CS. The learners felt that the teacher taught at such a quick pace that they could not keep up. In Extract 25 from the Grade 11 group, class discipline seemed to be a problem, which made it difficult for the learners to listen to and follow the teacher if the teacher only spoke in Afrikaans. The learners indicated that translation/ CS helped them to follow the lesson with more ease.

In extract 22, learner P4 indicates that his teacher mainly makes use of the monolingual approach and that he, as the learner, struggles to understand what is being said in class and feels left behind the rest of the class. He acknowledges that it would help him if the teacher made use of translation to explain what was being said, thus veering away from the monolingual usage.

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Extract 22 (Grade 8):

I: *Do you find the teachers here speak more Afrikaans than what they did at primary school level?*

P4:   *So, in primary, my teacher would speak Afrikaans and then translate, **but this year it's just Afrikaans.***

I: ***Just Afrikaans? With very little or no translation?***

P4:   ***Well, Ma'am, here and there.***

I: ***Would you prefer it if there were more translation?***

P4:   ***Yes Ma'am.***

I: ***Do you feel a bit left out or a bit behind because you are struggling to just keep up with what is being said? And then you still have to understand what is being said? (P4 agrees)***

       Ok, moving onto question 2. The majority of the Grade 8 group indicated that "lack of vocabulary" was their greatest problem with Afrikaans. Do you agree and why would you say that? You can also speak from the experience you had in primary school.

From Extract 23, the reader can see that learner P4 struggles to understand questions posed by his teacher in his Afrikaans FAL classroom, if only the monolingual approach is used. His response is reiterated in the data from question 19 in Theme 5, which asked the learners to indicate their main area of weakness in the subject of Afrikaans FAL. Whilst most learners chose "lack of vocabulary" and "comprehension" as their main areas of weakness, some learners, like P4 indicated that they have trouble understanding questions (although those "questions" refer mainly to those found in question papers).

Extract 23 (Grade 8):

P4: *Uhm, mostly, with my teacher, with his questions, he just speaks Afrikaans, he doesn't translate, so I don't understand.*

I: *So, you mean you don't even understand what he is asking, therefore you don't answer. Because you don't know what he is asking… (P4 agrees)*

P2: *Ma'am, in our class, you have to ask the question in Afrikaans and I…*

I: *Are you forced to ask in Afrikaans?*

P2: *Yes, Ma'am and I think that a lot of the people don't have the necessary vocabulary to ask and then also, Ma'am, we have one of the most disobedient classes, so they don't listen and they don't really focus.*

P3: *From my side Ma'am, majority of the kids don't ask questions 'cause they will get laughed at by the kids who do understand. So, they would rather just keep it to themselves.*

I: *You know, it's not just the people who understand. Often, it's the other boys, who are in the same boat as they are, they're just as bad, but they will snicker and it's horrible because it does take away your confidence and then next time you are not going to say something because you are scared you are going to sound stupid…*

In Extract 24, learner P4 reiterates what he said in Extract 23, that his teacher mainly uses the monolingual approach, which he feels negatively affects him. He compares his high school teacher's teaching style with his primary school teacher's (who made use of translation (see Extract 23), visual aids and explanations) and explains how he found his primary school teachers' way of teaching to be much more effective than his current teacher, who only speaks in Afrikaans and does not explain much nor uses translation. Learner P3 feels excluded/ marginalised (something which will be looked at in more detail in Theme 6), because his teacher also mainly uses the monolingual approach, which the learner feels is fine for the "smart kids" who do well in the subject of Afrikaans FAL and can speak Afrikaans fluently (or close to it). The learner feels that the use of the monolingual approach excludes weaker learners like himself that have not yet achieved L2 proficiency.

Extract 24 (Grade 8):

P4: *I feel excluded because he speaks more in Afrikaans and hardly explains it in English and so if I can go back to primary school for example, the teacher would say something, write it on the board and we could see the structure of the sentence and everything like that. But what our teacher does this year, is he doesn't really explain it or give examples of it.*

I: *So, you would like to visually see it on the board? (P4 agrees)*

P3: *My teacher, Ma'am, the way she teaches caters for the smart kids and they'll speak fluent Afrikaans and Ma'am will just keep going and the rest of the class falls behind.*

I: *"Cause you said you studied and you feel that you are smart. With that, did you still feel like you were a part of the group in class that didn't understand and didn't follow along?*
(P3 agrees)

In Extract 25, learner P5 highlights the issue that classroom discipline can also play a role in how learners perceive the monolingual approach, when saying "*Ma'am, my class is very disruptive, so I need the translation, because they are constantly shouting out answers that are completely wrong.*"If the class is very disruptive and noisy, the learner who already struggles to follow the teacher if the teacher only speaks in the L2, will struggle even more if he cannot hear what is being said above the noise levels of his class. P5 also indicates that in addition to needing translation (which forms part of CS), he also benefits from his teacher speaking more slowly, even if using only the L2. P6 also admits that he needs translations every now and then, but can mostly follow along if the teacher speaks in the L2 only.

Extract 25 (Grade 11):

I: *Ok, let's start. It was very funny for me that initially, at the start of the questionnaire, the responses were that only Afrikaans should be spoken in the Afrikaans FAL classrooms, because it is an Afrikaans class and that's the only way you will learn and improve. Here and there boys agreed that you should speak Afrikaans the majority of the time, but also indicated that they then don't always know what is going on and can't always keep up. And then as the questionnaire went on, it's as if more and more boys admitted that if it is only in Afrikaans, they don't know what is going on and need translation here and there, especially for big/ difficult words. Can you recall what you said? If you think of your Afrikaans class, what makes sense to you?*

P5:   *Ma'am, my class is very disruptive, so I need the translation, because they are constantly shouting out answers that are completely wrong.*

I: *So, you also struggle to physically hear your teacher above the noise? (M agrees)*
       Do you find that when she speaks Afrikaans, does she speak very fast or does she slow it down?

P5:   *She does slow it down for us.*

I: *And when she speaks slower, do you find it easier to follow?*

P5:   *Yes.*

I: *Ok. Even if it is in Afrikaans?*

P6:   *Ma'am, I find that I need a translation every now and then, but most of the time I can follow what she is saying.*

Considering all the learner responses, it can be deduced that the learners do find it helpful if the teacher makes use of the monolingual approach, but would appreciate CS/ translation ever so often to help them understand the lesson and follow along.

4.3.1.2 Discussion of Question 21

The next question was already somewhat touched on in the learner interview excerpts above, but will be referred to again. The question aimed to ascertain whether the learners found it helpful if they were required or forced to only use Afrikaans in the Afrikaans FAL classroom. The questionnaire responses seem to contradict the

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Extract 25 (Grade 11):

I: *Ok, let's start. It was very funny for me that initially, at the start of the questionnaire, the responses were that only Afrikaans should be spoken in the Afrikaans FAL classrooms, because it is an Afrikaans class and that's the only way you will learn and improve. Here and there boys agreed that you should speak Afrikaans the majority of the time, but also indicated that they then don't always know what is going on and can't always keep up. And then as the questionnaire went on, it's as if more and more boys admitted that if it is only in Afrikaans, they don't know what is going on and need translation here and there, especially for big/ difficult words. Can you recall what you said? If you think of your Afrikaans class, what makes sense to you?*

P5:   *Ma'am, my class is very disruptive, so I need the translation, because they are constantly shouting out answers that are completely wrong.*

I: *So, you also struggle to physically hear your teacher above the noise? (M agrees)*
       Do you find that when she speaks Afrikaans, does she speak very fast or does she slow it down?

P5:   *She does slow it down for us.*

I: *And when she speaks slower, do you find it easier to follow?*

P5:   *Yes.*

I: *Ok. Even if it is in Afrikaans?*

P6:   *Ma'am, I find that I need a translation every now and then, but most of the time I can follow what she is saying.*

Considering all the learner responses, it can be deduced that the learners do find it helpful if the teacher makes use of the monolingual approach, but would appreciate CS/ translation ever so often to help them understand the lesson and follow along.

4.3.1.2 Discussion of Question 21

The next question was already somewhat touched on in the learner interview excerpts above, but will be referred to again. The question aimed to ascertain whether the learners found it helpful if they were required or forced to only use Afrikaans in the Afrikaans FAL classroom. The questionnaire responses seem to contradict the

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statements that the learners made during their interviews, much the same as what happened with the teacher questionnaires and interviews.

In the questionnaire responses the central tendencies, which were apparent, included that 57% of the Grade 8 group indicated that they found it moderately helpful. With the Grade 9 group the central tendency was 25% for both "not at all" and "moderately, but the responses were split fairly equally across the scale. For the Grade 10- and 11 groups, the central tendency is apparent in the responses from the "very" column (value 4 on the Likert-type Scale), with 33% of the Grade 10 group choosing that option and 35% of the Grade 11 group. For a detailed overview of the descriptive statistics for each grade, please see the table and the figure below.

Table 35 – Percentage total of responses per Likert-type scale item for question 21 (learner perceptions about the use of the monolingual approach)

Question 21. How helpful do you find it if you are required to ONLY speak Afrikaans in class?					
Participants	1 – Not at all	2 – Slightly	3 – Moderately	4 – Very	5 – Extremely
Grade 8	0%	0%	**57%**	42%	0%
Grade 9	**25%**	16%	**25%**	16%	16%
Grade 10	11%	0%	11%	**33%**	11%
Grade 11	13%	13%	24%	**35%**	13%
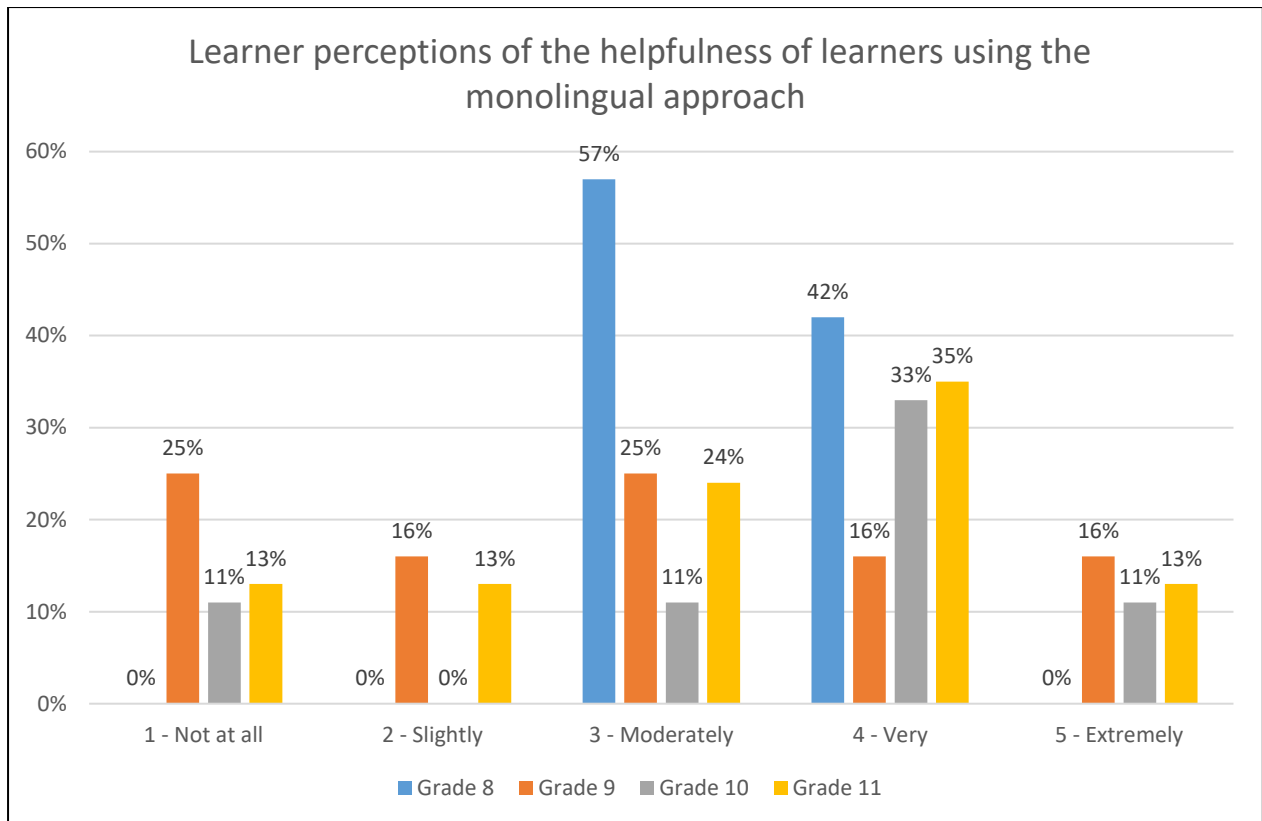
Figure 11 – Learner perceptions of the helpfulness of learners using the monolingual approach

Reasons given in the questionnaire for their responses included that they felt (i) that it helps them to practise their Afrikaans, (ii) it improves their vocabulary, (iii) it makes them think more, (iv) it helps to grow their confidence, (v) it is good practice, (vi) it helps them to learn how to speak the language, to get used to speaking it and get more comfortable with it. However, if one considers their interview responses, one would find that they did not find it moderately or very helpful, as also indicated in their questionnaire responses.

In Extract 26 below, learner P4 says that he does ask questions in Afrikaans in class, however if it is a new topic or something that he finds difficult to express in the L2, he will not ask questions in Afrikaans. He also points out the fact that often, because his teacher makes use of the monolingual approach, he does not understand the questions, so does not know how to answer them, especially not in Afrikaans. The answering of the teacher's questions in Afrikaans by the learners is something that will be looked at again in question 22.

Extract 26 (Grade 8):

I: *Yes, that's true, hey? Even if you don't understand everything, there are still things you can learn off by heart and at least pass or do well in that section…* **Ok, how comfortable do you feel asking questions in Afrikaans in class or answering one of the teacher's questions in Afrikaans?**

P4:   **With the questions, I do ask Ma'am, but I just sometimes find it hard to, let's say, it's a new topic, I won't ask questions, because I don't understand that much yet…But then with answering, I just find it hard to understand…**

I: *What do you mean you find it hard to understand?*

P4:   *Uhm, mostly,* **with my teacher, with his questions, he just speaks Afrikaans, he doesn't translate, so I don't understand.**

I: **So, you mean you don't even understand what he is asking, therefore you don't answer. Because you don't know what he is asking… (P4 agrees)**

In Extract 27, learner P2 points out that there is an expectation of their teacher that they must only use the TL in class. This is something that will be discussed in more detail in question 23, however it become apparent that the learner does not find it helpful if they (as the learners) must only make use of the monolingual approach, as he feels that the majority of the learners do not possess the necessary vocabulary to do so, and that they fear being ridiculed by their peers if they try to say something in Afrikaans which they do not pronounce correctly. This is related to affective filters (cf. section 2.9.2), which affects learners' ability to learn, because the fear (of what their peers will say or think) creates a barrier to learning.

Extract 27 (Grade 8):

P2:   **Ma'am, in our class, you have to ask the question in Afrikaans and I…**

I: **Are you forced to ask in Afrikaans?**

P2:   **Yes, Ma'am and I think that a lot of the people don't have the necessary vocabulary to ask and then also, Ma'am, we have one of the most disobedient classes, so they don't listen and they don't really focus.**

P3:   **From my side Ma'am, majority of the kids don't ask questions cause they will get laughed at by the kids who do understand. So, they would rather just keep it to themselves.**

> I: *You know, it's not just the people who understand. Often, it's the other boys, who are in the same boat as they are, they're just as bad, but they will snicker and it's horrible because it does take away your confidence and then next time you are not going to say something because you are scared you are going to sound stupid…*

In Extract 28, learner P2 illustrates how his teacher encourages the students to try to say it in the L2 first. If they cannot, the teacher allows them to use CS and will then use a version of what Butzkamm (2003) describes as the three-step "sandwich technique". The teacher inserts a translation between repetitions of an unknown phrase, so that the learners hear both the L1 and L2 version of the same phrase and can then make meaning of it.

> Extract 28 (Grade 8):
>
> I: *Sho, that's sad to hear because that will take away your confidence…*
> *Ok, so ja, it's a combination of not understanding what the question is, not having the vocab to answer and then fear of humiliation, fear of being laughed at.*
> ***If you do answer a question, and like in your case, where you are forced to reply in Afrikaans, do you try to say it in Afrikaans and then when they get stuck, switch to English or what happens there?***
>
> P2:   ***Ma'am, they start with English and then Ma'am will tell them "No, in Afrikaans" and they try it, but then they don't have the vocab, so half of it is in Afrikaans and the other half in English.***
>
> I: *But at least they are trying…And she allows them? She doesn't then shout at them?*
> P2:   *No, she helps them and then asks the real question again and tells them what the question was.*
>
> I: *That's good. So, she guides them? (P2 agrees) I like that.*

In Extract 29 the reader can see from the learners' responses that the use of the L2 is still promoted by the teacher, but that switching between the L2 and the L1 is allowed. It is clear that the learners feel comfortable using CS and have more confidence saying or reading an answer out loud that they have written down, because they do not have to be concerned with vocabulary and sentence construction on the spot.

Extract 29 (Grade 11):

I: *And in a class situation – where you have to answer a question that Ma'am asks or if you want to ask a question, how comfortable are you answering or asking in Afrikaans, in front of the class?*

P6: *It's not that hard for me because the majority of my class are English so they don't judge. And there are other times where you just have to say the answer that you've already written down, so it's already in Afrikaans and you can just read it out loud. Asking questions is a bit more intimidating, but then I will use CS.*

I: *And then, will Ma'am correct you?*

P6: *Yes, she will.*

I: *And you? Do you ask in Sepedi or in English?*

P7: *If I can't think of the right word in Sepedi, I will just put it in English and then Ma'am will help me and tell me what it is. So then next time, I will feel more comfortable and will know that word.*

P5: *I tend to answer in English more, because my class is split into two groups – the Afrikaans guys and the English okes.*

The above interview responses would seem to indicate that the learners appreciate it, find it more helpful and would be more inclined to participate in classroom discussions if they knew that they could switch to English if they got stuck in Afrikaans, because they did not have the adequate vocabulary to say what they wanted to say.

From all the data collected in terms of the response to question 21 it can be concluded that the learners do find it helpful if they are exposed to the L2 as much as possible, but do appreciate translation/ CS where they do not understand or where they get stuck and do not know how to express themselves in the L2.

4.3.1.3 Discussion of Question 22

In the questionnaire responses to question 22, the Grade 8 group's highest values and the central tendencies were for both "rarely" and "a moderate amount" (42%), whereas with the Grade 9- to Grade 11 groups, all of their highest values lay in the middle of the Likert-type Scale with "occasionally" (option 3) and in almost equal amounts too; with 33% for both the Grade 9 group and the Grade 10 group and 32% for Grade 11 group. The descriptive statistics for all the learner groups are outlined in the table and the figure below.

Table 36 – Percentage total of responses per Likert-type scale item for question 22 (learner responses in the monolingual approach).

Participants	1 – Never	2 – Rarely	3 – Occasionally	4 – A moderate amount	5 – A great deal
Question 22. Do you answer your teacher in Afrikaans?					
Grade 8	0%	**42%**	0%	**42%**	14%
Grade 9	0%	16%	**33%**	25%	16%
Grade 10	22%	11%	**33%**	11%	22%
Grade 11	8%	13%	**32%**	18%	27%
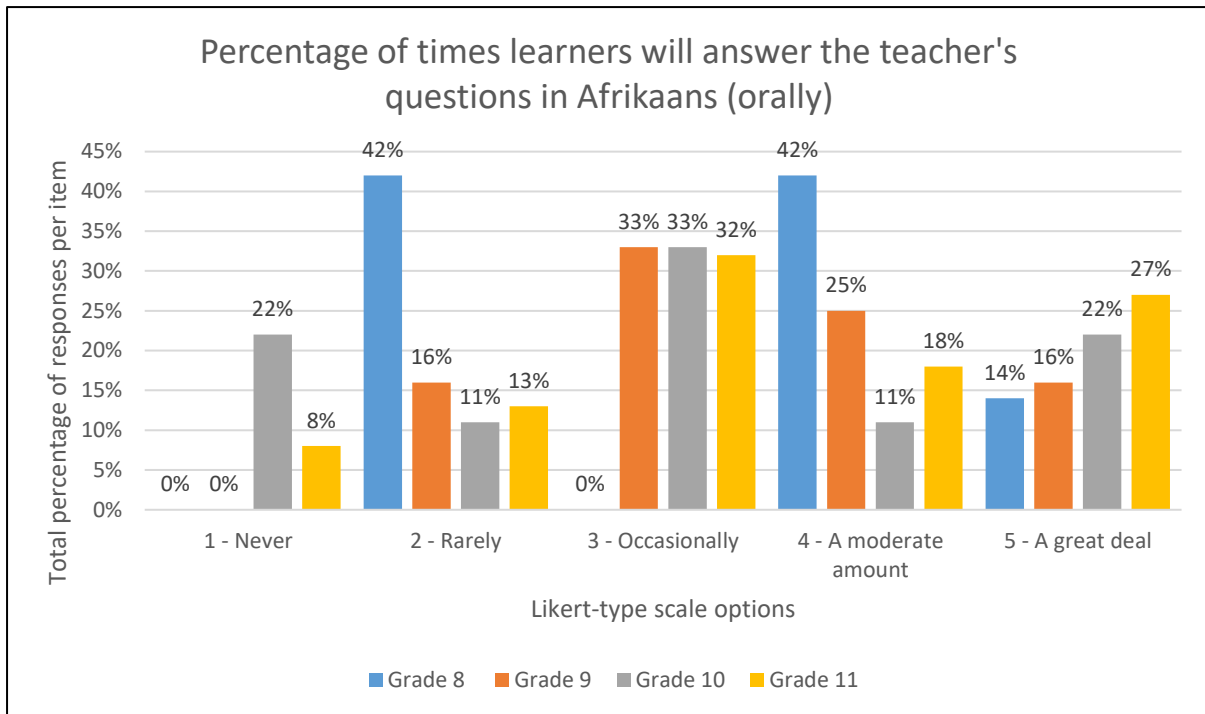
Figure 12 – Percentage of times learners will answer the teacher's questions in Afrikaans (orally)

These responses indicate that although there might be an expectation from the teacher that learners must always speak in Afrikaans, learners will only occasionally do so, due to the reasons that they provided in the interviews, as well as the open-ended part of the questionnaires. In the questionnaire responses, the reasons given included: *"I sometimes do not know the words", "If I am able to answer the teacher, I will"*. Others responded: "*I do not have a large vocabulary*" and "*I do not have the confidence to ask questions or answer questions in Afrikaans*". Still others said: "*I have trouble understanding the questions*" and some said: *"I struggle with the language in general".*

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The decline in frequency of times that learners will respond to their teacher in Afrikaans (from Grade 8 to 11) is important to outline; from 42% of the Grade 8 group indicating that they would answer their teacher in Afrikaans "a moderate amount", to 32% of the Grade 11 group indicating only "occasionally". The reverse is also true for the increase in percentages for option 1, "never", which showed a rise from 0% for the Grade 8 group to 22% for the Grade 10 group and 8% for the Grade 11 group. Thus, in Grade 8 the learners indicated that they would always try, even if not frequently, to answer the teacher in Afrikaans, but some of the Grade 10 and 11 learners would never do so, meaning that they either never participate in class discussions or always reply in English.

Thus, taking question 21 and 22's responses into consideration, it can be concluded that the learners' perception of the helpfulness of the expectation that they should only speak the TL in the Afrikaans FAL classroom, vary from some of the learners not finding it very helpful at all to others finding it very helpful. Though the learners perceive the expectation to only speak the TL to be present, some of the learners will never reply to their teachers' questions in Afrikaans, whilst others would do so in a moderate amount.

It is therefore a complicated terrain for language teachers to manoeuvre, since **not all** learners find it helpful if the monolingual approach is consistently applied, although its usefulness is highlighted and appreciated by **some** learners.

4.3.1.4 Discussion of Question 23

This question ties to the previous questions (21 and 22), where question 21 asked whether learners found it helpful if they are required to speak only the TL in class, and question 22 inquired how often learners would respond in the TL. In this question, question 23, the focus was on whether learners should be expected to speak or reply in Afrikaans and the learners generally did not express a strong opinion for/ against the expectation that students should always reply in the TL.

The central tendency for Grade 8 group was 28% for option 4 on the Likert-type scale with the "neither agree nor disagree" option, 33% for the Grade 9 group for the "somewhat disagree" option, 44% for the Grade 10 group also falling also on option 4 with "neither agree nor disagree" and in equal amounts of 24% for the Grade 11 group for option 4 with "neither agree nor disagree" and option 5 with "somewhat agree". It is important to note that is the responses to the first option; that of "strongly disagree" and that of the last option "strongly agree". None (0%) of the Grade 8 group agreed that it should be expected of them to respond in the TL, whilst 16% of the Grade 11's strongly agreed that it should be an expectation. A summary of the data is proved in the table and the figure below.

Table 37 – Percentage total of responses per Likert-type scale item for question 23 (learner perceptions about the expectation to speak only Afrikaans in class)

Question 23. Should learners be expected to speak/ reply in Afrikaans?							
Participants	1 – strongly disagree	2 - disagree	3 – somewhat disagree	4 – neither agree nor	5 - somewhat agree	6 – agree	7 – strongly agree
Grade 8	0%	0%	14%	**28%**	14%	28%	14%
Grade 9	0%	8%	**33%**	16%	16%	16%	8%
Grade 10	0%	0%	11%	**44%**	22%	11%	11%
Grade 11	2%	5%	13%	**24%**	**24%**	13%	16%
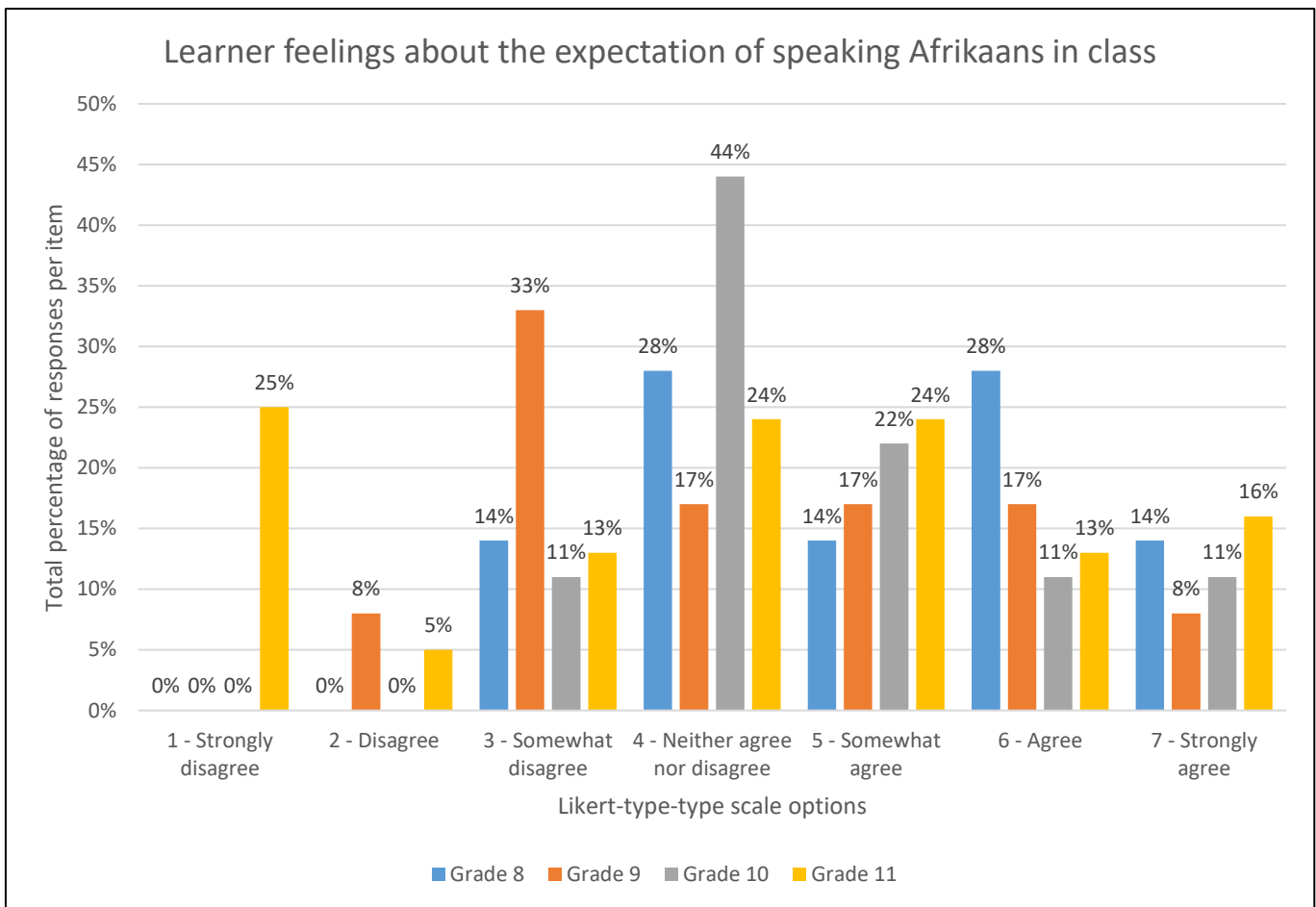
Figure 13 – Learner feelings about the expectation of speaking Afrikaans in class

Going back to Extract 28, which contain extracts from the Grade 8 interview, learner P2 indicated that he does feel that the students are expected to reply in Afrikaans and added that if they do respond in English first, that their teacher would stop them, ask them to say it in Afrikaans (the TL) and would provide them with the correct words if they did not know how to say it in Afrikaans.

The response was similar from the Grade 11 group, with learner P6 indicating that he would answer in Afrikaans, but if he does use CS because he does not know how to say something in Afrikaans, that his teacher would help him and provide the correct words in Afrikaans. The precise question of whether the learners felt that it should be an expectation of learners in an Afrikaans FAL classroom to speak or reply in the TL was not specifically addressed, although from the learners' responses as a whole (from both the questionnaires and interviews), it would seem that the learners in fact do not think that they should be forced to reply in Afrikaans, but be given the choice to do so, with the option of switching to English if they feel more comfortable to do so.

4.3.1.5 Discussion of Question 28

Question 28 ascertained the learners' perceptions of the helpfulness of doing group work in Afrikaans. The central tendency for the Grade 8 group was 71% for option 4 with the choice of "very helpful" on the Likert-type scale options, ranging from 1 to 5. The central tendency for the Grade 9 group was 33% for option 3 with the choice of "moderately helpful", as well as 33% for the Grade 10 group for option 1 with the choice "not helpful at all" and 35% for the Grade 11 group for option 4 with the choice "very helpful". The central tendency for the Grade 8 and 11 groups correspond in the fact that they both lie in the "very helpful" option. It is interesting to note, that of the four groups (8 to 11), the Grade 10 group found group work in Afrikaans not to be helpful at all. The overall average scores per option on the Likert-type scale per group are given in the table and the figure below.

Table 38 – Percentage total of responses per Likert-type scale item for question 28 (learner perceptions on the helpfulness of doing group work in Afrikaans)

Question 28. Learner perceptions on the helpfulness of doing group work in Afrikaans					
Participants	**1 – Not at all**	**2 – Slightly**	**3 – Moderately**	**4 – Very**	**5 – Extremely**
Grade 8	0%	14%	0%	**71%**	14%
Grade 9	0%	16%	**33%**	25%	25%
Grade 10	**33%**	11%	22%	22%	11%
Grade 11	10%	13%	21%	**35%**	13%
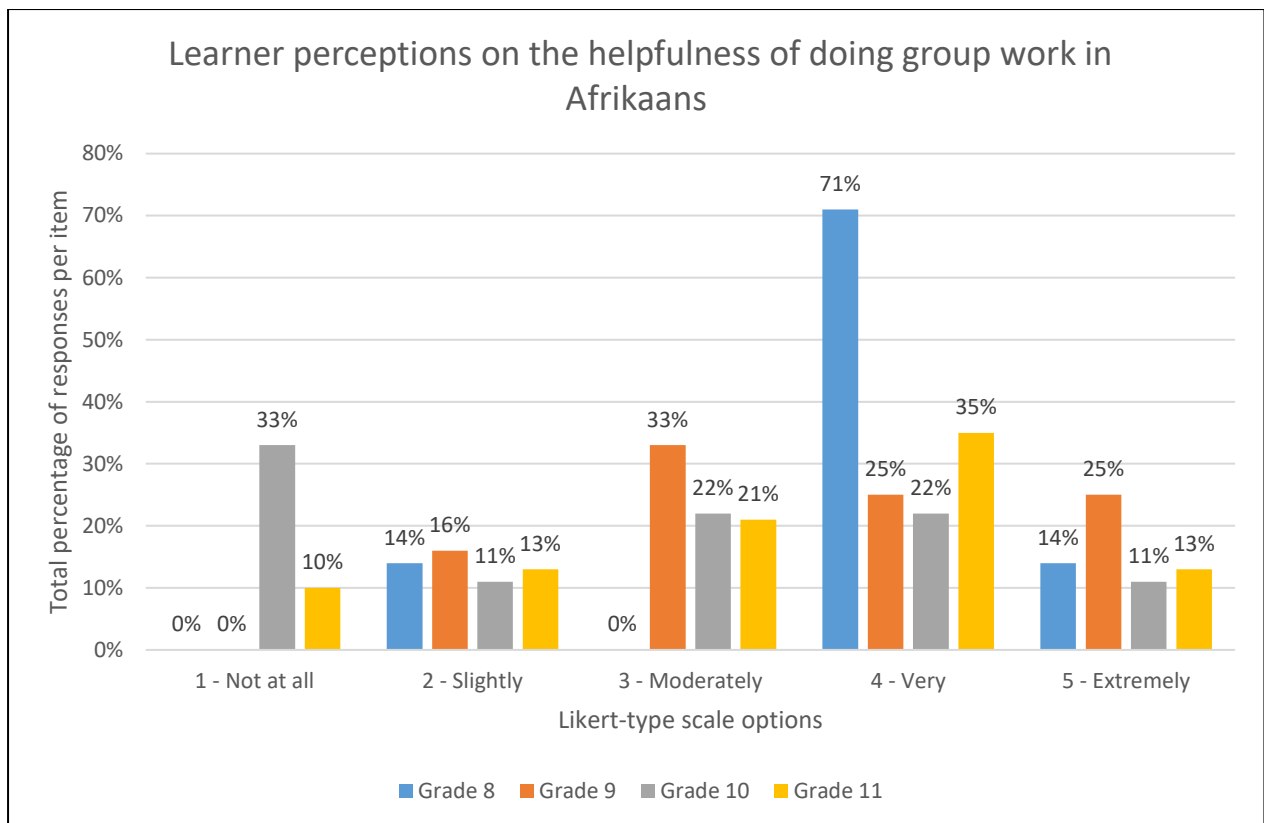
Figure 14 – Learner perceptions on the helpfulness of doing group work in Afrikaans

Whilst the teachers were not in favour of group work, the learners provided reasons in their questionnaire answers as to why group work could be beneficial, like: *"It gives us more exposure to actual conversations in Afrikaans", "It helps us to finish our work faster", "It helps me with vocabulary and it helps me to understand and do better".*

Some learners concur with the teachers' sentiments that "*only chaos comes from group work", "we tend to lose focus*" and that "*it gets out of hand because it leads to different topics".* Other learners admit that they do not work well in groups and that it depends on the person whether group work will be beneficial or not.

In the extract below, one Grade 8 learner (P2) expresses the need to practise speaking in the TL more, which would be facilitated by group work in Afrikaans. P4 also acknowledges the fact that there is more focus on written tasks in his Afrikaans classroom than there is on speaking or conversing in the TL.

> Extract 30 (Grade 8):
>
> P2:   *In my opinion Ma'am, **I think we should practise more of saying stuff** rather than doing activities. I'm not saying activities are bad, but we should practise first like how to understand the sentences and stuff…*
> I: *Fully agree.*
>
> P4:   *With writing, I feel like I am better at writing than speaking, cause writing is like a day-to-day thing with the notes and the activities…*
> I: *You write more than you speak…*
>
> P4:   *Yes Ma'am.*
>
> P2:   *I would take out more poetry and **put in more dialogue**.*

Taking all the data from this question into consideration, it can be concluded that most learners realise the value of practising their language skills in a group setting and thus do find it helpful to do group work in Afrikaans.

4.3.1.6 Discussion of Question 42

In terms of the different monolingual teaching methods, question 42 assessed which of these methods the learners felt worked best for them. A description and example of each of the methods were given to the learners in the questionnaires, still the reader will observe that in each grade, there were learners who did not make any selection. The statistics for each option for each group, is outlined in the table and the figure below. The two highest values (28%) for the Grade 8 group were for Total Physical Response and Content Based Instruction as central tendencies. For the Grade 9 group, the two highest values (25%) were for Community Language Learning and Audiolingual Method. The central tendency for the Grade 10 group was 33% for Task Based Instruction and for the Grade 11 group it was 21% for Content Based Instruction. In the four groups (8 to 11), the method favoured by most of the learners was Content Based Instruction (CBI). The teachers also indicated in their interview that CBI was the method most frequently employed in the Afrikaans FAL classroom.

Table 39 – Percentage total of responses per item for question 42 (teaching method [as part of the monolingual approach] preferred by the learners)

Question 42. Which teaching method do the learners prefer/ feel works best for them?						
Participants	**Total Physical Response**	**Community Language Learning**	**Content-Based Instruction**	**Task-based instruction**	**Audiolingual Method**	**No selection**
Grade 8	**28%**	14%	**28%**	14%	0%	14%
Grade 9	0%	**25%**	17%	17%	**25%**	17%
Grade 10	11%	22%	11%	**33%**	11%	0%
Grade 11	13%	16%	**21%**	18%	10%	18%
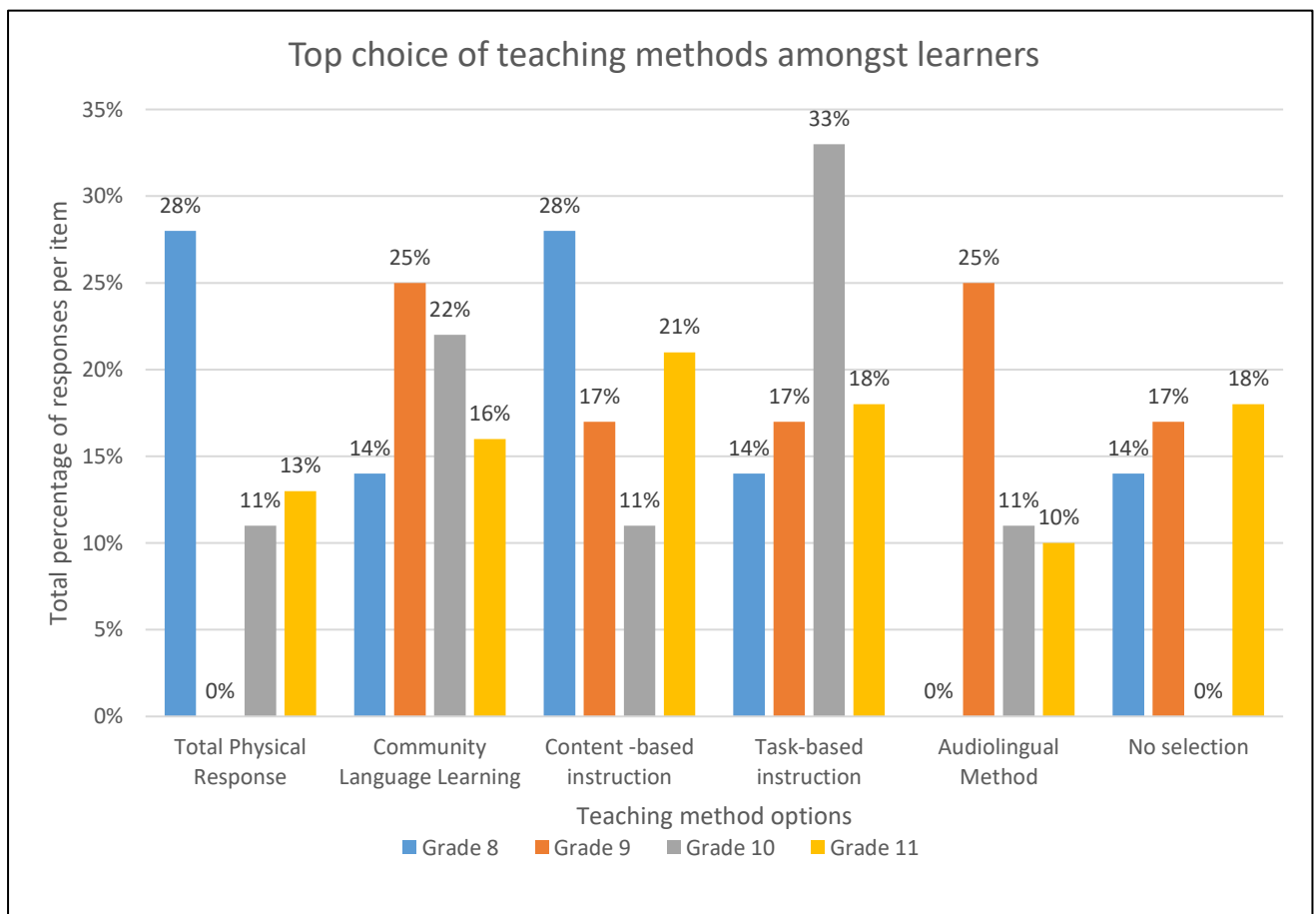
Figure 15 – Top choice of teaching methods amongst learners

Reasons given by the learners in their questionnaire responses include that "*it is fun"*, "*easy to remember*" and CBI "*helps them to understand*". Others said that "*it forces you to learn*", "*actions are easier to understand than words*" and that "*by doing projects in the language, you understand it better*". Some indicated that "*it gives people an example of what it is and allows people to learn from each other*". They also said that "*you learn how to say the word as well as what it means*", which they find engaging and it helps them to put the language into practice.

Question 42 concludes the discussion under Theme 1 and RQ1. The main points that emerge from the topics under discussion in the first theme and research question, are that (i) learners do find the monolingual approach helpful in some instances, but also do appreciate translation and CS in others. On the whole, it seems that they (ii) find the option to choose either most helpful, in terms of that they are given the option to speak as much Afrikaans as they are able to and in different contexts, but that they are allowed to switch to English if they cannot think of the Afrikaans word, phrase or sentence; (iii) Learners also do find doing group work in Afrikaans to be helpful and (iv) prefer CBI as a teaching method.

In the next theme, Theme 2 and RQ2, perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning will be looked at.

4.3.2 Theme 2 and RQ2 - perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning

In theme 2 and research question 2 the perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning are looked at. Questions 29, 30, 31 and 40 from the learner questionnaires fall into this theme.

Survey questions:

29. Do you find it helpful to your learning process if you are allowed to switch to English when having discussions?

30. Do you find it helpful to your learning process if you are allowed to switch to your HL/MT?

31. How helpful do you find it if your teacher makes use of translation in class to explain difficult concepts?

40. Do you think CS will help you to one day speak Afrikaans fluently and confidently?

4.3.2.1 Discussion of Questions 29 and 30

The responses to question 29 shows from the learners' perceptions that it is really helpful to their learning process, if they are allowed to switch to English during conversations in class. In the response to the question the central tendency that is apparent is that 57% of the Grade 8 group indicated that they find it "moderately helpful" while 50% of the Grade 9 group, 44% of the Grade 10 group as well as 35% of the Grade 11 group said that it is "very helpful", as can be seen in the table and figure below.

Table 40 – Percentage total of responses per Likert-type scale item for question 29 (learner perceptions of the helpfulness of being able to switch to English)

Question 29. Learner perceptions of the helpfulness to the learning process if learners are allowed to switch to English during conversations in class					
Participants	1 – Not at all	2 – Slightly	3 – Moderately	4 – Very	5 – Extremely
Grade 8	0%	14%	**57%**	14%	14%
Grade 9	16%	0%	25%	**50%**	8%
Grade 10	11%	11%	22%	**44%**	11%
Grade 11	10%	13%	21%	**35%**	13%
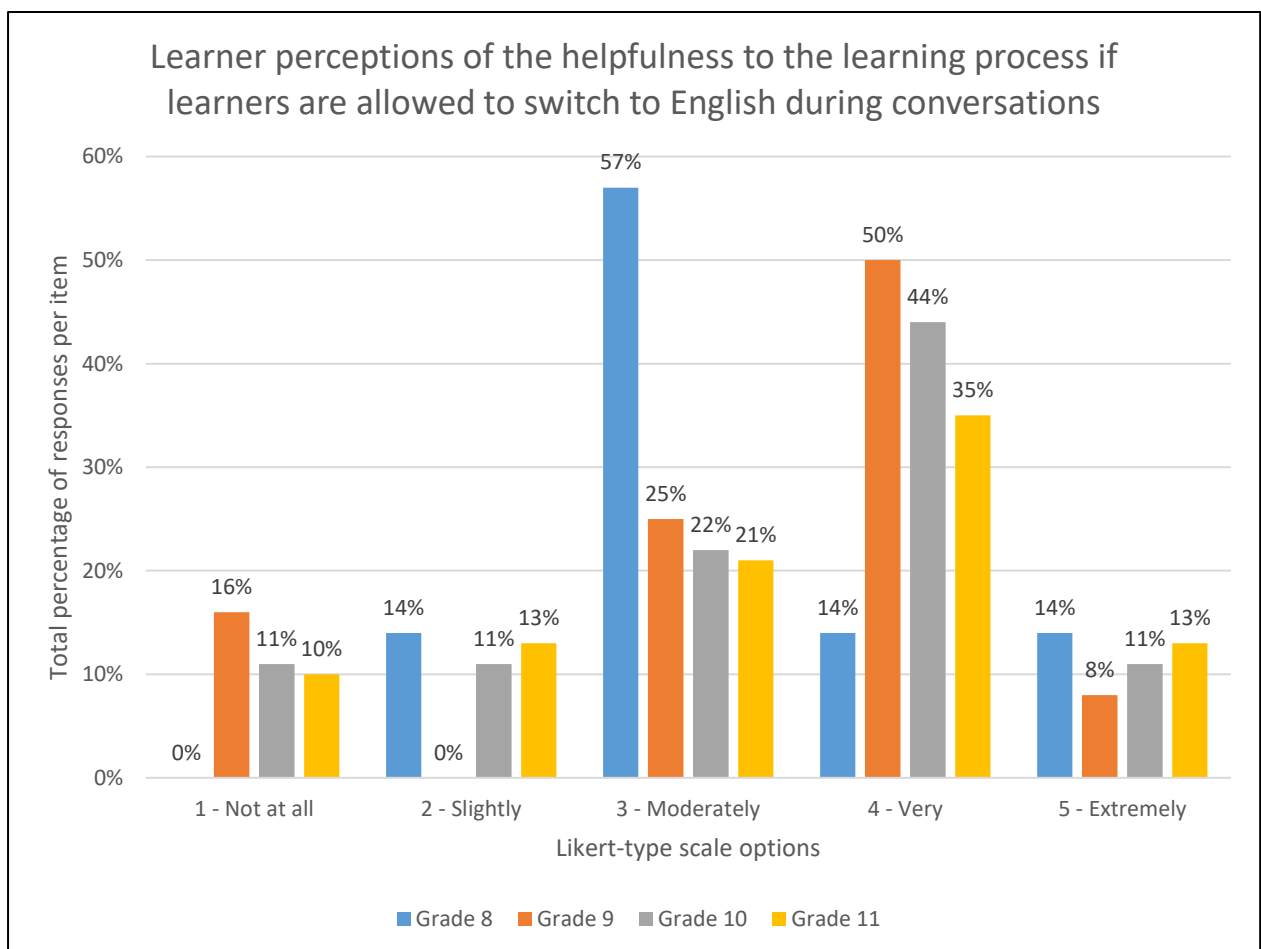
Figure 16 – Learner perceptions of the helpfulness to the learning process if learners are allowed to switch to English during conversations in class

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The responses from the learners indicate that CS is not only beneficial to the learners when the teacher makes use of it during explanations, but also when the students themselves use it to converse amongst each other or with the teacher. Looking back at the feedback from Theme 1 and RQ1, it was concluded that the learners realise the value and benefits of the monolingual approach, but as can be seen from the responses to this question, question 29, the learners perceive the use of CS to be helpful overall to their learning process.

The responses from the learners in Extract 31 below, confirm the statistical data in Table 41 above. Learner P2 explains the process of how and when CS use in learners occur and how the teacher treats the situation. It is clear that CS is allowed, it is seen as part of the learning process and it allows the teacher to give the correct vocabulary and for the learners to hear it, repeat it and integrate it into their knowledge of the L2.

Extract 31 (Grade 8):

P3:   *From my side Ma'am,* **majority of the kids don't ask questions 'cause they will get laughed at by the kids who do understand. So, they would rather just keep it to themselves.**

I: *You know, it's not just the people who understand. Often, it's the other boys, who are in the same boat as they are, they're just as bad, but they will snicker and it's horrible because it does take away your confidence and then next time you are not going to say something because you are scared you are going to sound stupid…*

P2:   **Ma'am, and with the humiliation, Ma'am, our teacher, he will also make comments about that…**

I: *Oh, does he tune you?!*

P2:   **Ja. That's also why a lot of the people don't want to answer.**

I: *Sho, that's sad to hear because that will take away your confidence…*
Ok, so ja, it's a combination of not understanding what the question is, not having the vocab to answer and then fear of humiliation, fear of being laughed at.
If you do answer a question, and like in your case, where you are forced to reply in Afrikaans, do you try to say it in Afrikaans and then when they get stuck, switch to English or what happens there?

P2:   **Ma'am, they start with English and then Ma'am will tell them "No, in Afrikaans" and they try it, but then they don't have the vocab, so half of it is in Afrikaans and the other half in English.**

I: **But at least they are trying…And she allows them? She doesn't then shout at them?**

P2:   **No, she helps them and then asks the real question again and tells them what the question was.**

Thus, from the learner responses to question 29, it is clear that they view the use of CS to be helpful to their learning of an L2.

In question 30, the inquiry was similar, with the exception that it now referred to the switch between Afrikaans and the learners' MT and not to English (if their MT was something other than English). Although the responses for question 30, represented in the table below, indicate a similar response to that of question 29, a difference is apparent when considering the reasons provided for the selections in the questionnaire. The responses for the perceived CS between Afrikaans and their HL also pointed to a central tendency of that CS can be helpful to the learning process, with 42% of the Grade 8 group choosing the "extremely helpful" option, 50% of the Grade 9 group choosing "moderately helpful", while 33% of the Grade 10 group selected "very helpful" and 27% of the Grade 11 group also chose "very helpful". A summary of the data is available in the table and the figure below.

Table 41 – Percentage total of responses per Likert-type scale item for question 30 (learner perceptions of the helpfulness of being able to switch to their HL)

Question 30. Learner perceptions of the helpfulness to the learning process if they are allowed to switch to their HL/ MT in class					
Participants	**1 – Not at all**	**2 – Slightly**	**3 – Moderately**	**4 – Very**	**5 – Extremely**
Grade 8	0%	14%	14%	28%	**<u>42%</u>**
Grade 9	16%	8%	**<u>50%</u>**	16%	0%
Grade 10	11%	22%	22%	**<u>33%</u>**	0%
Grade 11	13%	10%	24%	**<u>27%</u>**	16%
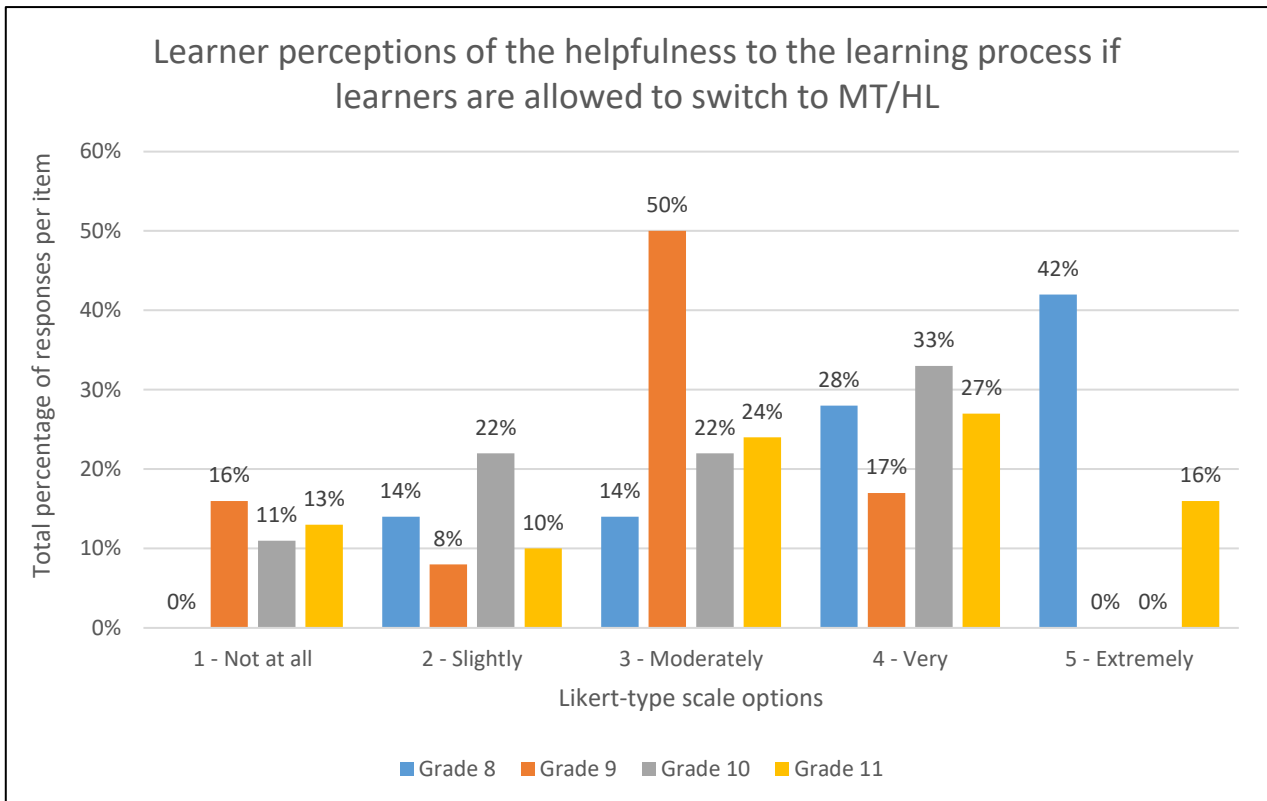
Figure 17 – Leaner perceptions of the helpfulness to the learning process if they are allowed to switch to their HL/ MT

However, it emerged from the responses that switching to English would be more ideal, since there are too many possible MT's in a South African context and not everyone would be able to understand the learner if he were to switch to his HL/MT, whereas everyone can understand English and thus it would be beneficial to everyone's learning process if the CS happened between Afrikaans and English and not Afrikaans and another language. Some of the learners did mention, however, that "*it would give us something to relate to", "it would feel more norma*l" and "*it would be better for us*". Yet, as stated earlier, it might not be better for everyone in the classroom and this view was echoed in the responses from the teachers.

In conclusion, the learners perceive CS between Afrikaans and English in the Afrikaans FAL classroom to be helpful to [everyone's] learning process, but not so CS between Afrikaans and the learner's HL (if the HL is something other than English).

4.3.2.2 Discussion of Question 31

Making use of translation falls under the domain of CS and in question 31, the researcher wanted to find out what the learners' perceptions were regarding the helpfulness of the teacher's use of translations. The central tendency for the responses fell on the positive side of the scale with very few selections on the negative side of the Likert-type scale options. A large part, 86% of the Grade 8 group as well as 50% of the Grade 9 group, found it "extremely helpful", while 55% of the Grade 10 group found it to be "very helpful" and 59% of the Grade 11 group again selected the "extremely helpful" option. The use of translation by the teachers, specifically with regards to explanations, has been discussed earlier in Theme 1, where it emerged that the learners value the monolingual approach, but find the use of translations and/or CS to be very helpful in terms of their understanding of the lesson content. The statistics per group and per option for question 31 is given in the table and the figure below.

Table 42 – Percentage total of responses per Likert-type scale item for question 31 (learner perceptions of the helpfulness of translations)

Question 31. Learner perceptions of the helpfulness of teacher use of translations					
Participants	1 – Not at all	2 – Slightly	3 – Moderately	4 – Very	5 – Extremely
Grade 8	0%	0%	0%	14%	**86%**
Grade 9	8%	8%	8%	25%	**50%**
Grade 10	0%	0%	11%	**55%**	33%
Grade 11	0%	5%	8%	24%	**59%**
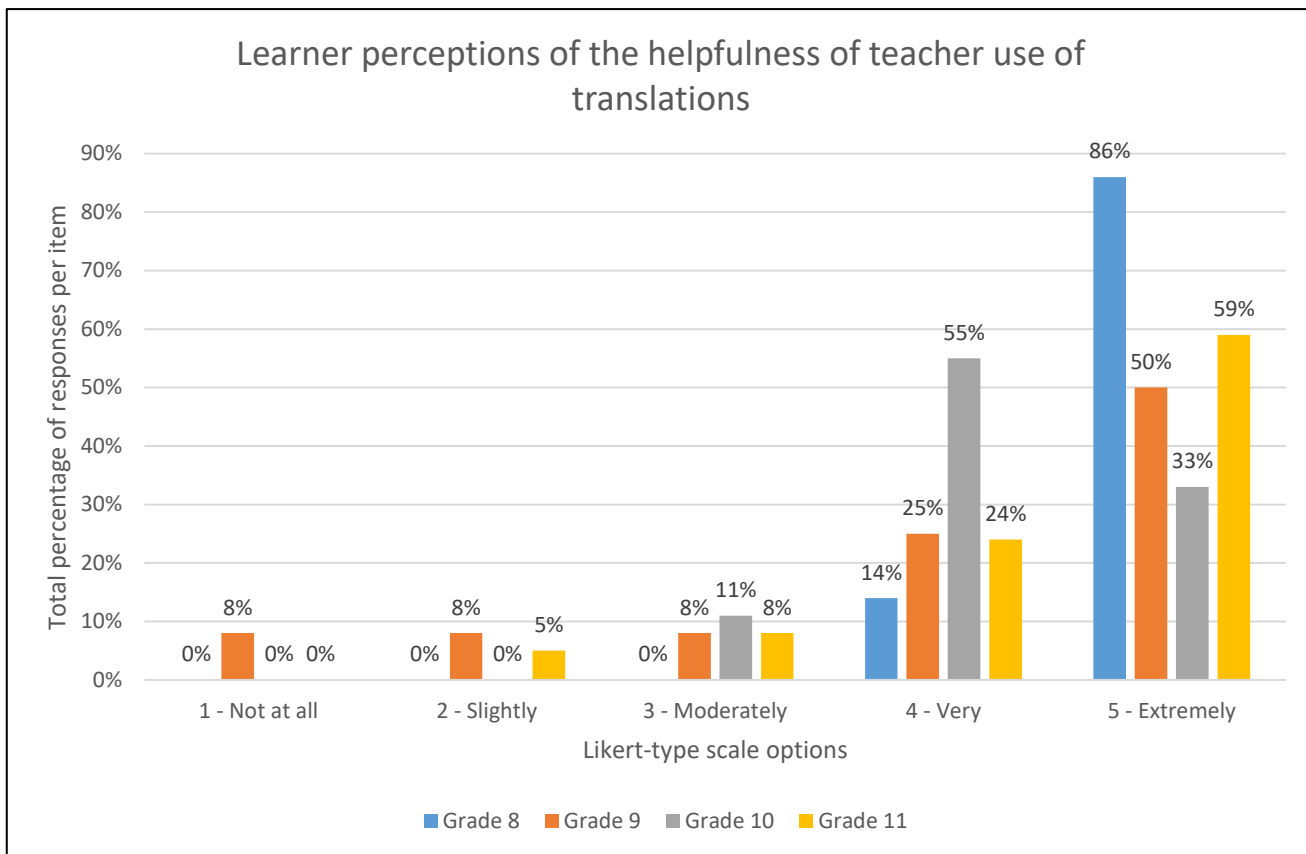
Figure 18 – Learner perceptions of the helpfulness of teacher use of translation

From the learner responses, it is indisputable that translation serves a very real and meaningful function in a language classroom and the use of it should not be seen as an inadequacy on the teacher's or learners' part, but a necessary step along the way to L2 mastery.

4.3.2.3 Discussion of Question 40

Question 40, specifically, was focussed on the learners' perceptions of the long-term benefits of CS, compared to the immediate help or relief that it provides in a classroom context. CS allows the learner to understand something in the moment, however the aim of the question was to see if the learners saw CS as a viable and helpful teaching strategy to learn a language; a language that they would be able to use and converse in later on in life.

The learners were divided in their responses to this question and it would appear that they are not familiar with the concept of CS and do not know whether to indicate it as a helpful strategy or not. This might be because it is a novel concept to them or that years of the idea propagated by language teachers and schools that to use translations or CS is not conducive to learning, still needs to be eradicated from learner minds.

The highest value and central tendency for the Grade 8 group was 28% for both "somewhat agree" and "strongly agree". The central tendency for both the Grade 9 group and 10 group was 33% for option 4 with "neither agree nor disagree" while the Grade 11 group's highest value was for option 3 for "somewhat disagree" with 24%. From the data, it can be concluded that the Grade 8 group agree that CS is helpful with regards to fluency and confidence in the L2, the Grade 9 group and the 10 group neither agree nor disagree that CS is helpful with regards to fluency and confidence in the L2 and the Grade 11 group somewhat disagree with the statement.

Table 43 – Percentage total of responses per Likert-type scale item for question 40 (learner perceptions of the helpfulness of CS with regards to fluency and confidence)

Question 40. Learner perceptions of the helpfulness of CS with regards to fluency and confidence						
Participants	1 – Strongly disagree	2 – Disagree	3 – Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 – Agree	7 – Strongly agree
Grade 8	0%	0%	14%	14%	**28%**	14%	**28%**
Grade 9	16%	0%	8%	**33%**	16%	0%	16%
Grade 10	11%	11%	11%	**33%**	11%	11%	11%
Grade 11	10%	8%	**24%**	13%	18%	13%	5%
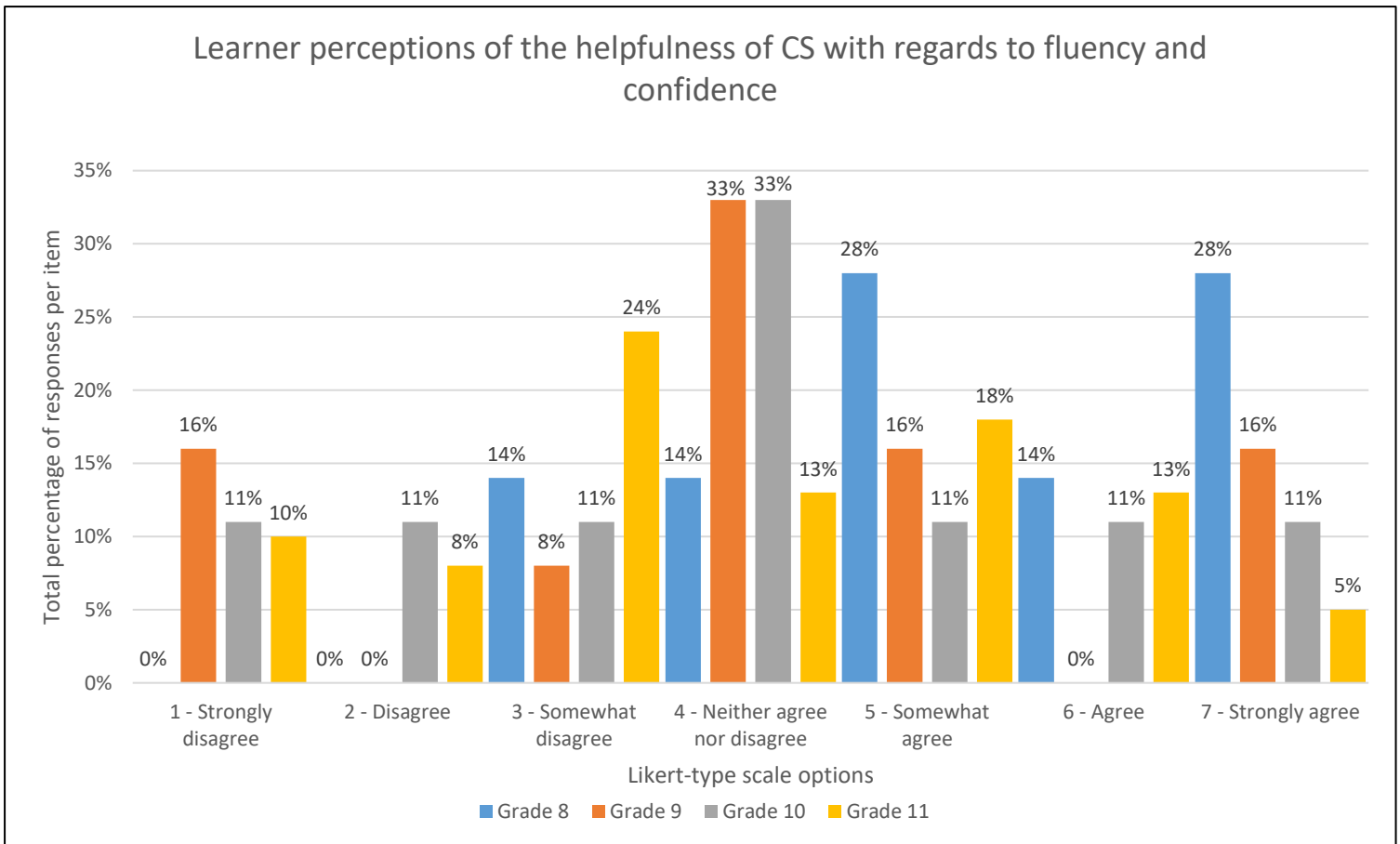
Figure 19 – Learner perceptions of the helpfulness of CS with regards to fluency and confidence

In Extract 32 below, P6 does not specifically address the usefulness of CS with regards to fluency and confidence in the L2, but he does feel that he would be able to quickly become fluent in Afrikaans when immersed in an Afrikaans environment (with friends or colleagues) once he has left school and is not exposed to formal schooling in Afrikaans anymore. P5 however readily admits that he does not use the TL only, but also admits that he understands more of the L2 than he is prepared to use or speak, which is where CS would come in as a helpful tool to assist him in conversing with other L2 speakers until he can do so fluently and with confidence.

Extract 32 (Grade 11):

I: *Yeah, that's bad. So many of you said that the focus in class is more on the work and not so much on conversation. So, you actually have very little time to practice your Afrikaans. **Do you think then, by the time you matriculate, you will be able to converse in Afrikaans?***

P6:   *Well Ma'am, I don't really have too much of a problem with that. When I was at primary school, most of my friends were Afrikaans and I could speak the language, but I feel that it has deteriorated now because we speak more English at this school. **But we still do a lot of Afrikaans speaking in class, even if it is about the poetry and stuff and not about daily, common stuff.***

I: ***So, you feel that if you were surrounded by a lot of Afrikaans people or friends, you would quickly pick it up again?***

P6:   ***Yes Ma'am.***

I: *And Sepedi?*

P7:   *Ma'am speaks Sepedi to us every day so that we can get used to it and it becomes first nature for us.*

I: *So, you also feel that you would be comfortable to talk to someone once you are out of school?*

P7:   *Yes Ma'am.*

P5:   ***Majority of my friends are English, so I don't really speak a lot of Afrikaans on a regular basis and also not in class.***

I: ***But you feel you would be able to hold a conversation? And even if you were reluctant to talk, how much do you think would you understand if that person spoke Afrikaans to you?***

       That's the thing – I can understand more than I can actually speak.

P5:

The Grade 8 learners (in Extract 33 below) interpreted this question in another manner. To them, it was not the use of CS or the monolingual approach that would determine whether learners would be able to speak Afrikaans confidently and fluently once they matriculated. The Grade 8 learners tied fluency in the L2 to the motivation of learners. If the learner's motivation was only to pass the subject, they would not have the drive to want to learn the language to such an extent that they can speak it fluently and confidently. P3 expresses the opinion that these learners (whose only motivation is to pass) stagnate in their language learning and do not move beyond a certain limited vocabulary (such as they would need in order to pass the subject), to a richer vocabulary which would allow them to have deeper, more meaningful interactions with L2 speakers.

Extract 33 (Grade 8):

I: *That's good. So, she guides them? (P2 agrees) I like that.*
Uhm, okay, so you learn a lot of Afrikaans: you learn poetry, you do short stories, you do books, a lot of language work. **At the end of matric, after having done all of this, do you think you'll be able to speak and have a conversation in Afrikaans?**

P4: **Ma'am, I don't think anyone who doesn't have an Afrikaans background or who isn't enthusiastic about the language will be able to, because they are doing it just to get by. They are doing the bare minimum**.

P3: **They can do simple conversations, but once you start going into depth, they can't keep up.**

P4: **So, Ma'am, with later on, in matric, I think you can like try and speak, because by then you should know more than you do now.**

I: **Absolutely. But, I guess what I am asking is ('cause that's another part of what I am trying to figure out) is, are we just teaching you how to answer a paper in matric? Is that what we are training you for? Or are we actually training you to speak the language?**

P3: **I think it's both sides, Ma'am.**

I: *I hope so. If it is, then we are getting it right. If we are just prepping you for matric, then we're missing the point, because the point is to confidently and comfortably have a conversation in Afrikaans. But yes, it comes back to enthusiasm.*

From the data collected from the questionnaires, it can be concluded that the learners mostly perceive CS to be neither helpful nor unhelpful with regard to fluency and confidence in the L2. From the interview responses, other contributing factors to the successful mastery of a language were discussed by the learners, in addition to the learners acknowledging that they would be able to hold a conversation in Afrikaans once they have matriculated and thus CS, having been used in the Afrikaans FAL classroom throughout their high school career, would have been beneficial to the attainment of fluency and confidence in the L2.

In Theme 2 and RQ2 the perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning were looked at. Points that emerge from this discussion are that (i) learners do think that the Afrikaans spoken in class is a reflection of the Afrikaans spoken in a

real-life context, (ii) learners do find it helpful if they are allowed to use CS between Afrikaans and English in class, but (iii) not so with CS between Afrikaans and the learner's HL/MT, because not all of the learners in the class, nor the teacher, would be able to understand what was being said; (iv) They also find the use of translation in class to be very helpful to their learning of an L2 and (v) do feel that CS will help them to one day be able to speak Afrikaans fluently and confidently. In Theme 3 and RQ3, the perceptions of the use of CS in different aspects of the module in additional language learning will be looked at.

4.3.3 Theme 3 and RQ3 - perceptions of the use of CS in different aspects of the module in additional language learning.

In theme 3 and research question 3 the focus moves to the use of CS in different aspects of the module in additional language learning. In this section, questions 25, 26, 32, 33, 34, 35 and 41 will be looked at. These questions mainly have to do with the use of CS in assessments, in feedback given on assessments and the impact of CS on the language learning process as a whole.

Survey questions:

25. How often does your teacher use CS in the classroom?

26. When does your teacher use CS?
       - to give instructions

      - when explaining something

      - when disciplining the class

      - when having informal discussions with the learners

      - all the time

32. Do any of your assessments contain CS?

33. How does that make you feel?

34. Does any of the feedback on your assessments contain CS?

35. How does that make you feel?

41. Do you think that CS being used in class by the teacher and/or learners slows down the learning process?

The first question, question 25, looked at learner perceptions of the frequency with which their Afrikaans teacher made use of CS during a lesson. For all of the Grades (8 to 11) the responses ranged mostly from "occasionally" to "a great deal", with the largest percentages, forming the central tendency, falling in the "moderate amount" category; the Grade 8 group had a central tendency towards the general use of CS in the classroom with responses occurring from "occasionally" to "a great deal" occurring as equal amounts, while 41% of the Grade 9 group chose "a moderate amount", 44% of the Grade 10 group chose "occasionally" and 45% of the Grade 11 group also indicated "a moderate amount". The table and graphs below outline the statistics for each option per group.

Table 44 – Percentage total of responses per Likert-type scale item for question 25 (learner perceptions about the frequency of teacher CS use)

Question 25. Learner perceptions of the frequency of teacher CS use					
Participants	**1 - Never**	**2 - Rarely**	**3 - Occasionally**	**4- A moderate amount**	**5 – A great deal**
Grade 8	0%	0%	**28%**	**28%**	**28%**
Grade 9	8%	0%	16%	**41%**	25%
Grade 10	0%	0%	**44%**	33%	22%
Grade 11	8%	0%	24%	**45%**	18%
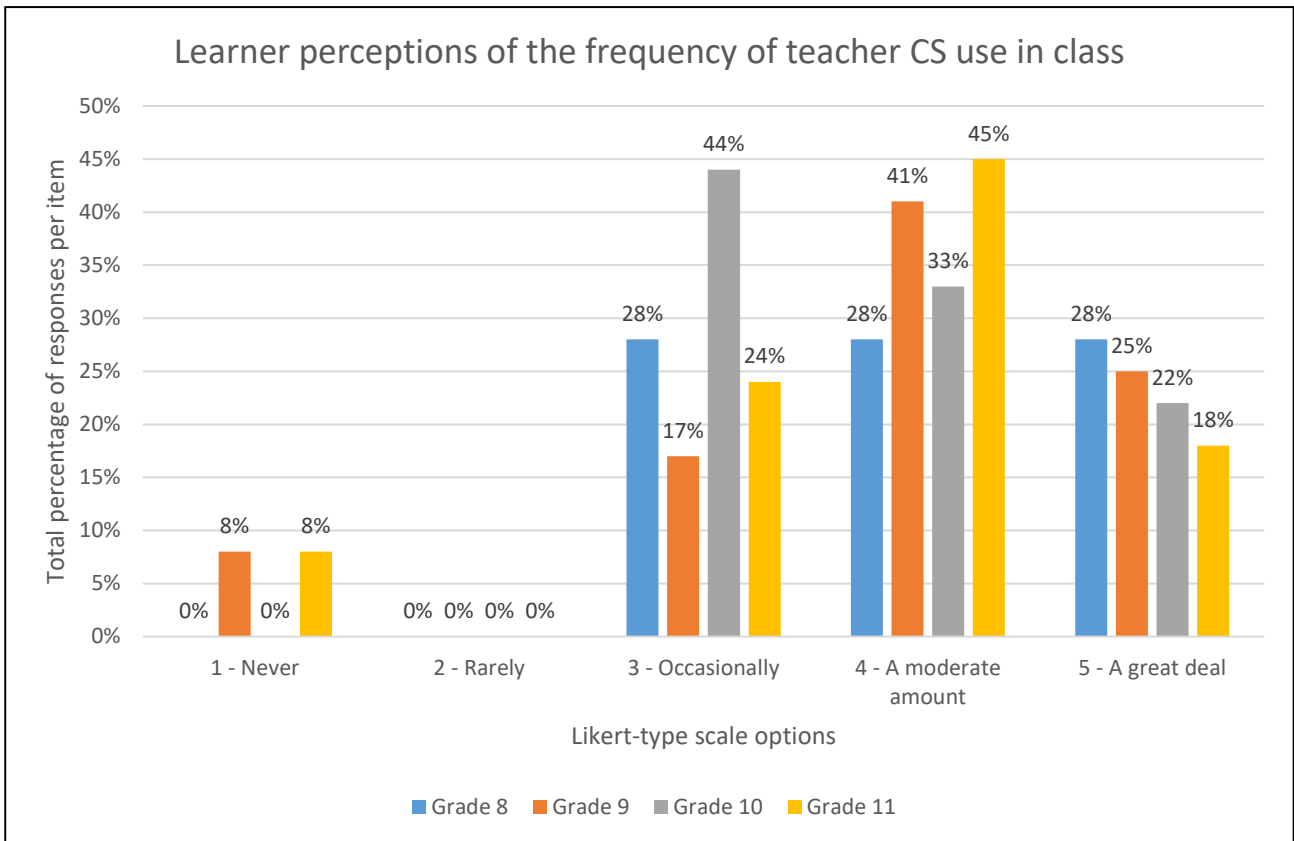
Figure 20 – Learner perceptions of the frequency of teacher CS use in class

The next question inquires as to when these instances of CS take place. The highest values for all the groups were in the column for when the teacher is explaining something. Second to that was when giving instructions or speaking informally to the learners. Because of the learners' poor vocabulary (as discussed in question 3.4.1 of the teacher section and in question 19 of the learner section), they will understandably struggle to follow a lesson or explanation if it were to only take place in the TL. However, if the teacher makes use of CS to explain, the learners (especially the weak ones) can understand and keep up with the lesson that is being taught. In Table 26 below, the central tendency across the grades indicated that the learners perceived their teachers to make use of CS the most when explaining something in class.

In the table and graph below, the central tendency for all the groups was for the first option provided "to explain something". The central tendency for the Grade 8 group was 42% for "when explaining something", 66% for the Grade 9 group, 55% for the Grade 10 group, respectively, and the Grade 11 group had equal values of 37% for both "when explaining something" and "all the time".

Table 456 – Percentage total of responses per item for question 26 (learner perceptions of when teacher use of CS occurs)

Question 26. Learner perceptions of when teacher use of CS occurs					
Participants	**When explaining something**	**To give instructions**	**To discipline the class**	**When speaking informally to the learners**	**All the time**
Grade 8	**<u>42%</u>**	0%	14%	14%	28%
Grade 9	**<u>66%</u>**	25%	16%	33%	8%
Grade 10	**<u>55%</u>**	33%	0%	22%	11%
Grade 11	**<u>37%</u>**	13%	10%	8%	**<u>37%</u>**
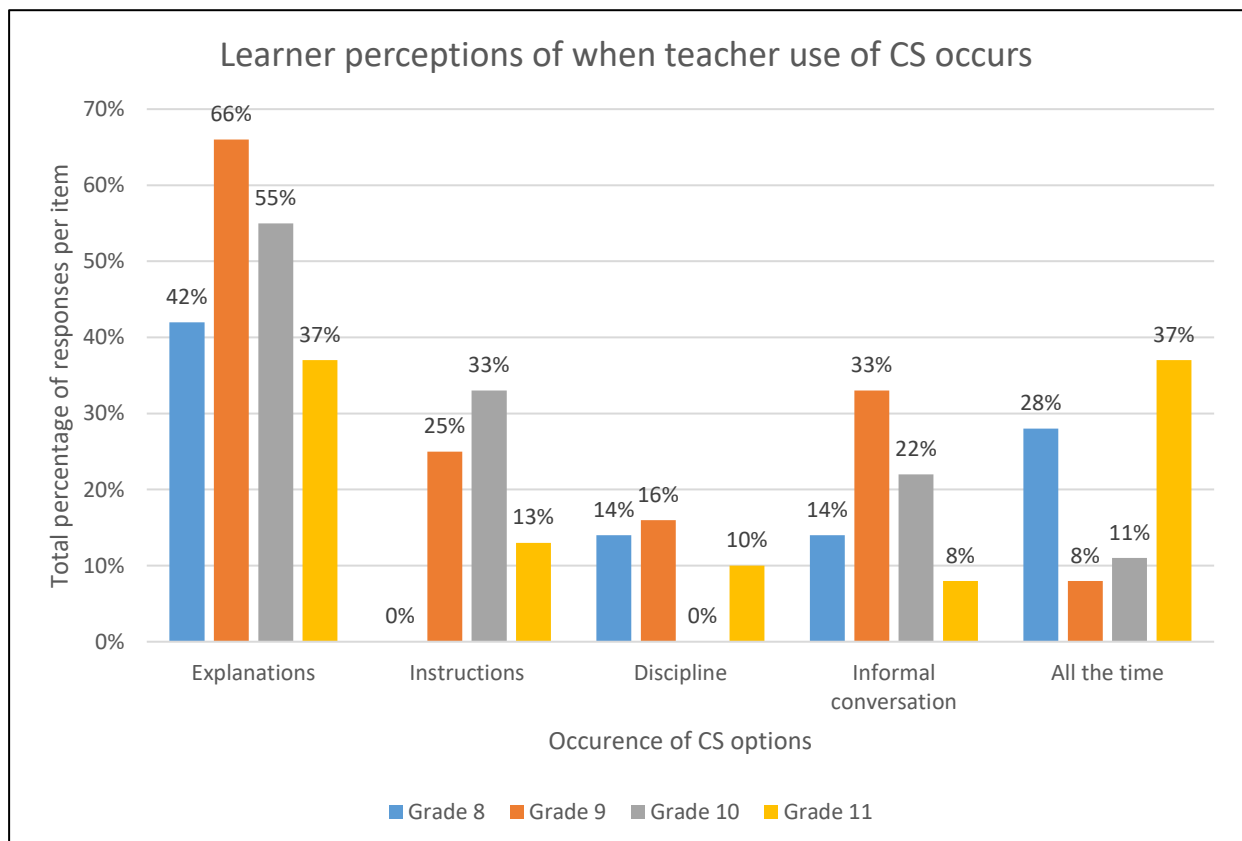
Figure 21 – Learner perceptions of when teacher CS occurs

In Extract 34 below, learner P2 also verifies that his teacher makes use of translation (which is seen as part of CS) and acknowledges that it certainly helps with understanding what is being said or explained in class.

Extract 34 (Grade 8):

I: *Ok. That's one aspect of it. It's not just translation. It is also, for example, if I'm speaking Afrikaans, but I insert one or two English words or the other way around – English with one or two Afrikaans words in it… (gives example, no response from participants) Question 4: How often does your teacher use CS in the classroom? And that is in any of the ways we just mentioned.*

P4: *My teacher hardly does it…*

P2: *Juffrou P gebruik dit baie. (Mrs P uses it often)*

I: *Ok, does she speak more Afrikaans and throw in a few English words or the other way around?*

P2: *She talks Afrikaans, but like modern. Like she uses Afrikaans, but uses English words in between and afterwards she will also say what she said in Afrikaans, in English.*

I: *Now, I know that you understand both, but do you think the way that she incorporates both, helps the boys who do not understand Afrikaans that well?*

P2: *Yes Ma'am.*

I: *You also said the same (to P3): if it's just Afrikaans, it goes over your head, but if maybe she says it in Afrikaans and then just recaps what she said in English, it'll help you to understand what she was speaking about. (all agree)*
Say, for instance, your teacher still only spoke Afrikaans, but she/ he spoke much slower…Do you think it would be as effective or would you still prefer CS?

P2: *I think it will help a little bit, but if she uses big words in the middle of the sentence, it still wouldn't help that much.*

From the extracts of the learner interviews it is clear that the learners appreciate it when their teacher makes use of CS to explain a concept and that they prefer that to the monolingual approach, even if the teacher spoke slowly in the L2.

4.3.3.1 Discussion of Questions 32 and 34

Questions 32 and 34 is going to be paired and compared together, as they are related to each other after which their follow-up questions (33 and 35) will be paired and compared with each other, as they have to do with the perceived effect that the use of CS in assessments and in feedback on assessments have on learners.

Question 32 aimed to ascertain whether any of their assessments, being either formative or summative in nature, contained examples of CS. According to the data summarised below, the majority of the learners in Grades 8 and 9 perceive that their assessments do contain examples of CS, whereas the majority of the Grade 10 and 11 groups feel that their assessments do not contain examples of CS. In terms of the findings of this study, it shows that CS is used progressively less as the learners pass through the grades and are seen to be more self-sufficient in the L2. CS is very helpful for the beginner learner of an L2 and still has a place in the learning process for the learner who is already quite proficient in the L2, however, CS will occur more in the beginning of the language learning journey (Grade 8) than in later grades. The findings are outlined in the table and figure per grade group below.

Table 46 – Percentage total of responses per item for Question 32

Question 32. Do any of your assessments contain Codeswitching?			
GRADE	YES	NO	N/A
8	**57%**	43%	0%
9	**67%**	33%	0%
10	44%	**55%**	0%
11	40%	**56%**	4%
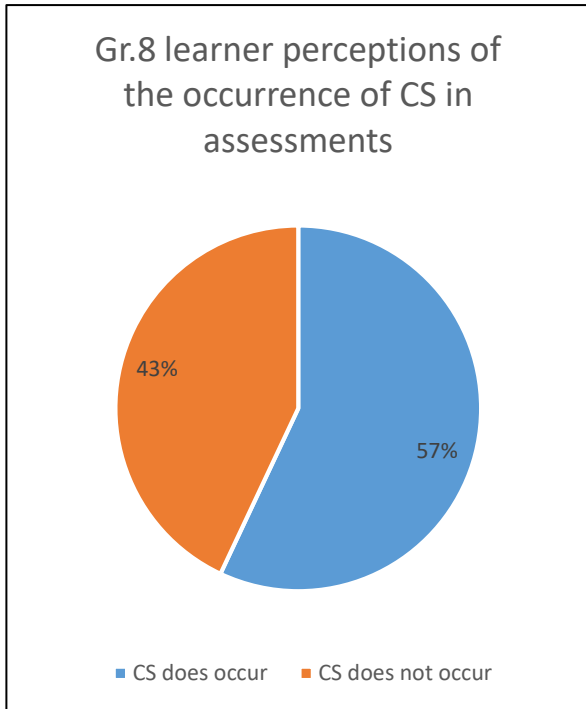
Figure 22 – Gr.8 learner perceptions of the occurrence of CS in assessments
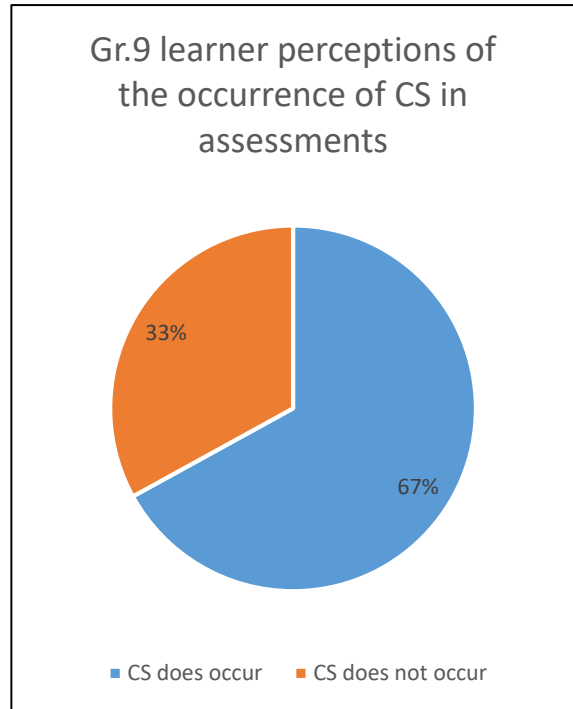
Figure 23 – Gr.9 learner perceptions of the occurrence of CS in assessments
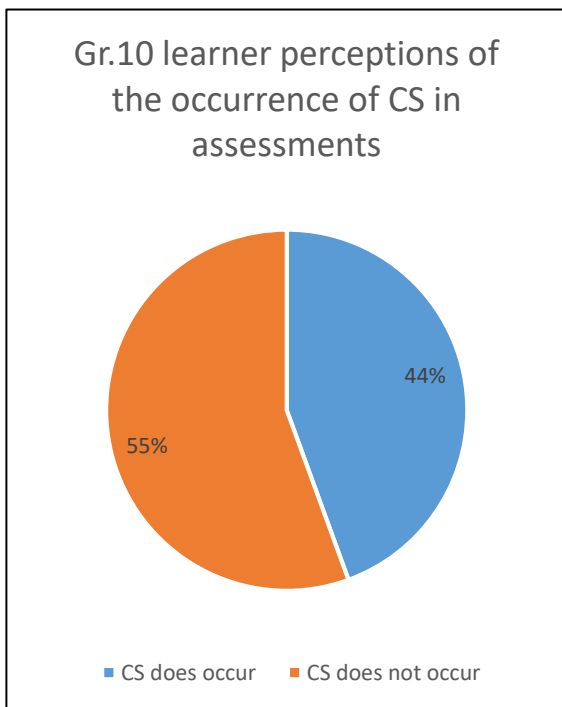
Figure 24 – Gr.10 learner perceptions of the occurrence of CS in assessments
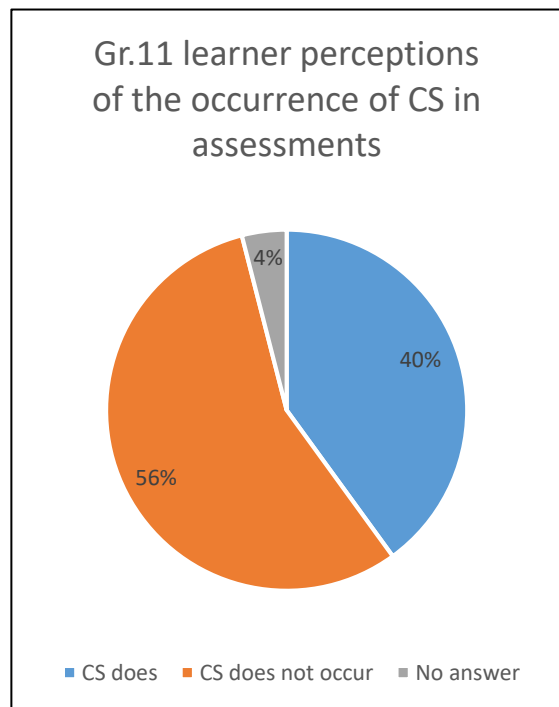
Figure 25 – Gr.11 learner perceptions of the occurrence of CS in assessments

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Question 34 asked if feedback on assessments, whether verbal or written, contain examples of CS and 57% of the Grade 8 group said "yes" and having a different central tendency than the other groups where the Grade 9 group, where 25% chose "yes" and 50% "no", while 25% provided no answer. For the Grade 10 group, 44% of the learners selected "yes" and 55% "no", whilst with the Grade 11 group, 37% indicated "yes" and 62% "no". There is thus a slight tendency that the assessment feedback does not contain CS. The following table and four graphs provide a summary of the responses to question 34.

Table 47 – Percentage total of responses per item for Question 34

Question 34. Do any of your assessment feedback contain Codeswitching?			
GRADE	YES	NO	N/A
8	**57%**	28%	15%
9	25%	**50%**	25%
10	44%	**55%**	1%
11	37%	**62%**	1%
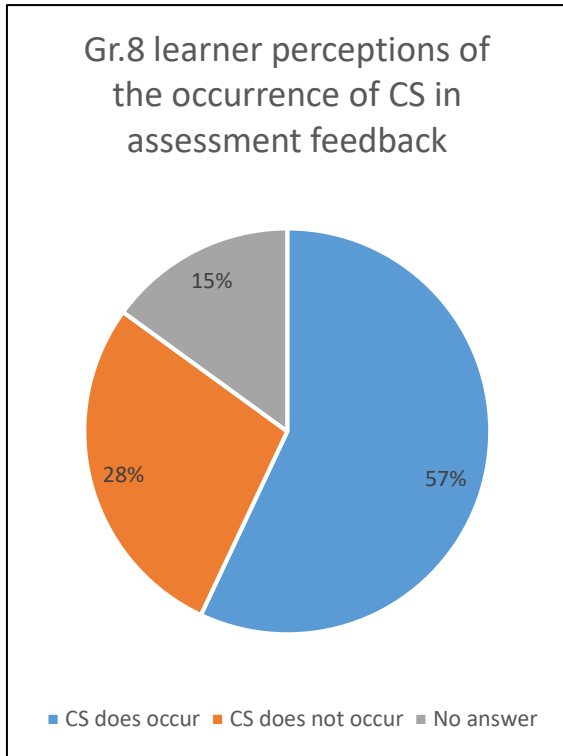
Figure 26 – Gr.8 learner perceptions of the occurrence of CS in assessment feedback
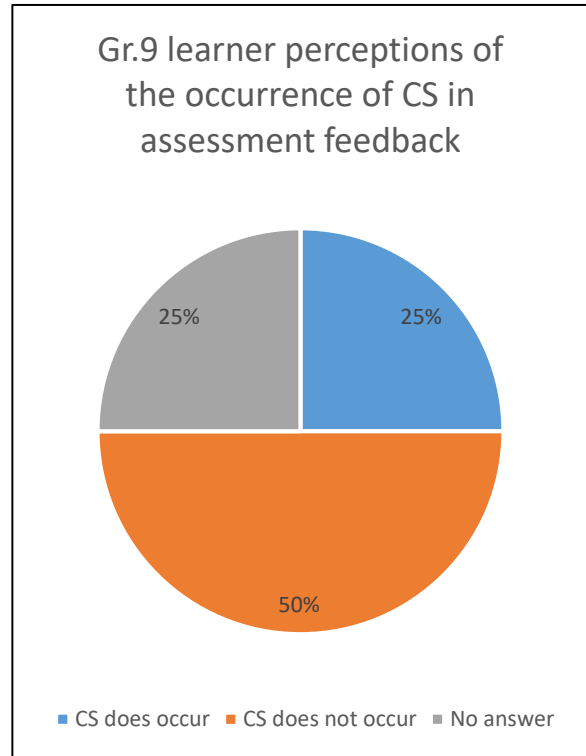
Figure 27 – Gr.9 learner perceptions of the occurrence of CS in assessment feedback
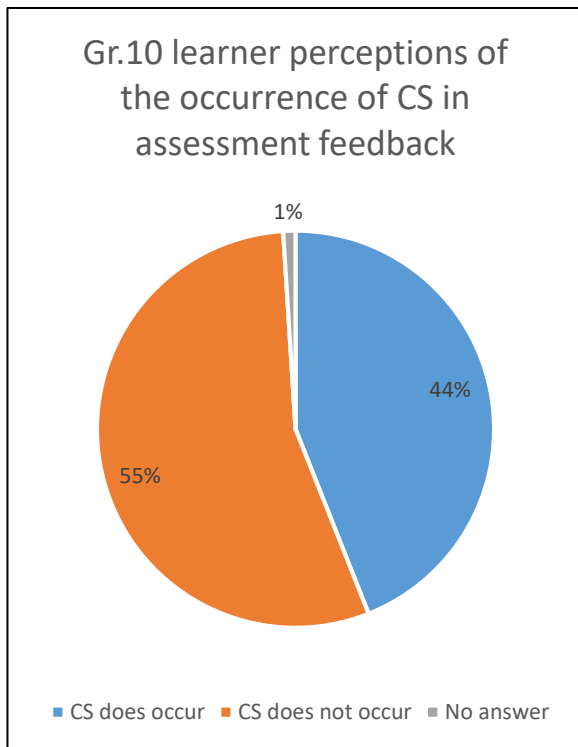
Figure 28 – Gr.10 learner perceptions of the occurrence of CS in assessment feedback
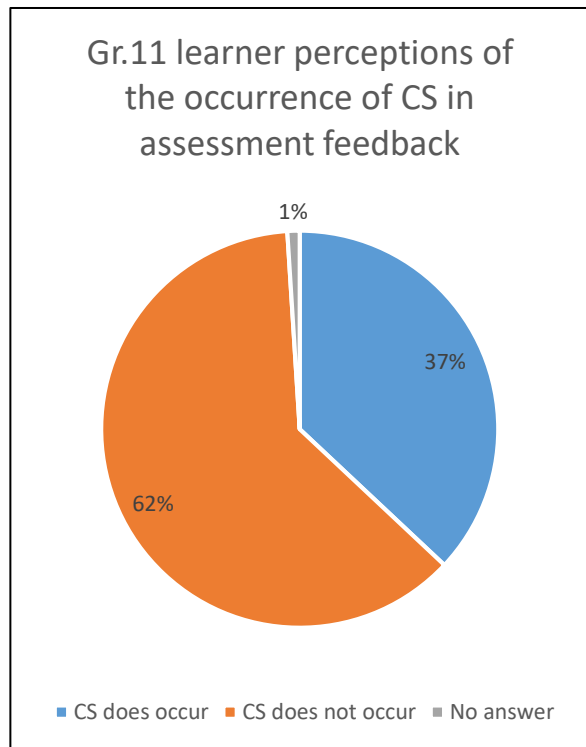
Figure 29 – Gr.11 learner perceptions of the occurrence of CS in assessment feedback

According to the data summarised above, the learner response is almost opposite to that of question 32. Here, only the majority of the Grade 8 group feel that the feedback that they receive about assessments contain CS, whereas the majority of learners in the other grades (9 to 11) feel that the feedback that they receive regarding assessments do not contain CS.

Questions 33 and 35 are follow-up questions to questions 32 and 34 and inquire how the inclusion/ exclusion of CS (as perceived by the learners) in their assessments and assessment feedback, make the learners feel.

4.3.3.2 Discussion of Questions 33 and 35

Question 33 inquired about the learners' feelings regarding the inclusion/ exclusion of CS in their assessments and whether they viewed it as problematic (if they perceived there to be no or limited inclusion of CS) or not. Considering the teachers' responses earlier in this chapter, under the teacher section, about the learners' lack of vocabulary, it would make sense to include CS or translations in assessments if there are particularly difficult words that the teachers suspect that some of the learners would not know the meaning of, especially in formative assessments.

The central tendency for all of the groups (grades 8 to 11) lie in the second column of the table, reflecting option 2 on the Likert-type scale with the option "Minor problem". The highest value for the Grade 8 group was 71%, 50% for the Grade 9 group, 66% for the Grade 10 group and 62% for the Grade 11 group. From the results it is clear that the majority of the learners find it only a minor problem that their assessments do not contain examples of CS, or contain very few examples of CS.

Table 48 – Percentage total of responses per Likert-type scale item for question 33 (learner feelings about the use of CS in assessments)

Question 33. Learner feelings about the inclusion/exclusion of CS in assessments				
Participants	**1 – No problem**	**2 – Minor problem**	**3 – Moderate problem**	**4 – Serious problem**
Grade 8	14%	**71%**	0%	14%
Grade 9	0%	**50%**	8%	17%
Grade 10	22%	**66%**	11%	0%
Grade 11	5%	**62%**	5%	10%
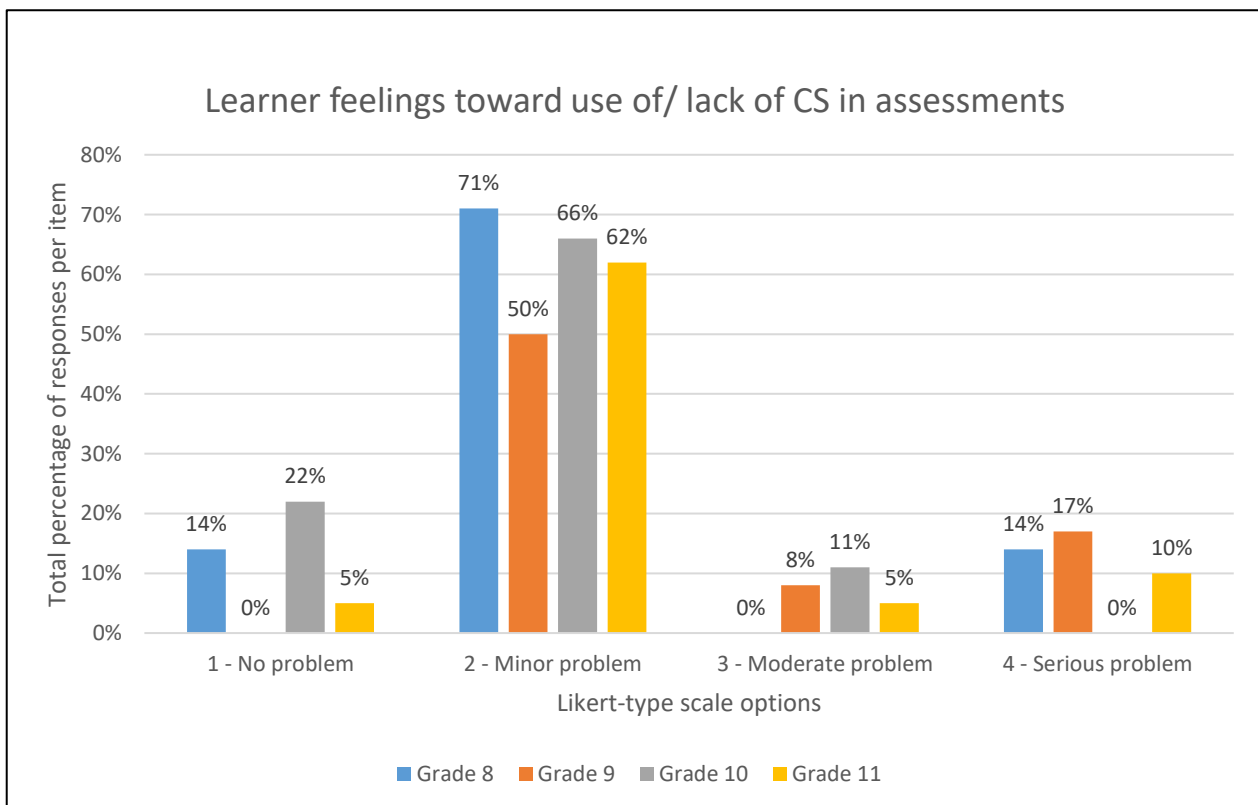
Figure 30 – Learner feelings toward use of/ lack of CS in assessments

In the qualitative part of the questionnaire responses, the learners who said that they felt that their assessments do contain examples of CS, gave reasons such as: "*Helps me understand the test*" and *It doesn't affect me*" as to how the inclusion of CS in their assessments makes them feel. For the learners who indicated that they do not feel that their assessments contain examples of CS, the following responses as to how the exclusion of CS (as perceived by the learners) makes them feel, were given: "*I don't get the best marks*", "*You should understand by yourself*", "*I cannot understand the meaning of words*", "*You must try and understand the questions*" and "*If there is an obscure word, many people will not understand, even if your vocab is good*".

In Extract 35, learner P5 confirms that assessments do not contain examples of CS and that it affects his ability to answer questions in the question paper. P5 acknowledges his limited vocabulary in Afrikaans and indicates that CS would help him to understand what was being asked in the question paper, so that he will be able to answer the question. P6 feels that the use of CS in question papers is not that important, because learners have time to think about the content or questions and try to puzzle out difficult words using other words or information given. P7 says that he would appreciate CS as part of comprehension passages so that he can understand the content of the comprehension passage and be able to answer the questions based on that passage.

> Extract 35 (Grade 11):
>
> I: *Just something that I want to add, what CS also is…I mean we even speak like that – so in an Afrikaans sentence, you'll throw in an Eng word if there isn't really an Afrikaans equivalent or the other way around when speaking Eng and throwing in words like "braai" and "lekker". I mean those are Afrikaans words that have been incorporated into the Eng language. So those are also examples of CS. It doesn't always have to be a full translation or explanation of something that was said in Afrikaans into Eng. The teacher can just use a word here and there and that will also help with the understanding.*
>
>   *At this stage in your schooling career, those of you who indicated that you struggle with Afrikaans and don't do well in it, would you consider changing to Sepedi if that were an option?*
>
> P5:   *No Ma'am, I would rather just push through. '**Cause like I get 50's, so it isn't that bad.***
>
> I: ***So there was a section where I wanted you to indicate what your main problem/s with Afrikaans is and the options were: comprehension, speaking, reading, vocab and understanding of questions in tests and***

> *exams. The majority of the boys chose "vocab". Would you agree with that?*
>
> P5: *Well Ma'am, it also affects the questions in exam papers, because if you don't have the vocab, you don't understand what they mean or you don't know how to answer the question in Afrikaans.*
>
> P6: *Ma'am, for me it's mainly vocab when speaking/ trying to have a conversation. 'Cause in a test or exam, you have time to think, but when you are speaking you have to think of the words on the spot and then it's sometimes difficult to remember all of them.*
>
> P7: *For me it's comprehension – passages in an exam that I must answer questions about.*

Whereas question 33 investigated the inclusion/ exclusion of CS in assessments, question 35 looks at CS use in assessment feedback, whether that be written or verbal feedback. Again, as was the case with question 33, the data obtained from the learner questionnaires indicate that the majority of the learners find it only a minor problem that the feedback that they receive from the teachers regarding the assessments that they completed contained CS or not.

In terms of the data obtained from the quantitative part of the questionnaires, the central tendency for all the grades (8 to 11) were in the second column (as was the case with question 33), which indicated that they chose option 2 and that they only had a "minor problem" with the fact that there is CS either included or excluded. The central tendency for the Grade 8 group was 57%, 50% for the Grade 9 group, 66% for the Grade 10 group and 75% for the Grade 11 group. Therefore, as it clear, the majority of learners from all four age groups indicated that they do not have a major problem with CS being incorporated in assessment feedback or not. Despite these indications by the learners in their questionnaires, when one considers the learners' responses from the interviews, a slightly different picture emerges.

Table 49 – Percentage total of responses per Likert-type scale item for question 35 (learner feelings about the use of CS in assessment feedback)

Question 35. Learner feelings about the inclusion/ exclusion of CS in assessment feedback				
Participants	1 – no problem	2 – minor problem	3 – moderate problem	4 – serious problem
Grade 8	14%	**<u>57%</u>**	0%	14%
Grade 9	0%	**<u>50%</u>**	8%	8%
Grade 10	11%	**<u>66%</u>**	22%	0%
Grade 11	2%	**<u>75%</u>**	5%	5%
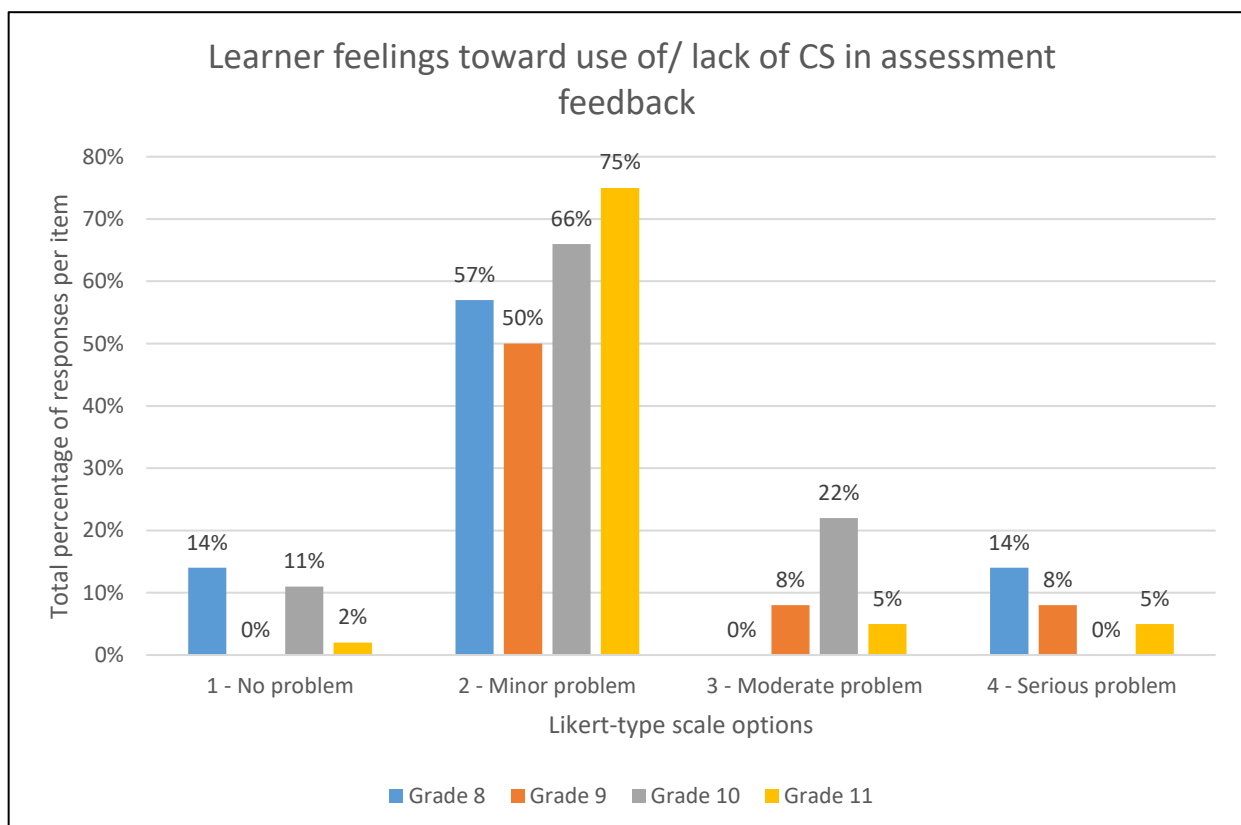
Figure 31 – Learner perceptions toward the use of / lack of CS in assessment feedback

From the learner responses in Extracts 36 and 37 below, it appears that some teachers do use CS when giving feedback on assessments, while others do not. In Extract 36, learner P6 indicates that the teacher will only use abbreviations (in Afrikaans) to indicate what type of error the learner made. P6 does not elaborate on other types of assessments, for instance going through the memorandum of an examination or feedback received from the teacher after an oral assessment).

Extract 36 (Grade 11):

I: *Ok, so when your tests are marked and you go through the memo or when a written assignment is given back to you, is any of the feedback in English and if it is not, do you understand the feedback, the rubric, so that you can improve?*

P6: *Ma'am, generally they will write abbreviations for errors like "sp" for spelling and then you can figure that out. But also, I know what my weak areas are and that I need to work on them.*

In Extract 37, learner P4 makes it clear that in his class, the teacher does not use CS as they "have to ask questions about what the words mean because he won't translate for us". P2 counters that by saying that his teacher will use translation when it comes to difficult words that some learners might not understand. P2 also goes on to say that he feels strongly that there should be CS in the feedback given on assessments, so that all learners will be able to understand and be able to rectify their mistakes.

Extract 37 (Grade 8):

I: *Absolutely. Unless you are given the meaning and the word is explained to you, you won't know what it means.*
In the questionnaire I asked whether your feedback on assessments contain examples of CS. There I got a mixed response. Many boys said "yes" and many boys said "no". There wasn't a clear distinction between the two. So, what I meant by that was, when you get a test or exam back, or a piece of writing, like an essay, whatever was written on there, the corrections and all of that – does that contain examples of CS? So, are some of the things in English or is it just in Afrikaans and then verbal feedback, after the test or exam, when the teacher goes through the memo with you, to see where the class went wrong or what mistakes they made, are there examples of CS?

P4: *No Ma'am, we have to ask questions about what the words mean because he won't translate it for us…*

P2:	*Hard words she will translate for us.*
I:	*Your primary school experience?*
P1:	*Ma'am, she would just give us our test and say in Afrikaans "good" or "bad".*
I:	*So, she didn't actually discuss why you made the mistakes that you made?*
P1:	*No Ma'am.*
I:	*That's difficult, isn't it? Because how will you then improve? (all agree) How will you not make the same mistake the next time?* **So, despite their being limited feedback given in English, the majority of boys said that it was only a "minor problem" for them. They felt it wasn't such a big thing…Do you agree with that?**
P2:	**Even if it's on a memo or speaking about it, it should be in English for the people who don't understand. Because if the memo has a word that they don't understand, then they still won't know…**
I:	**So, you wouldn't have chosen "minor problem"?**
P2:	**No Ma'am, it is a big problem.**

From the learner responses to both questions 33 and 35, it would appear that even though the majority of the learners indicated that it was only a "minor problem" that there are not examples of CS in assessments and only limited use of CS during assessment feedback, that for some learners it is of huge concern and they feel that CS would greatly help them to understand questions and content in a question paper, as well as discussions of a memorandum, for instance, so that they can see where they went wrong and not make the same mistakes in the next question paper.

If the problem is basic understanding, it is meaningless of teachers to expect higher order thinking skills and answers, such as question papers demand of students. The inclusion of CS in assessments and assessment feedback might facilitate this process of learning so that the learners can develop these types of skills as they learn the L2.

4.3.3.3 Discussion of Question 41

Question 41 was used to ascertain whether the learners felt that the use of CS impedes or slows down the learning process at all. The learners in the Grade 8-, 9- and Grade 11 group did not feel that CS impedes learning as highest percentage frequency counts are for the "disagree" option. The Grade 10 group was undecided as the highest percentage frequency count occurred for the "Neither agree nor disagree" option. Regardless, when considering their overall responses summed up in the Likert-type scale options, the selections tended toward the negative side of the scale, meaning that learners were more inclined to say that the use of CS does not hamper the learning process. Reasons given in the questionnaire responses for the learners' selections were: "*We are here to learn Afrikaans and not English*", "*Codeswitching causes people to communicate in English and not in Afrikaans*" and that "*I tend to rely on the teacher and peers more often*". They also felt that CS does help, but also detracts from the learning process. Some responded that it is often how people speak and it may help the learner understand what someone is saying. Others said that CS is a way to explain. The following table and figure below provide a summary of the trends in terms of the descriptive statistics.

Table 50 – Percentage total of responses per Likert-type scale item for question 41 (learner perceptions about the effect of CS on the learning process).

Participants	1 – Strongly disagree	2 – Disagree	3 – Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 – Agree	7 – Strongly agree
Question 41. Learner perceptions of the use of CS in terms of slowing down the learning process							
Grade 8	14%	**28%**	14%	14%	14%	0%	14%
Grade 9	8%	**41%**	0%	25%	8%	8%	8%
Grade 10	11%	22%	22%	**44%**	0%	0%	0%
Grade 11	8%	**40%**	13%	16%	8%	8%	2%
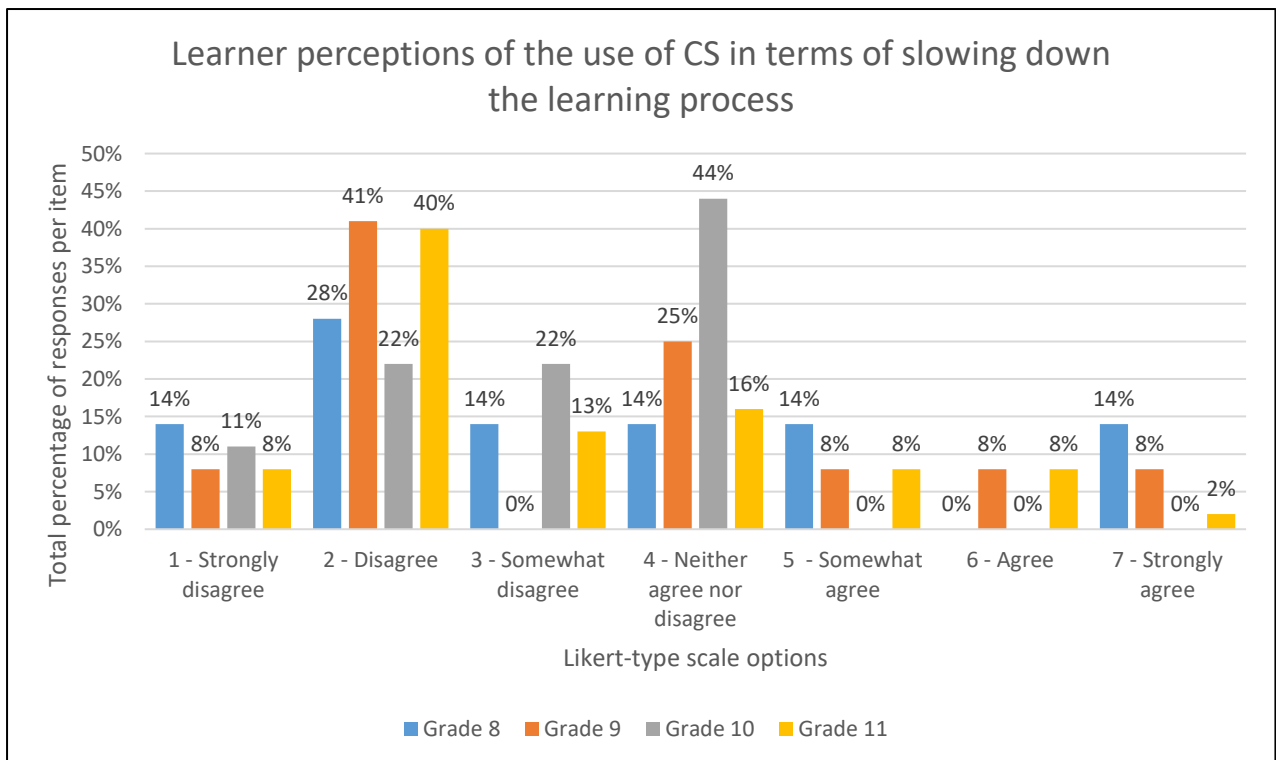
Figure 32 – Learner perceptions of the use of CS in terms of slowing down the learning process

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Concluding this section that looked at theme 3 and research question 3, which were about perceptions of the use of CS in different aspects of the module in additional language learning, two points emerge: (i) learners overall feel that they are confident enough to answer question papers without the help of CS and (ii) learners do not find it a big problem if feedback on assessments also do not contain CS, while (iii) they do not feel that CS slows down the learning process, but is a helpful tool on the journey to mastering the TL.

4.3.4 Theme 4 and RQ4 - perceptions about the purity of language use in terms of CS in additional language learning.

Theme 4 and research question 4 consider the issue of language purity and the perception of the language used in the classroom versus the language spoken by Afrikaans speakers outside of the classroom. This section will provide a discussion on questions 24 and 27.

Survey questions:

24. Do you think the Afrikaans in the classroom reflects the Afrikaans outside of school?

27. Do you think your teacher sees CS as language pollution?

4.3.4.1 Discussion of Question 24

The first question, question 24, is about the Afrikaans used in class compared to the Afrikaans used outside of the classroom. As alluded to earlier in this dissertation (question 4.2 under theme 4 in the teacher section), a classroom environment is necessarily more formal and artificial due to its structure, than a flowing conversation between two Afrikaans-speaking people outside the classroom environment. The learners' responses acknowledge that, with the majority of the learners (Grades 9, 10 and 11) indicating that they neither agree nor disagree with the statement that the Afrikaans used in the classroom reflects the Afrikaans used outside of the classroom.

The Grade 8 group was the only group who agreed with this statement (57%). The summary of the descriptive statistics can be seen on the table and figure below.

Table 51 – Percentage total of responses per Likert-type scale item for question 24 (learner feelings about the language in class vs the language in the real world)

Question 24. Learner feelings about how accurately the Afrikaans spoken in class reflects the Afrikaans spoken outside of a classroom environment					
Participants	1 – Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree
Grade 8	0%	0%	28%	**57%**	14%
Grade 9	8%	16%	**33%**	8%	16%
Grade 10	22%	22%	**33%**	22%	0%
Grade 11	16%	5%	**45%**	24%	2%
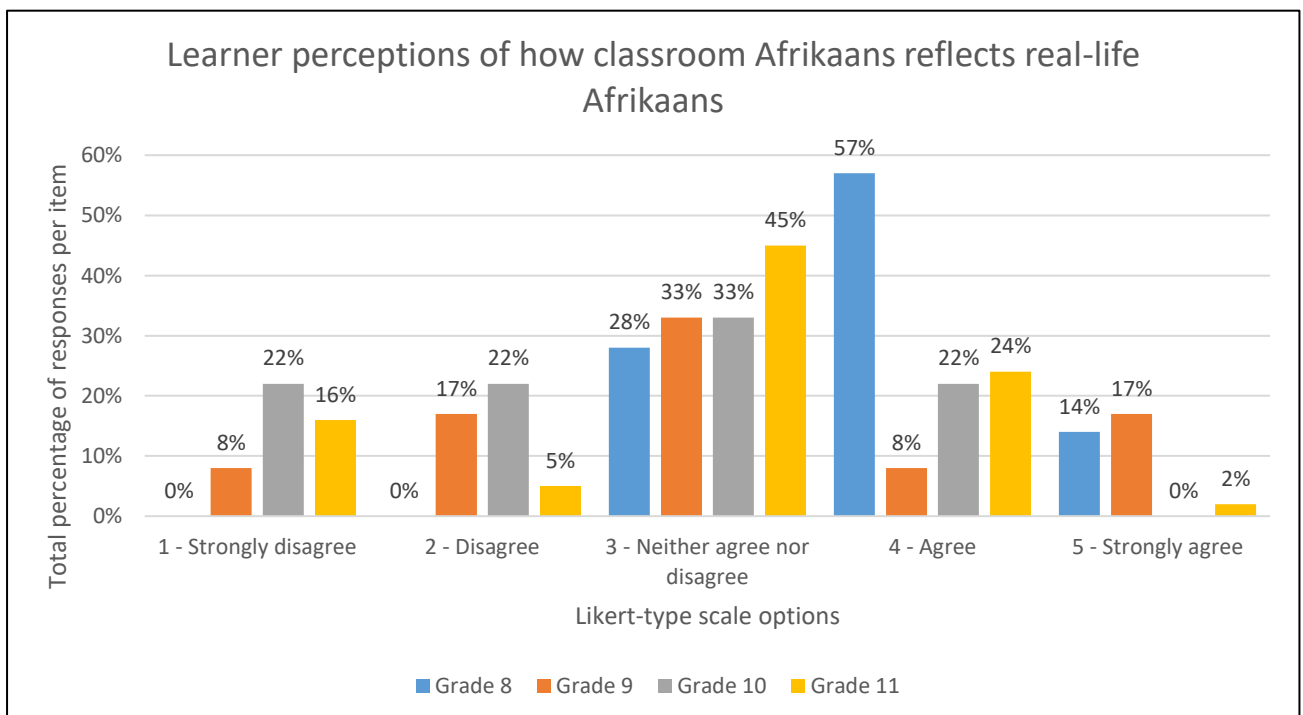
Figure 33 – Learner perceptions of how classroom Afrikaans reflect real-life Afrikaans

When considering learner responses in the questionnaires given as reasons for their selection, the learners had this to say regarding the Afrikaans spoken in the classroom and the Afrikaans spoken in a real world context: "*not all of the words we learn are often used in real-life*", "*real-life has more slang*", "*outside we speak an Afrikaans that everyone understands*", "*real-life includes more informal talk*" and "*real-life Afrikaans is more laid back*". From the responses it is clear that the learners also notice the more formal language use and structure of a classroom compared to the more informal way that Afrikaans speakers would naturally speak to each other. This sentiment is echoed by the teacher responses in question 4.2 of the teacher section, also under the thematic discussion of theme 4 and research question 4. The learners will still learn the necessary vocabulary, sentence construction skills and the like in class, to be able to converse with someone outside of a classroom environment. Perhaps teachers could include more informal discussions, if time allows for it, although the researcher knows from experience how pressed for time teachers are to get through the syllabus.

4.3.4.2 Discussion of Question 27

The second question in this section, question 27 is regarding learner perceptions of how their teacher views CS (from either what the teacher has explicitly said or from behaviour and own usage of CS in the class); as a form of language pollution or not (where language pollution is taken to mean that the language is filled with borrowed words which detract from the status and purity of the language and the speaker).

Out of all the respondents, 71% of the Grade 8 group feel that their teacher does not view CS as language pollution. The Grade 9 group had an equal number of learners select option 2, namely, "disagree" with 25% and option 3, namely, "neither agree nor disagree" with 25%. The Grade 10 groups had the central tendency of representing option 3, namely, "neither agree nor disagree" with 44%. The Grade 11 group concurred with the Grade 8 group, with 40% of the learners saying that they do not believe their teacher views CS as language pollution. The descriptive statistics for each group's responses are outlined in the table and figure below.

Table 52 – Percentage total of responses per Likert-type scale item for question 27 (learner perceptions regarding their teachers' views of CS as language pollution)

Question 27. Do you think your teacher views Codeswitching as language pollution? *explanation of term was given					
Participants	1 – Strongly disagree	2 – Disagree	3 – Neither agree nor disagree	4 – Agree	5 – Strongly agree
Grade 8	14%	**71%**	14%	0%	0%
Grade 9	16%	**25%**	**25%**	8%	8%
Grade 10	33%	22%	**44%**	0%	0%
Grade 11	10%	**40%**	29%	0%	0%
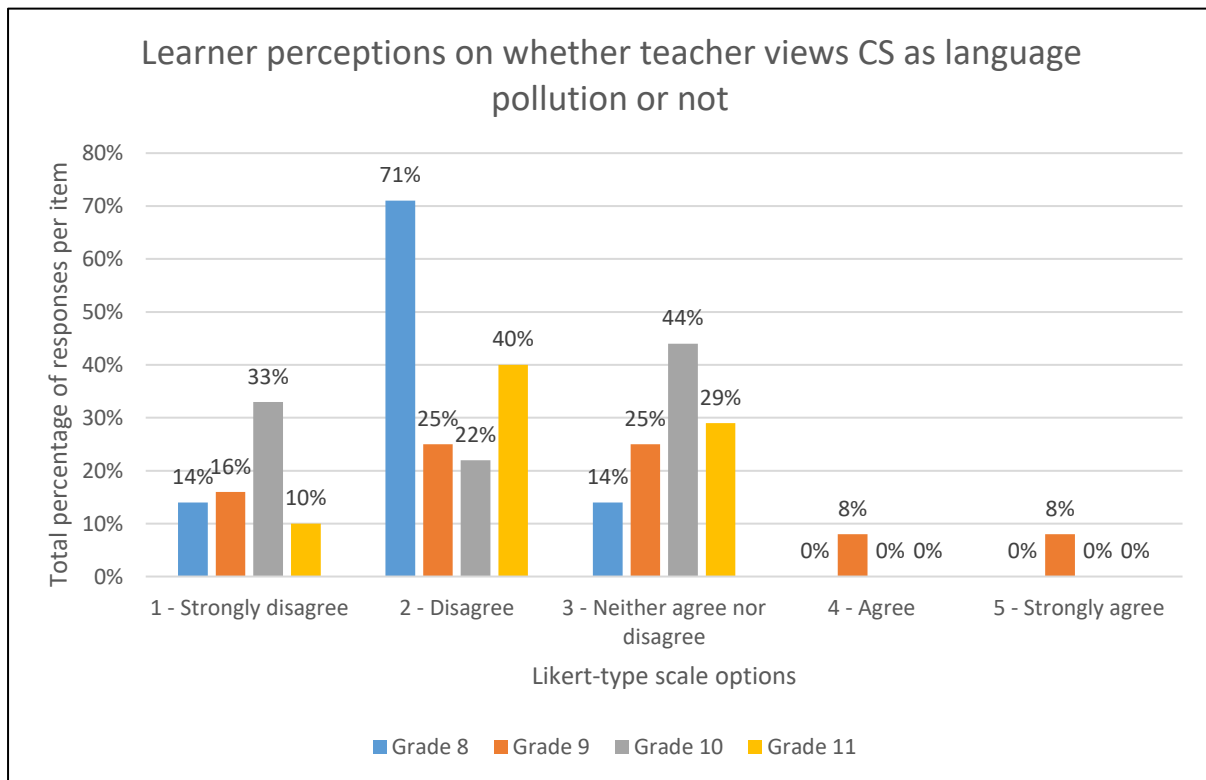
Figure 34 – Learner perceptions on whether teacher views CS as language pollution or not

Even though the data shows that many learners neither agreed nor disagreed that their teacher saw CS as language pollution, the tendency of the values is toward the negative side of the Likert-type scale, indicating that the overall feeling amongst the learners seem to be that their teachers do not view CS as language pollution.

The following section of the discussion includes qualitative data collected by means of the interviews. The following extract may only refer to two teachers, but from the one teacher's classroom behaviour, it is clear that CS is employed and not seen as language pollution. Many of the learners indicated in the questionnaires as reasons for their selection that they do not know their teachers well enough to make such a judgement, which at least indicates then that the teachers have not explicitly told the class that CS is a form of language pollution to be avoided.

Considering learner P2's response in the extract below, it becomes apparent that he feels that his teacher often uses CS in class and that it reflects the modern way of speaking Afrikaans, with many instances of code-mixing or CS (Arrifin and Susanti Husin, 2011). It is positive to see that the learners' overall perception from their teachers' behaviour, comments and use of CS in class, is that the teachers do not view CS as language pollution. This would mean that CS is employed in the language classroom, is encouraged/ not discouraged and a positive feeling towards CS is also portrayed by the teachers to the learners, who can then feel free to make use of CS as the need occurs.

Extract 38 (Grade 8)

I: *Ok. That's one aspect of it. It's not just translation. It is also, for example, if I'm*
        speaking Afrikaans, but I insert one or two English words or the other way around – English with one or two Afrikaans words in it… (gives example, no response from participants)
        Question 4: **How often does your teacher use CS in the classroom?**
        And that is in any of the ways we just mentioned.
P4:   **My teacher hardly does it…**

P2:   **Juffrou P gebruik dit baie. (Mrs P uses it often)**

I: *Ok, does she speak more Afrikaans and throw in a few English words or the other way around?*
P2:   **She talks Afrikaans, but like modern. Like she uses Afrikaans, but uses English words in between** *and afterwards she will also say what she said in Afrikaans, in English.*

In concluding Theme 4 and RQ4, the learners perceive their teachers to be welcoming of CS and do not feel that the teachers view it as a form of language pollution that detracts from the purity and status of the Afrikaans language.

In the next theme, perceptions regarding different levels of proficiency in additional language learning will be looked at.

4.3.5 Theme 5 and RQ5 - perceptions regarding different levels of proficiency in additional language learning.

In this section, the researcher wanted to investigate what the learners' perceptions were with regard to language proficiency, with specific reference to additional language. Questions 17, 18, 19, 49, 50 and 51 and deal with issues touching on this topic.

Survey questions:

17. How are you currently experiencing Afrikaans?

18. Considering your previous answer, is it because of:

- Difficulty understanding
- The teacher
- Feel excluded
- Friend being in other classes
- I feel I had no choice in the matter
- Other

19. What area of the subject is your main concern?

- Comprehension
- Language
- Reading
- Speaking
- Exams
- Vocabulary
- Other

49. Do you think it is necessary to learn an additional language?

50. How well do you do in Afrikaans?

51. Do you prefer subjects like Maths/Science?

4.3.5.1 Discussion of Questions 17 and 18

The first question, question 17, examined the feelings learners have toward the subject of Afrikaans FAL. The central tendency for the Grade 8 group was 42% for option 3, namely, "I enjoy it somewhat" and 41% for the Grade 9 group who also chose option 3. The highest values for the Grade 10 group were distributed across the various options on the Likert-type scale with 22% for option 2, namely, "I don't enjoy it", option 3, namely, "I enjoy it somewhat", option 4, namely, "I like it" and option 5, namely, "I love it". The central tendency for the Grade 11 group was 43% for option 3, namely, "I enjoy it somewhat". The summary of the statistical data per group and per question option is outlined in the table and figure below.

Table 53 – Percentage total of responses per Likert-type scale item for question 17 (learner feelings toward the subject Afrikaans FAL)

Question 17. Learner feelings toward Afrikaans FAL as a subject					
Participants	**1 – I hate it**	**2 – I don't enjoy it**	**3 – I enjoy it somewhat**	**4 – I like it**	**5 – I love it**
Grade 8	29%	0%	**<u>42%</u>**	29%	0%
Grade 9	0%	8%	**<u>41%</u>**	25%	25%
Grade 10	11%	**<u>22%</u>**	**<u>22%</u>**	**<u>22%</u>**	**<u>22%</u>**
Grade 11	13%	11%	**<u>43%</u>**	19%	14%
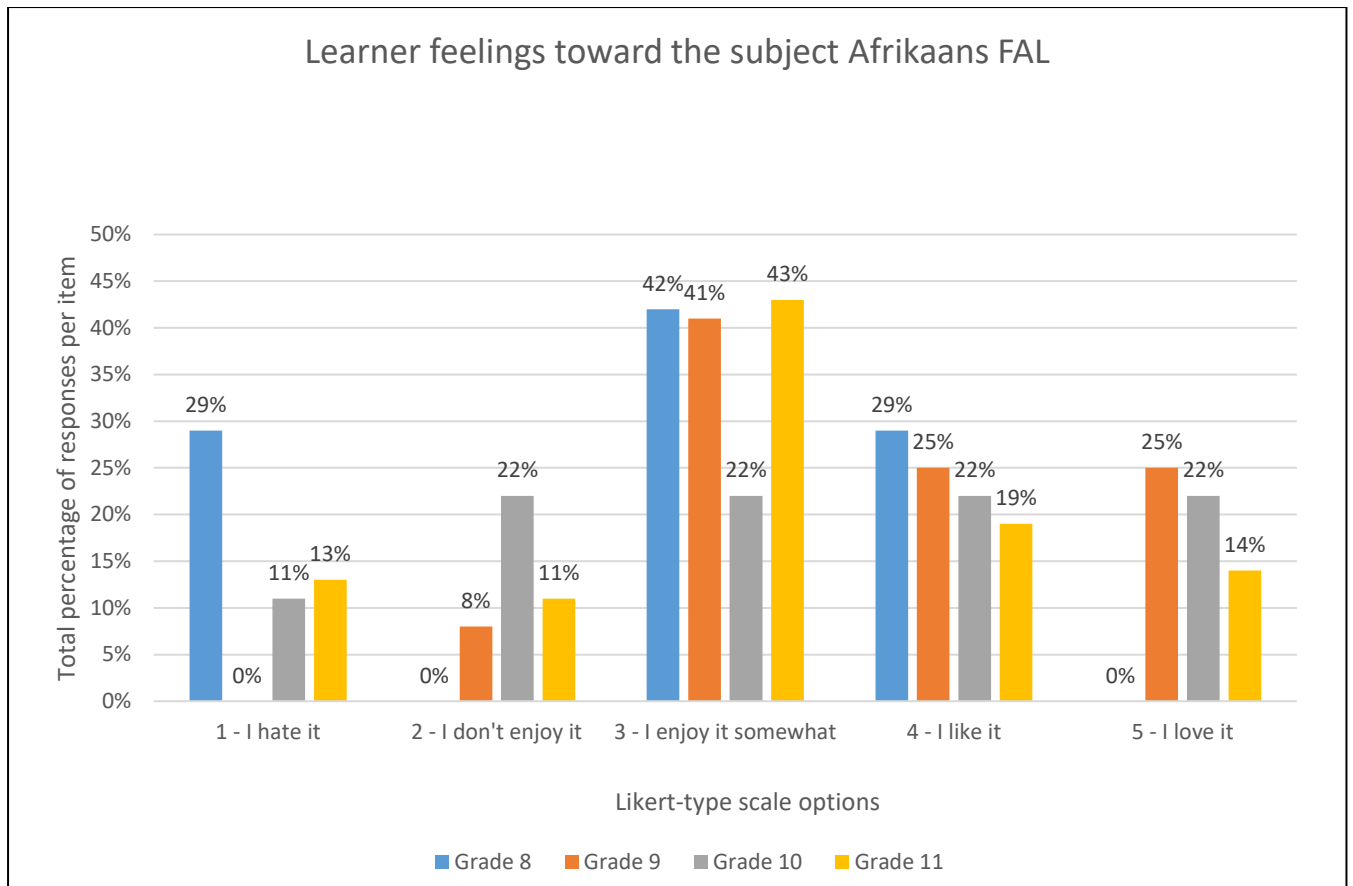
Figure 35 – Learner feelings toward the subject Afrikaans FAL

Since the highest values for all the groups (even though the Grade 10 group had 22% spread out over option 2 to 5) were for option 3, namely, "I enjoy it somewhat", the conclusion can be drawn that the learners at this high school experience moderate enjoyment of the subject Afrikaans FAL and do not have strong feelings of either hate or love toward the subject.

In the qualitative part of the learner questionnaire, the learners provided the following reasons for their selections on the Likert-type scales: "*I sometimes enjoy it, sometimes not*", "*It is my Home Language*", "*I don't love it or hate it*", "*I don't use the language at home*", "*It is hard to understand sometimes*". Many learners also did not supply a reason for their selection.

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In Extract 39, learner P1 is of the opinion that the majority of learners at this high school do not hate the subject of Afrikaans FAL, but do not feel passionate about it. He attributes it to the fact that many learners have difficulty understanding the language. Learner P3 indicates that that he does not enjoy Afrikaans as much this year as he did previously, because he finds it difficult to adapt to the new environment of high school, the new content that is taught and the broader vocabulary used by his high school teacher, as compared to his primary school.

Extract 39 (Grade 8):

I: *16. As a whole, it came out that **some of the boys have got negative feelings towards** Afr. Why would you say that is? And if it applies to you, why didn't you then choose Sepedi?*

P1: ***Most boys don't hate the subject, but they have no passion for it, because they can't understand it.** And when they compare themselves to the boys who understand it and can speak it, they doubt themselves.*

P3: ***Ma'am, this year I don't love Afrikaans so much**. Last year, I loved Afrikaans! I was so good at it. I got like 80%. **Then this year came, but I think my passion just fell, because it's hard to understand new words, new everything**.*

P2: *Last year was also a nicer atmosphere for me because I had all my friends in my class, but now, because I came to a new school, I had to adapt to new friends and teachers as well.*

In Extract 40, two of the learners (P7 and P6) express positive feelings towards the subject of Afrikaans FAL, with P7 saying that he like learning a new language and P6 just saying that Afrikaans is a "nice" language. Learner P5, however, explains that he has always found the subject of Afrikaans FAL to be difficult, because he did not have it as a subject from the start of his primary school career, but only started with it in grade 6, which would have placed him at a great disadvantage to the rest of his peers.

Extract 40 (Grade 11):

I: *Interesting. So you all feel welcome and comfortable in your classes?*
       (all agree)
       *Uhm, do you have any **negative feelings toward Afrikaans** and if so, why?*

P7:   ***I like learning a new language so that I can communicate with more***
       people.

P6:   ***No Ma'am. It's a nice language.***

P5:   ***Yeah, for me it's always been difficult because we only started with***
       Afrikaans in my primary school in grade 6.
I: *Oh! So you didn't have it from grade 1?*

P5:   *No, I didn't have any foundation.*

I: *Sho, ja, that makes a big difference…*

From the data gathered in response to question 17, the conclusion can be reached that the language of Afrikaans no longer has negative connotations for the majority of the learners, however, they are not overly fond of it either. Rather, on the spectrum of "hate" to "love", their feelings toward Afrikaans FAL fall in the middle, indicating that they do enjoy the subject, but not that much.

The next question, question 18, is tied to the previous question (question 17), as it investigates the reasons for the learners' selections in question 17. The highest values for the Grade 8- to Grade 10 groups were all for the option of "difficulty understanding the language", with 43% for the Grade 8 group, 33% for Grade 9 and 33% for Grade 10. The central tendency for the Grade 11 group was 29% for the option "other". The summary of the statistical data per group and per question option is outlined in the table and the figure below.

Table 54 – Percentage total of responses per item for question 18 (reasons for learner feelings toward the subject)

	Question 18. Reasons for learner feelings toward Afrikaans FAL as a subject					
Participants	**Difficulty of understanding the language**	**The teacher**	**Feel excluded in class**	**Friends are not in the same class**	**No choice**	**Other**
Grade 8	**43%**	14%	0%	28%	14%	14%
Grade 9	**33%**	**33%**	0%	0%	16%	25%
Grade 10	**33%**	22%	0%	0%	11%	**33%**
Grade 11	18%	21%	0%	2%	24%	**29%**
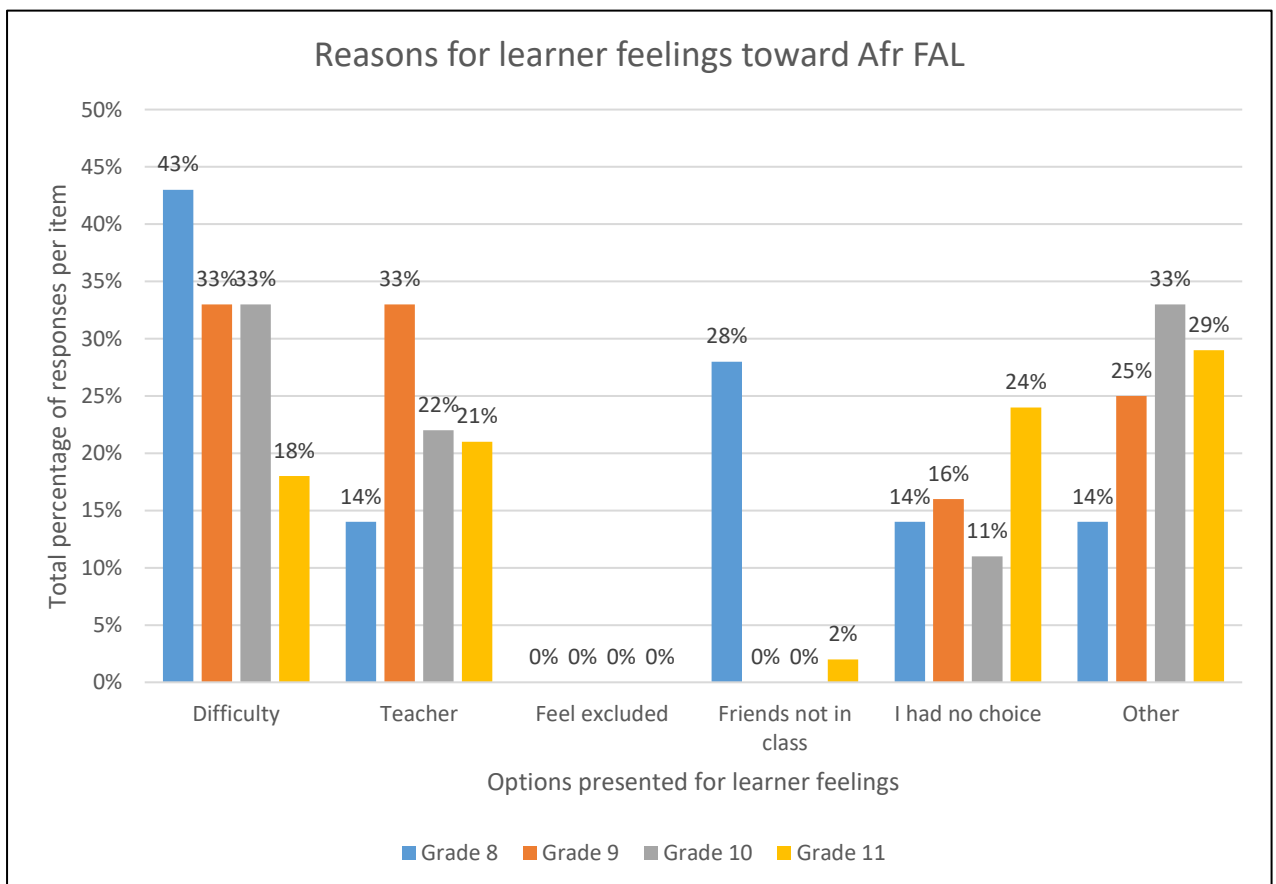
Figure 36 – Reasons for learner feelings toward Afrikaans FAL

From the responses in question 18, it is clear that the main cause for the majority of the learners' responses in question 17 was that they found the language difficult to understand (in all aspects), but their feelings toward their teacher, their friends not being in the same class as they are and the fact that they felt they did not have much of a choice in taking Afrikaans FAL as a subject, also all played a role. Listed under "other" for reasons, the learners responded with positive answers such as: *"I like the subject", "The work is easy", "It is fun".* There were also instances where "other" was selected, but no answer or explanation was given by the learner. Extracts 46 and 47, which were looked at and discussed in the question above, substantiate the responses to question 18, as questions 17 and 18 are linked (as explained previously).

From the data collected in response to questions 17 and 18 in the learner questionnaires, as well as from the learner interviews, it can be deduced that (i) the learners were mostly neutral towards the subject of Afrikaans FAL, neither opposing it nor strongly favouring it, and (ii) the learners feel this way, because they find the language difficult to understand. This difficulty that the learners experience in understanding Afrikaans can be attributed to lack of vocabulary, as will be discussed in question 19 in Theme 5 and RQ5 and question 18, earlier in this thematic discussion.

4.3.5.2 Discussion of Question 19

Question 19, was about the area in the subject of Afrikaans FAL that the learners feel they struggle with the most. This question has been referred to in theme 3 when the researcher looked at CS as used in the different aspects of the module. The majority of the learners (Grades 8, 9 and 11) indicated that their main area of weakness is vocabulary in the subject of Afrikaans FAL, with the central tendency for the Grade 8 group falling at 57%, at 50% for the Grade 9 group and at 51% for the Grade 11 group, for the "lack of vocabulary" option. The highest values for the Grade 10 group were for both "lack of vocabulary" and "comprehension" with 44% respectively.

Learners thus feel they are fairly proficient when it comes to language rules and structures of the language, reading and speaking Afrikaans, as well as understanding questions in tests or examinations. In the "other" column that was made provision for,

learners indicated that they find the writing of essays very difficult, as well as the analysis of poetry, but both these areas touches on problems with comprehension and lack of vocabulary. The descriptive statistics for the responses to this question is outlined in the table and figure below.

Table 55 – Percentage total of responses per item for question 19 (learner perceptions about their main area of weakness in Afrikaans FAL)

Question 19. Learner perceptions of their main are of weakness in Afrikaans FAL							
Participants	**Comprehension**	**Language**	**Reading**	**Speaking**	**Examination questions**	**Vocabulary**	**Other**
Grade 8	14%	28%	0%	14%	14%	**<u>57%</u>**	0%
Grade 9	8%	16%	8%	16%	41%	**<u>50%</u>**	8%
Grade 10	**<u>44%</u>**	22%	11%	33%	33%	**<u>44%</u>**	22%
Grade 11	29%	13%	8%	16%	37%	**<u>51%</u>**	5%
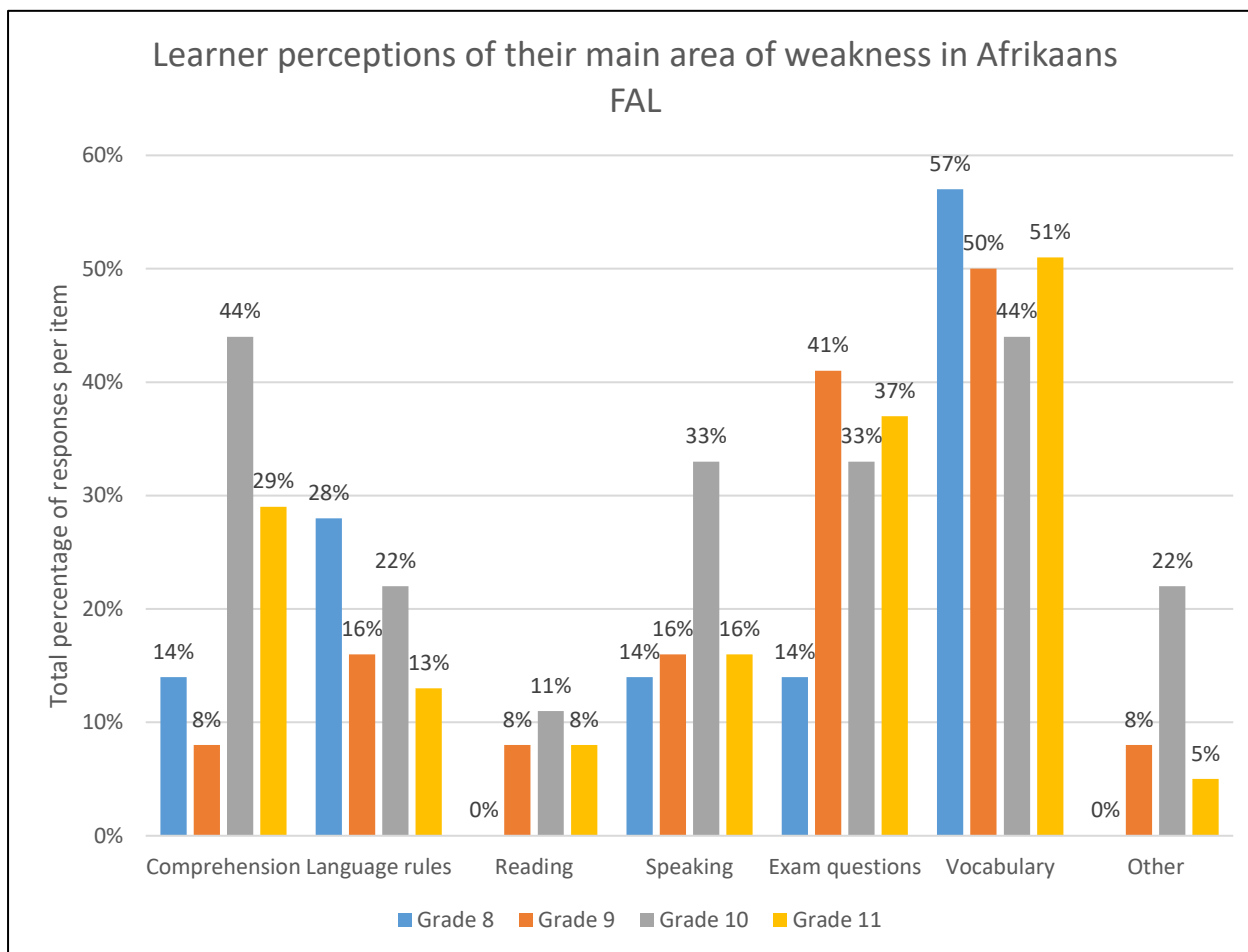
Figure 37 – Learner perceptions of their main area of weakness in Afrikaans FAL

When considering Extracts 41 and 42 below, the data in the table and figure above are verified. In Extract 41, learner P5 explains that if a learner has a limited vocabulary, he would not be able to understand, nor correctly interpret questions in a question paper. P6 also indicates that a lack of vocabulary is his main problem, but ties it with speaking/ having a conversation with someone and not possessing the necessary range of words to convey what you want to say. P7 says that his main problem is comprehension, but trouble understanding a comprehension piece is also linked to limited vocabulary, because the learner will not fully understand the comprehension passage, nor the questions asked about it.

Extract 41 (Grade 11):

I: *So, there was a section where I wanted you to indicate what your main problem/s with Afrikaans is and the options were: comprehension, speaking, reading, vocab and understanding of questions in tests and exams.* **The majority of the boys chose "vocab". Would you agree with that?**

P5: **Well Ma'am, it also affects the questions in exam papers, because if you don't have the vocab, you don't understand what they mean or you don't know how to answer the question in Afrikaans.**

P6: **Ma'am, for me it's mainly vocab when speaking/ trying to have a conversation. 'Cause in a test or exam, you have time to think, but when you are speaking you have to think of the words on the spot and then it's sometimes difficult to remember all of them**.

P7: **For me it's comprehension – passages in an exam that I must answer questions about.**

I: *Which, if you think about it, is actually also vocab.*
Is there anything that you do on your own to improve your vocab?

P5: *Yeah, I go to a tutor.*

P7: *I try read more Sepedi books. I also speak to other Sepedi speakers.*

P6: *Not really, but I do try to speak Afrikaans to my Afrikaans friends.*

I: *Like we said earlier, so when you are trying to have a conversation in Afrikaans, you often stand there and can't think of the words and maybe feel embarrassed or that you are wasting their time 'cause it takes so long for you to say something. Does it deter you from speaking to them in Afrikaans?*

P6: *Sometimes Ma'am, but then I'll use CS – throw in an English word and then carry on with Afrikaans.*

In Extract 42, P3 feels similarly to P6, in that he is confident when having to write in the L2, but struggles to communicate verbally in the L2. The learners were asked what can be done to address this issue of limited vocabulary amongst the learners. The learners make various suggestions, which are all valid and fine suggestions, but it is learner P6's response that needs to be emphasized. He posits CS as a solution; considering Cook's (2001) view that CS fills the momentary need and serves as a bridge to fill the gap between L1 and L2 knowledge, CS is indeed a strategy to help learners to be able to communicate in the L2, even though they may not yet be fluent.

Extract 42 (Grade 8):

I: *Do you feel a bit left out or a bit behind because you are struggling to just keep up with what is being said? And then you still have to understand what is being said? (P4 agrees)*
Ok, moving onto question 2. **The majority of the Grade 8 group indicated that "lack of vocabulary" was their greatest problem with Afrikaans. Do you agree and why would you say that? You can also speak from the experience you had in primary school.**

P3: **Ma'am, I could write it, but I couldn't speak or understand it.**

P2: *Some of our English teachers give us books to read and that really helps us a lot and I feel that our Afrikaans teachers don't give us books to read, which dumbs down our vocab…*

I: *But you do have your prescribed books that come with "woordeskat" worksheets…? (others chime in, P2 acknowledges this)*
And you know our media centre has got a wide range of books?

P2: *Why is everyone looking at me? (inaudible background chatter)*

I: *Yes, I mean, it shouldn't all just come from the teachers… But I do agree with you – reading is the no.1 way to broaden your vocab, especially also to sit with a dictionary next to you and look up all the words you don't know, because then you'll know and the next time you see that word in a comprehension passage, you will know what it means.*
What other things are there that you can do/ what other ways are there to improve your vocab?

P1: *Practise speaking it to other people. Like, say, if you make a mistake, they can correct you…*

I: *I think that is a brilliant suggestion, but I think the reason that boys especially don't do it, is because they are scared of being laughed at.*

P2: *You can also watch Afrikaans movies with subtitles.*

I: *Absolutely! Watch Afrikaans series, Afrikaans movies, because they have the subtitles so you can hear the language, hear the pronunciation and also discover what certain words or phrases mean…*

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From the data collected in response to question 19, it is clear that the learners feel that their main area of weakness in learning Afrikaans as a first additional language, is lack of vocabulary. This view is echoed by the teachers in the teacher section of chapter four. As a tool to fill the gap of the lacking vocabulary when trying to communicate in the L2, whether written or verbally, the use of CS is suggested, until such a time as the learner no longer finds a need for it and is able to communicate fluently in the L2.

4.3.5.3 Discussion of Questions 49

The next question, question 49, which is about the necessity of learning an additional language (not specifically Afrikaans).

The highest value for the Grade 8 group was 57% for option 5, namely "strongly agree". For the Grade 9 group, it was 67% for option 4, namely "agree", for the Grade 10 group it was 55% for option 3, namely "neither agree nor disagree" and it was 48% of the Grade 11 group who chose option 4, namely, "agree". Thus, of the four groups, three of the four (8, 9 and 11) either agree or strongly agree that it is necessary and valuable to learn an additional language. It was only the Grade 10 group who neither agreed nor disagreed. What is interesting, however, is that the majority of the learners seem to view "additional language" as other [European] languages and do not class Afrikaans with that group.

Table 56 – Percentage total of responses per Likert-type scale item for question 49 (learner perceptions about the necessity of learning an additional language)

Question 49. Learner perceptions on the necessity of learning an additional language					
Participants	1 – Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree
Grade 8	14%	0%	14%	14%	**57%**
Grade 9	0%	8%	8%	**67%**	8%
Grade 10	0%	22%	**55%**	0%	22%
Grade 11	2%	8%	13%	**48%**	27%
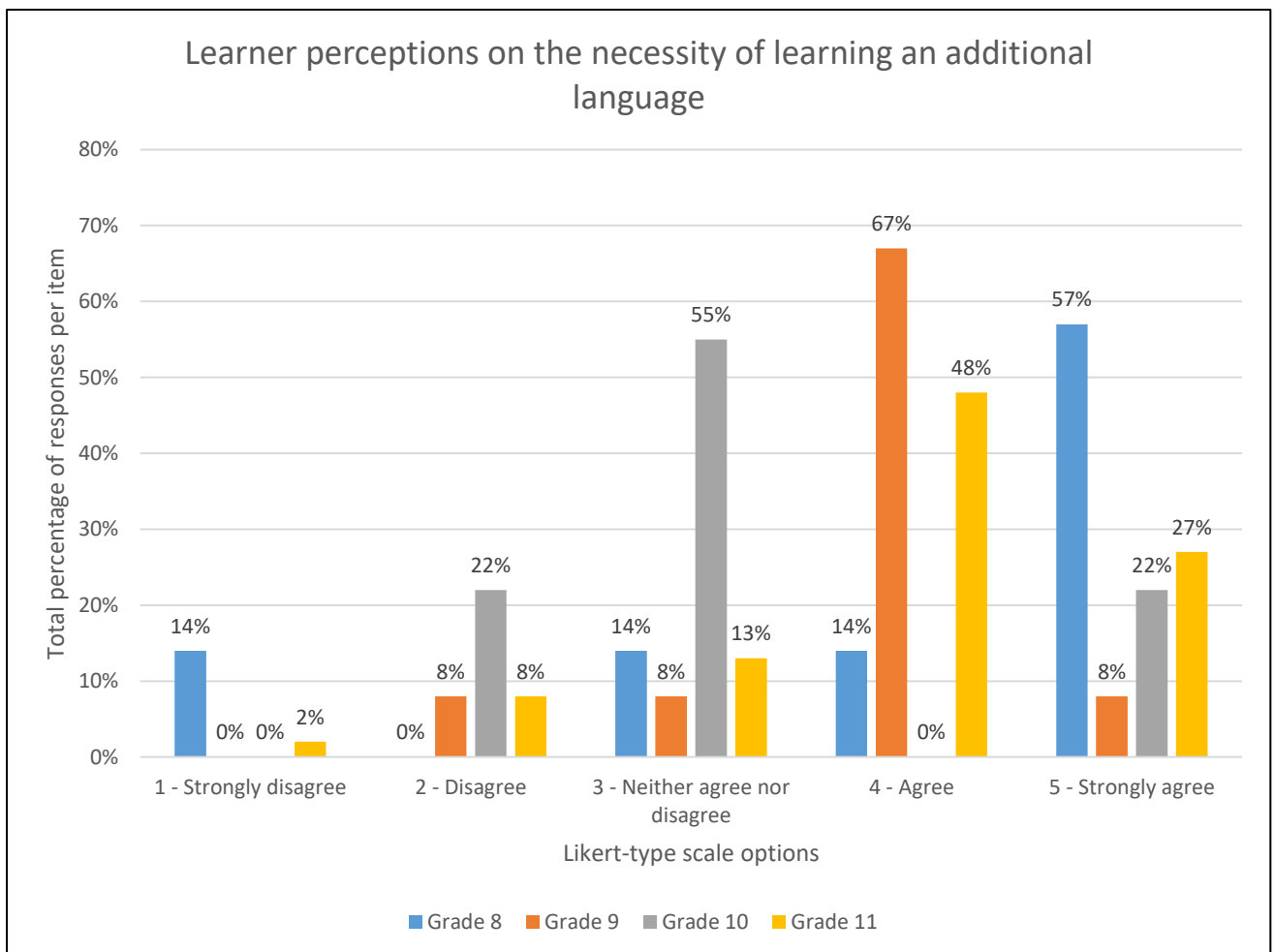
Figure 38 – Learner perceptions on the necessity of learning an additional language

The learners see the value of being able to speak another language other than their MT, but seem to place more emphasis on European languages. The learners perceive European languages to be more helpful in opening doors for them in the future, especially with regard to finding a job. This could be attributed to immaturity (cf. section 2.9.1) and high school learners not knowing how the world works and what their futures might possibly look like once they matriculate. For instance, they might also do not think of the financial ramifications for a school to bring in more languages and therefore more language teachers, to present a wider choice of subjects for the learners to choose from.

This type of thinking, that European languages are more important or are likely to open more doors for you in the future, was reiterated in the learner interview extracts as outlined in Extracts 43 and 44 below. In Extract 43, learner P4 feels that languages like French or German would serve him well in a business environment, however when asked by the interviewer how he would respond if the business environment was predominantly Afrikaans, he concedes that Afrikaans does hold value.

Extract 43 (Grade 8):

I: *That's a whole different thing. They will then succeed because they want to learn and grow.*
*17 – **In the questionnaire everyone agreed that it is important to learn an additional language, but then at the same time, they don't see the value in learning Afrikaans. So, do you feel like it's only other languages then (like French and German), because the boys think they'll be able to use it when they go overseas one day? But how likely are you to use those languages in South Africa? I mean, Afrikaans is one the widest spoken languages in SA still. What is your thinking there? Why do boys not value it that much?***

P4: ***I feel with French and German, they are foreign languages. I feel like I could use the language in a business type of environment.***
I: ***But what if you work for a company here in Pretoria and the CEO is Afrikaans? Don't you think that it will open doors for you if you can speak to him in his own language?***

P4: ***I guess, Ma'am.***

I: *And what about girls who speak Afrikaans? (they just laugh)*

P3: *But Afrikaans is nice Ma'am. You can use it to brag to people who can't speak it. In my primary school, majority of kids took Tswana or Sepedi, but I went to a private school, so I had the opportunity to take Afrikaans and I could brag that I know this other language.*

> I: *Okay, interesting…*
>
> P2:   **My whole family is German, so I feel like it would be nice to know that language, that culture, the heritage.**

In Extract 44, learner P6 feels similarly to learner P4 that French and other European languages are spoken more widely and would thus be of more use. He feels that Afrikaans is limited to South Africa as is therefore not as beneficial. He fails to see how the world has become a global village (with Afrikaans being spoken all around the world, according to Statista) and also how Afrikaans can be just as beneficial as a European language in terms of business, especially in Pretoria, where it is the second most spoken language.

> Extract 44 (Grade 11):
>
> I: *Ok, so there is that negative association… (P5 agrees)*
> *What was interesting to me was that the majority of the boys said that they don't see the value in learning Afrikaans because they don't see how they are going to use it after school and it's not an international language, so why should they learn it? Because everyone can speak English, so why can't we all just speak English to each other? So how likely are you to immigrate? Everyone has this idea that they're going to go overseas after school, but the reality is, people don't. It's not that easy or cheap. While on the other hand, here in South Africa, your boss, your company might be majority Afrikaans speaking. Why do you think there is this "yeah, it's great to learn German or French" but the likelihood of you needing to speak Afrikaans is way more than the once or twice that you are going to be touring…?*
>
> P6:   *I think it's mainly because people think Afrikaans is only spoken in SA, whereas French and those languages can be in various other countries. But then again, it always helps to already know two languages, like Afrikaans and English and then you can always learn a third.*
>
> I: *And people think that somehow all the Afrikaners have just stayed here in SA. They don't realise what a large Afrikaans speaking community there is in various countries in the world. Same with Sepedi, people think "oh, it's only spoken here", but what about CEO, boss, company? Sepedi is the 2nd most spoken language in Tshwane. So, you guys see the value in learning it? (all agree)*

From the response to question 49, it can be gleaned that (i) learners see the value and necessity of learning an additional language, but (ii) do not view Afrikaans to be as important as other languages like French or German and (iii) would prefer it if Afrikaans was not a prescribed subject in high school.

Nonetheless, as the reader will see in the next question, question 50, the learners still indicated that they perform moderately ("somewhat") well in the subject of Afrikaans FAL.

4.3.5.4 Discussion of Question 50

In question 50, the researcher wanted to know how well they generally do in the subject of Afrikaans FAL. This question was also referred to earlier in theme 3. The central tendency for the Grade 8 group was 57% for option 3, namely, "somewhat" and 25% for option 1, namely, "not at all" for the Grade 9 group. The highest values for the Grade 10 group were 33% for both option 3, namely, "somewhat" and option 4 namely "very". The central tendency for the Grade 11 group was 35% for option 3, namely, "somewhat". A summary of the statistical data for all groups and options are provided in the table and figure below.

Table 57 – Percentage total of responses per Likert-type scale item for question 50 (learner perceptions about their performance in the subject)

Question 50. Learner perceptions on how well they generally do in Afrikaans FAL					
Participants	1 – Not at all	2 – Slightly	3 – Somewhat	4 – Very	5 – Extremely
Grade 8	0%	14%	**57%**	14%	14%
Grade 9	**25%**	16%	16%	16%	16%
Grade 10	22%	0%	**33%**	**33%**	11%
Grade 11	18%	13%	**35%**	18%	13%
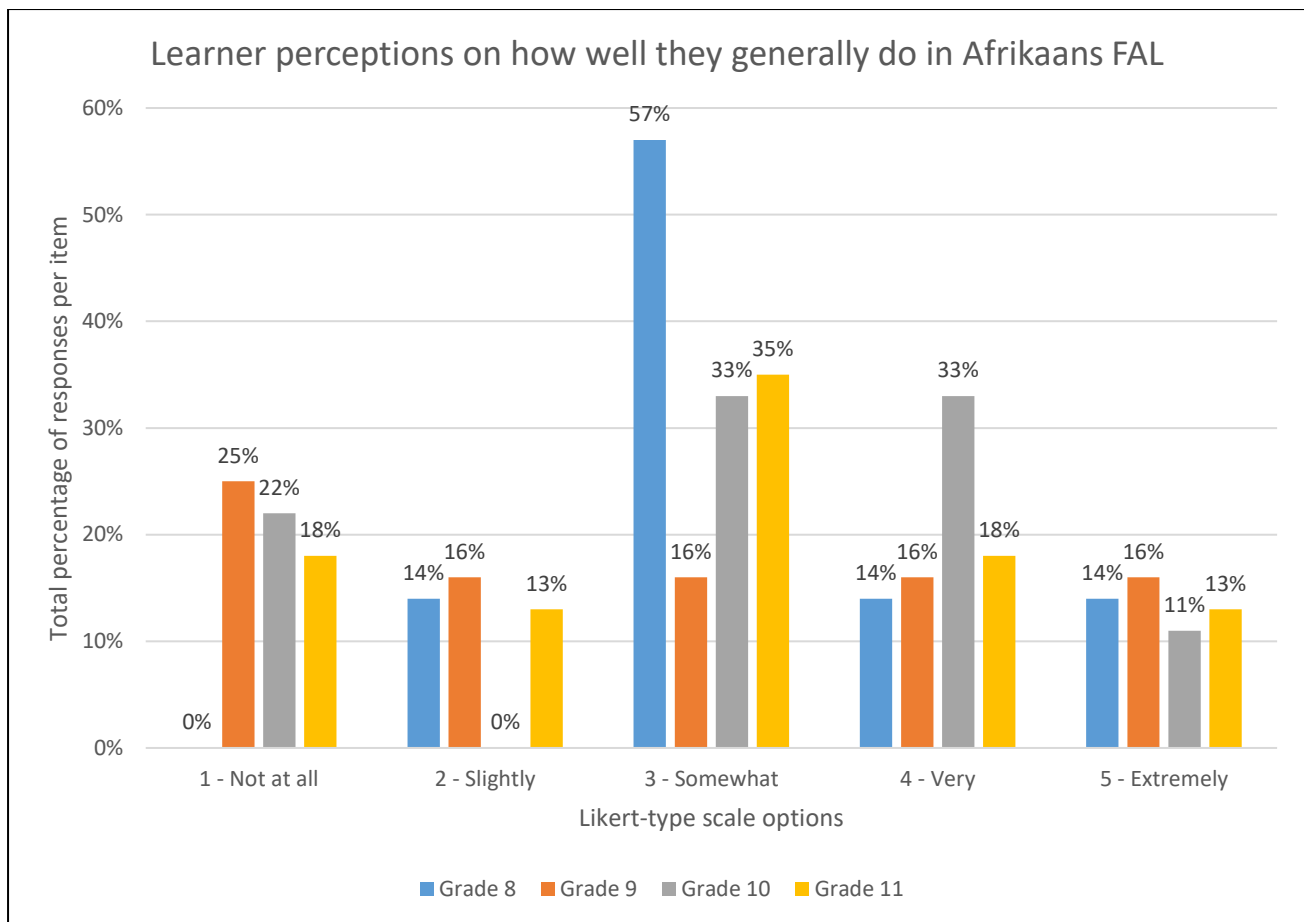
Figure 39 – Learner perceptions on how well they generally do in Afrikaans FAL

The performance of the learners in the subject of Afrikaans FAL could be linked to their perceptions toward Afrikaans, as revealed in the previous questions, 48 and 49. Because the learners feel that Afrikaans is not as valuable to them or their future careers, it could serve to reason that they would not put much effort into the subject, nor be motivated to excel in it. Not only do they not value Afrikaans as much as other European languages, but it becomes apparent in the next question (51) that the learners also prefer and value numerical subjects like Mathematics and Science in comparison to Afrikaans FAL.

4.3.5.5 Discussion of Question 51

In question 51, the question was posed to the learners whether they prefer subjects like Mathematics and Science or language subjects like Afrikaans. The central tendency for the Grade 8 group was 85% for option 5, namely, "strongly agree". The highest value for the Grade 9 group was 33% and also choosing option 5 like the Grade 8 group. The Grade 10 group chose option 4, namely "agree" with 44% and the highest value for the Grade 11 group lay in the third column (neither agree nor disagree), with 35%. A summary of the statistical data for all groups and options are provided in the table and figure below.

Table 58 – Percentage total of responses per Likert-type scale item for question 51 (learner preference of numerical subjects to language subjects)

Question 51. Learner preference of subjects like Mathematics and Science above Afrikaans FAL					
Participants	1 – Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree
Grade 8	0%	0%	0%	14%	**85%**
Grade 9	8%	8%	25%	16%	**33%**
Grade 10	22%	0%	0%	**44%**	33%
Grade 11	18%	13%	**35%**	18%	10%
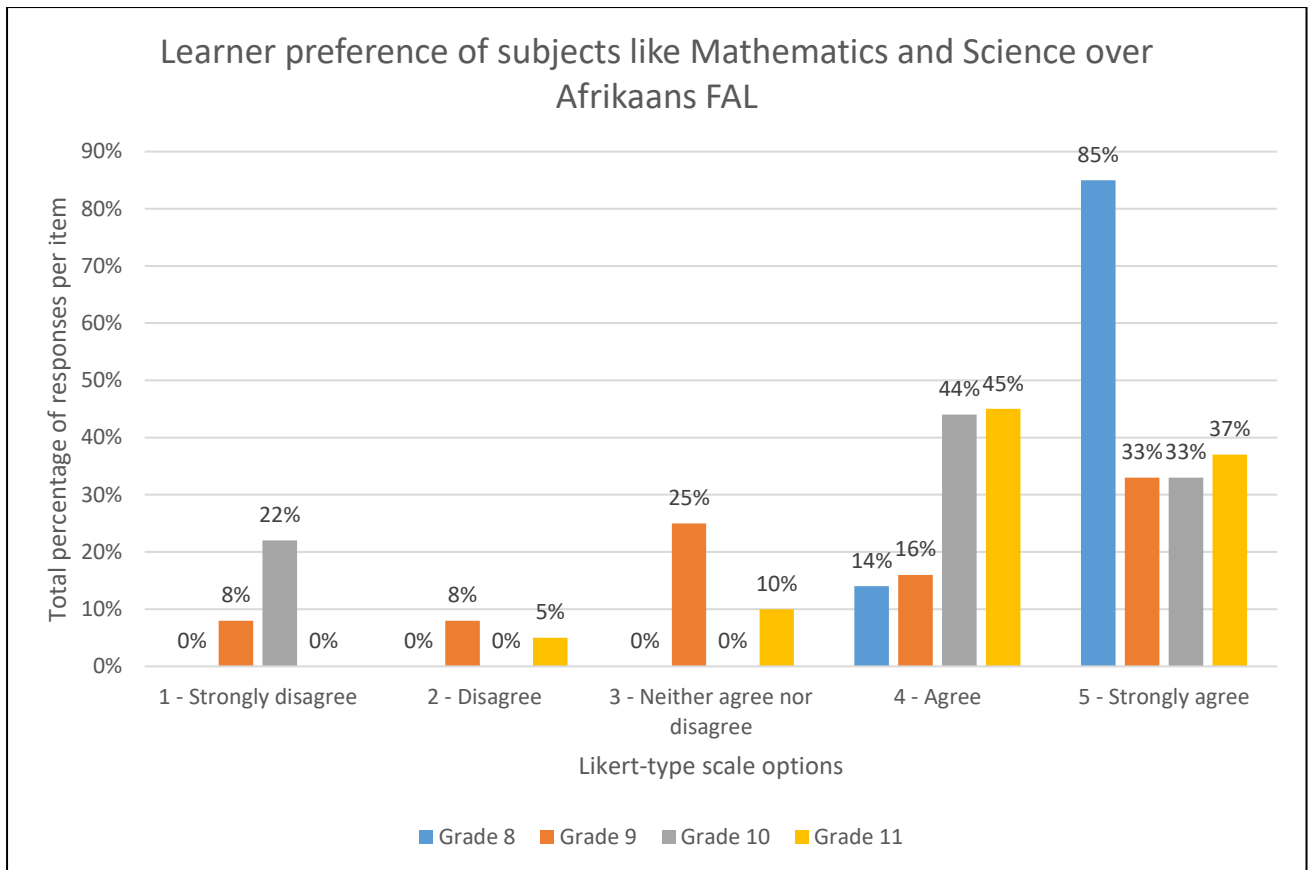
Figure 40 – Learner preference of subjects like Mathematics and Science above Afrikaans FAL

Reasons indicated for their selections in the questionnaire include: "*I am naturally better at Mathematics and Science*", "*I am good with numbers*", "*The work is explained better [than Afrikaans]*", and "*It is easy for me*". *Some learners also feel that these subjects open up a lot of doors for learners in terms of studying and career options in the future.*

In the learner interviews, the learners had the following to say in response to this question. In Extract 45, learner P2 reasons that some learners find working with formulae (as one does in Mathematics and Science) easier than learning an additional language. Learner P4 also explains that there is a step-by-step process that one can follow in Mathematics and Science to reach a conclusion or result, which is not how a language is learned.

Even though there are language rules and sentence structures that can be learned, the skill to put those together to have a coherent conversation with someone, is not as straightforward as the steps that need to be followed for a mathematical problem. P2 and P4 also express that they find the subject of Science more interesting than Afrikaans FAL, as Science teaches you about the laws of the universe and how the world works.

Extract 45 (Grade 8):

I: *Ok, then many of the boys said that they prefer subjects like Mathematics and Science to Afr. Why would you say that?*

P2: **I think some people just understand and follow formulas better.**

I: **It comes easier for them than languages…? (P2 agrees)**

P4: **Ma'am, 'cause when they see it, they can understand it. But with a language, you have to know it. But there, there is a certain procedure that you can follow and then you're good.**

P2: **Ma'am, I have more interest in Mathematics and Science.**

I: **Why?**

P2: **I think it's more interesting to me than language.**

I: *Why? What makes it more interesting?*

P2: **In Science, you learn about how the world works and I really like that.**

P4: **I like Physics because I feel like I understand more how things work.**

In Extract 46, learner P6 seems to substantiate the literature findings discussed in section 2.9.4 of the literature review, which indicate that males generally prefer and perform better in numerical subjects, whereas females are naturally inclined to languages. P6 explains that his brain "just works like that" (referring to working with numbers and formulae) and he also expresses the view that subjects like Mathematics and Science are key to university entrance. Undeniably, this is dependent on the field of study one wants to study, but the need for subjects like Mathematics and Science for university entrance is a perception shared by the majority of learners when one looks at the responses from the qualitative part of the questionnaire, as well as from the learner interviews. P7 agrees with P6 that Mathematics and Science are more practical to learn, because one can follow and implement a set formula to reach a conclusion/ obtain a certain result, whereas language does not work in such terms.

From the responses to question 51, it is clear that the majority of the learners prefer subjects like Mathematics and Science to language subjects like Afrikaans FAL.

Extract 46 (Grade 11):

I: *Ok, a lot of you also said that you prefer Mathematics and Science. Boys said that they found it more enjoyable, easier to understand.*

P6: **For me, they are my best subjects because my brain just works like that. With languages, I get lower marks, because I don't see stuff that way. It's also easier to study for those subjects, because you've got your notes. And if you just study your notes, you'll be okay. But with languages, they can use vocab or comprehension passages in an exam that you've never seen before and have no idea what some of the words mean.**

I: *So, to tie in to the previous question, in your minds, do those subjects hold more value than languages?*

P6: **For me, yes Ma'am. Those two are the most important subjects to get into university. Obviously, languages help with your APS score, but the courses that I'm interested in, they always list Mathematics and Science right at the top.**

I: *Yes, so it depends on what you want to go and study… (all agree)*

P7: **For me, those subjects are also easier because they are more practical than languages.**

P5: **I don't take Science, but I take Biology and I enjoy those subjects because I like learning about the human body, so it's easier to study.**

The key points that emerge from the topics under discussion in this theme, which investigated perceptions about proficiency, are that (i) learners view lack of vocabulary and comprehension skills as their main area of weakness in the process of learning the L2, (ii) they would prefer it if Afrikaans FAL was not a compulsory subject in high school, (iii) they do not attach the same esteem to Afrikaans as they do to other languages like French or German and (iv) also prefer numerical subjects like Mathematics and Science to Afrikaans. They do, however, (v) feel that they perform moderately well in the subject.

In the next discussion, perceptions about the inclusion of language and culture in the use of CS in additional language, especially how it impacts learner feelings, will be looked at.

4.3.6 Theme 6 and RQ6 - perceptions of Afrikaans as a language that may influence CS practice in additional language learning

Perceptions and feelings toward a language, especially one as laden as Afrikaans with its ties to South African history and specifically that of Apartheid, necessarily play a large role in learners' motivation to learn such a language. In this theme, the researcher wanted to find out if the viewpoint of Afrikaans was still negative, as perceived by the learners or whether they have positive feelings toward the language and how it impacts on their performance in the subject of Afrikaans FAL.

Under the penultimate theme and research question in this section on the learners, questions 17, 18, 44, 45, 46 and 47 of the learner questionnaires are pertinent.

Survey questions:

44. How do you feel towards Afrikaans as a language?

45. Do these feelings influence your performance in Afrikaans as a subject?

46. How do you feel about your Afrikaans teacher?

47. How do these feelings toward your teacher affect your attitude towards the subject?

48. Would you prefer it if Afrikaans was not a prescribed subject in high school?

4.3.6.1 Discussion of Questions 44 and 45

Question 44 looked at learner feelings towards the language of Afrikaans itself, not as a subject. Again, as was the case with the learners' feelings toward the subject of Afrikaans FAL, their feelings toward the language of Afrikaans are also neutral.

The central tendency for all of the groups lay in the third column, representing option 3 on the Likert-type scale, namely, "neutral", with 28% for the Grade 8 group, 41% for the Grade 9 group, 66% for the Grade 10 group and 43% for the Grade 11 group. The summary of the statistical data per group and per question option is outlined in the table and figure below.

Table 59 – Percentage total of responses per Likert-type scale item for question 44 (learner feelings toward Afrikaans as a language)

Participants	1 – Strongly oppose	2 – Somewhat oppose	3 - Neutral	4 – Somewhat favour	5 – Strongly favour
Question 44. Learner feelings toward Afrikaans as a language					
Grade 8	14%	14%	**28%**	14%	28%
Grade 9	0%	8%	**41%**	25%	25%
Grade 10	0%	11%	**66%**	0%	22%
Grade 11	13%	16%	**43%**	2%	24%
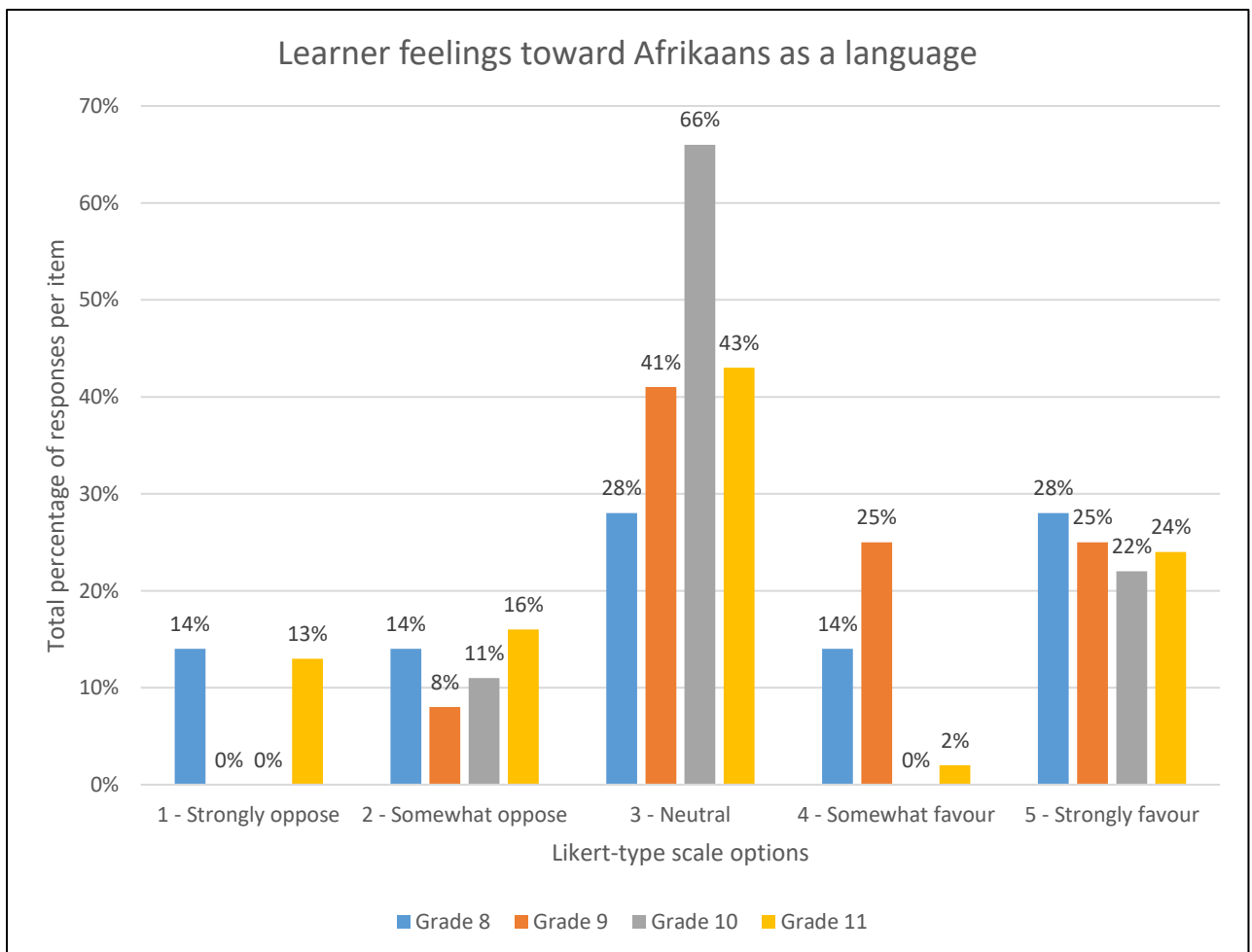
Figure 41 – Learner feelings toward Afrikaans as a language

In the Grade 11 interview, as outlined in Extract 47, one learner shared why he has negative feelings toward the language. He has personal associations with the language from childhood and is not reflective of his current experience with the language in a classroom setting, although it necessarily influences his current experience of the subject and the language. The other learners indicated that they like learning new languages and found Afrikaans to be a "nice" language.

Extract 47 (Grade 11):

I: *Interesting. So, you all feel welcome and comfortable in your classes? (all agree)*

*Uhm, **do you have any negative feelings toward Afrikaans** and if so, why?*

P7: ***I like learning a new language so that I can communicate with more people.***

P6: ***No Ma'am. It's a nice language.***

P5: ***Yeah, for me it's always been difficult because we only started with Afrikaans in my primary school in Grade 6***.

I: *Oh! So, you didn't have it from Grade 1?*

P5: *No, I didn't have any foundation.*

I: *Sho, ja, that makes a big difference…*

P5: ***And there are also some other personal reasons why I don't like it…***

I: *Do you want to share those?*

P5: ***So, like, I have family members who are Afrikaans speaking and who didn't take too kindly to the fact that my parents chose to raise me in English. They weren't nasty to me, but they would shout at me in Afrikaans and so I learned that Afrikaans equals shouting.***

I: ***Ok, so there is that negative association… (P5 agrees)***

From the data collected in response to question 44, it can be gleaned that even though there are learners with strong positive feelings, as well as learners with strong negative feelings toward Afrikaans as a language, that the majority of the learners at this high school feel neutral towards the language of Afrikaans.

Question 45 is linked to the previous question that investigated learner feelings toward Afrikaans as a language. In this question the researcher wanted to find out what the learners' perceptions are with regard to the influence that these feelings that they have toward the language, as indicated in question 44, have on their performance in the subject. The central tendency for the Grade 8 group was 42% for option 5, namely, "strongly agree". The central terndency7 for the Grade 9 group was 50% for option 3, namely, "neither agree nor disagree". The Grade 10 group's highest value lay in the third column, representing option 3 "neither agree nor disagree" and the highest outlier for the Grade 11 group was option 4, namely, "agree" with 35%. The summary of the statistical data per group and per question option is outlined in the table and figure below.

Table 60 – Percentage total of responses per Likert-type scale item for question 45 (learner perceptions about how their feelings affects their performance in the subject)

Question 45. Learner perceptions on if their feelings toward Afrikaans as a language affects their performance in the subject					
Participants	1 – Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree
Grade 8	14%	14%	0%	14%	**42%**
Grade 9	0%	25%	**50%**	8%	17%
Grade 10	11%	0%	**44%**	22%	22%
Grade 11	5%	18%	24%	**35%**	16%
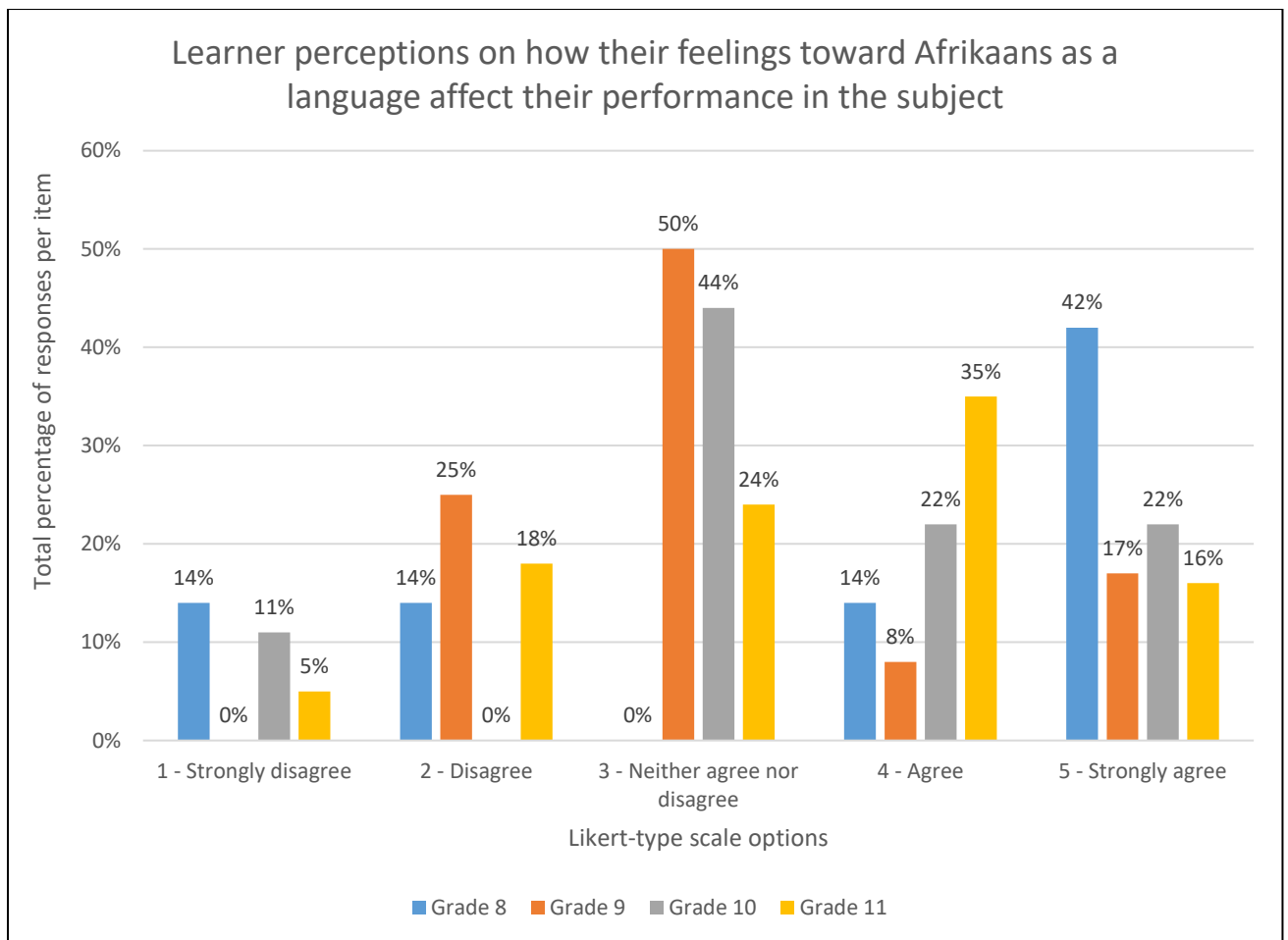
Figure 42 – Learner perceptions on how their feelings toward Afrikaans as a language affect their performance in the subject

Thus, the overall responses were either that the learners agreed and strongly agreed that their feelings toward the language affect their performance in the subject, or that they were undecided, neither agreeing nor disagreeing that their feelings toward the language of Afrikaans affect their attitude towards the subject of Afrikaans FAL.

In the qualitative part of the questionnaires, the learners gave the following reasons for their selections on the Likert-type scales, which verified the link between feelings [toward the language] and attitude [towards the subject]: "*I fail Afrikaans", "They create a mental block toward the subject", "I get 90% for the subject because of it", "If you love the language, your marks will be higher"* and *"I have a positive attitude towards Afrikaans".*

In terms of the reasons supplied by other learners for their choices on the Likert-type scales, it showed that the learners perceived there to be no link between feelings and attitude towards the subject: "*I work hard to do my best, no matter the subject*", "*I have a good mind set*", "*I try my best*" and "*your attitude determines a lot*". Many learners also did not provide a reason for their selections on the Likert-type scale.

This question was not directly addressed in the learner interviews. From the data represented above though, the conclusion can be made that for some learners, their feelings toward the language certainly does influence their attitude towards the subject in either a positive or negative way and for other learners, their feelings do not play a large role; they are determined to work hard and have a positive mind set.

4.3.6.2 Discussion of questions 46 and 47

Moving from the learners' feelings toward the language, question 46 inquired about the learners' feelings toward their Afrikaans teacher and in question 47 the influence that these feelings (as indicated in question 46) have on their attitude towards the subject of Afrikaans FAL.

The central tendency for the Grade 8 group was 57% for option 3 on the Likert-type scale, namely, "neutral", in comparison to the Grade 9 group, for whom it was 50% for option 4, namely, "positive" and for the Grade 10 group, 44% for option 5, namely, "extremely positive". The highest value for the Grade 11 group was for option 4, namely, "positive". The summary of the statistical data per group and per question option is outlined in the table and figure below.

Table 61 – Percentage total of responses per Likert-type scale item for question 46 (learner feelings toward their Afrikaans teacher)

Question 46. Learner feelings toward their Afrikaans teacher					
Participants	1 – Extremely negative	2 – Mildly negative	3 - Neutral	4 - Positive	4 – Extremely positive
Grade 8	0%	28%	**57%**	14%	0%
Grade 9	0%	0%	17%	**50%**	33%
Grade 10	0%	0%	22%	33%	**44%**
Grade 11	0%	8%	13%	**43%**	35%
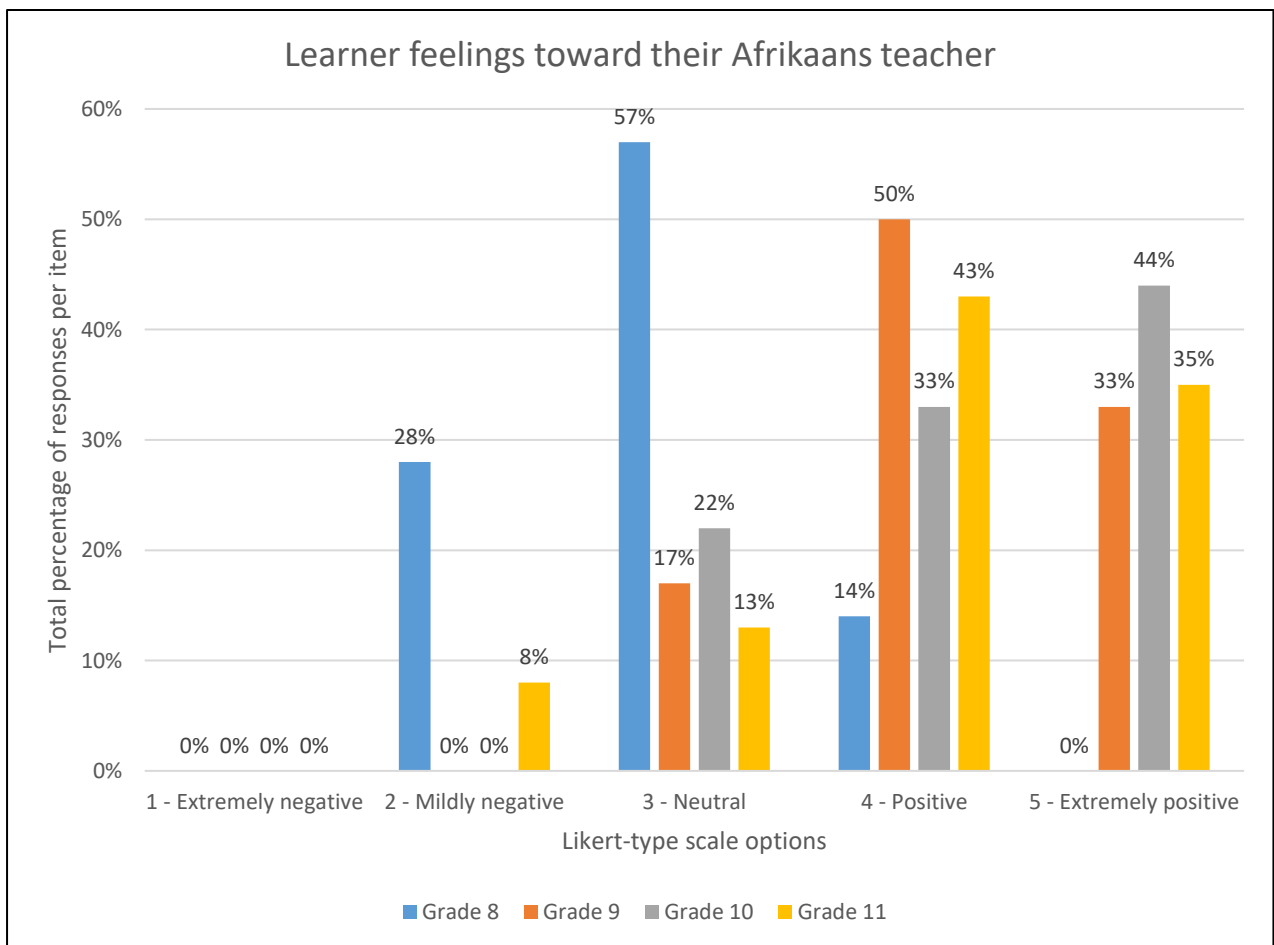
Figure 43 – Learner feelings toward their Afrikaans teacher

The responses for question 46 ranged from "neutral" to "extremely positive". It was pleasing to see that there were no learners with extremely negative feelings toward their Afrikaans teacher, although there were a few (28% in Grade 8) and only one person (8%) in Grade 11 that indicated that they had mildly negative feelings toward their Afrikaans teacher. The two learners who selected the "mildly negative" option in Grade 8 provided "*He doesn't help us*" and "*no answer*" as reasons for their choice. The Grade 11 learner said: "*My teacher is often impatient and negative*". Other reasons, both good and bad, provided as reasons for their selections in the questionnaires included: "*My teacher can be fun but gets angry quickly*", "*My teacher always tries to help*", "*A teacher is a teacher*", whilst another said "*My teacher is nice and good*". Learners also said: "*My teacher wants people to excel and learn and makes sure to include everyone*". Another said: "*My teacher is engaging and informative*".

In the learner interviews, the learners spoke about their teachers a lot, but it was regarding their teaching style, use of CS and what the teachers do or do not do to help the learners and make them feel more included in the Afrikaans FAL classroom. The learners did not specifically speak about their feelings toward their Afrikaans teachers and whether they like them or not.

Of the four groups (Grades 8 to 11), the central tendency of the three of those groups lies in either the "positive" or "extremely positive" column, which indicate that the overall feeling that the learners have towards their Afrikaans teachers is positive and the responses in the qualitative part of the questionnaires are also very positive and show that the majority of the learners have positive feelings toward their Afrikaans teacher. Since the majority of the learners indicated positive feelings toward their Afrikaans teachers, it would serve to reason that these feelings would positively impact their attitude toward the subject. However, the highest value (representing their selections on the Likert-type scale) for responses to question 47, for the Grade 8 group was 42% for option 2, namely, "slightly", 41% for the Grade 9 group for option 3, namely, "somewhat", 44% for option 4, namely, "very" for the Grade 10 group and 32% for option 3, namely, "somewhat" for the Grade 11 group. Thus, the learners' perceptions of how their feelings toward their teacher affect their attitude toward the subject, ranged from "slightly" to "very", indicating that the learners all feel that to some

degree, their feelings do affect their attitude toward the subject of Afrikaans and in turn, how hard they work and how well they perform in the subject. The summary of the statistical data per group and per question option is outlined in the table and figure below.

Table 62 – Percentage total of responses per Likert-type scale item for question 47 (learner perceptions about how their feelings toward their Afrikaans teacher affects their attitude towards the subject)

Question 47. Learner perceptions on how their feelings toward their Afrikaans teacher affect their attitude towards the subject					
Participants	**1 – Not at all**	**2 - Slightly**	**3 - Somewhat**	**4 - Very**	**5 - Extremely**
Grade 8	14%	**42%**	14%	28%	0%
Grade 9	8%	17%	**41%**	25%	8%
Grade 10	11%	0%	33%	**44%**	11%
Grade 11	5%	18%	**32%**	27%	10%
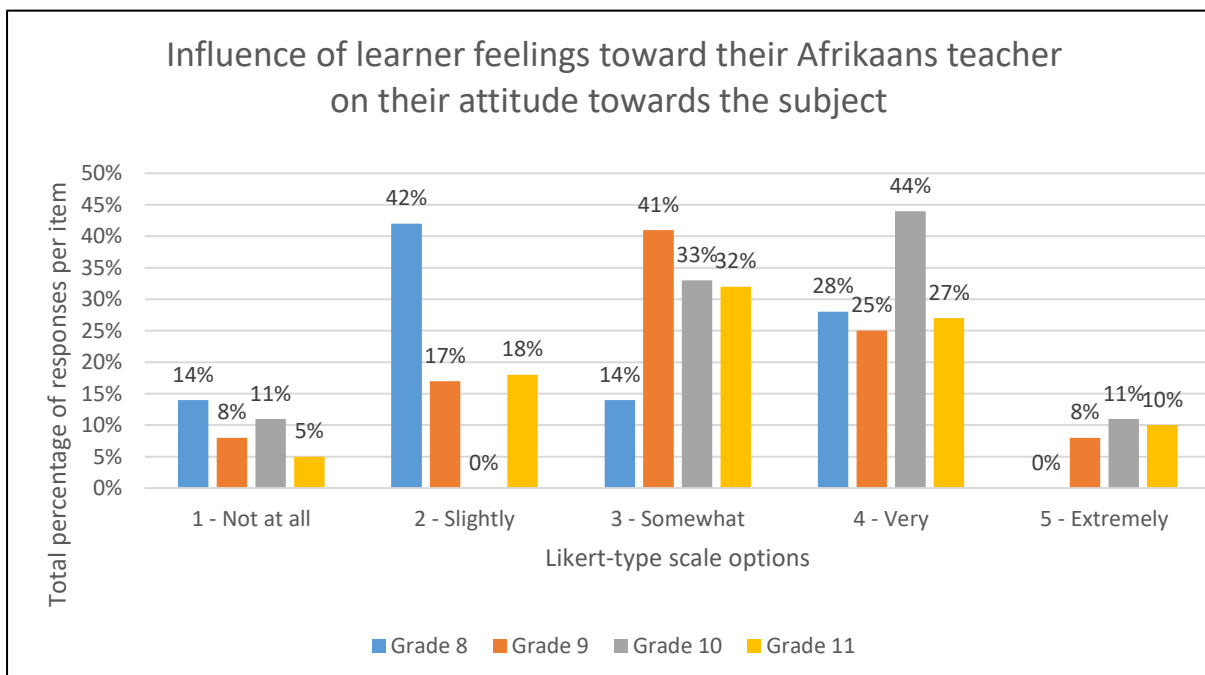
Figure 44 – Influence of learner feelings toward their Afrikaans teacher on their attitude towards the subject

In the qualitative part of the questionnaires, the learners provided the following reasons for their selections in the quantitative part of the questionnaire: "*She helps us and makes it fun*", "*My marks went up*", "*She motivates me to work*", "*If you enjoy the teacher's teaching style, you will learn better*", "*I always do better if I like the teacher*", "*If I don't like the teacher, I won't work as hard*" and "*If you like your teacher you will want to impress them*".

Again, as stated in question 46, this topic was not directly discussed in the learner interviews. From the data represented in the table and figure above, as well as the responses from the learners quoted above, the conclusion can be made that learners' feelings toward their teacher do affect their attitude towards the subject. One learner mentioned the teacher's learning style, which links to the discussion under Theme 1 and RQ1 and shows how important teaching methods are for the successful learning of an L2. The data collected in response to this question, question 47, also link to section 2.10 in the Literature review, which highlights the importance of the language teacher and the role that they play in the learners' acquisition of a new language.

4.3.6.3 Discussion of Questions 48

Question 48 asked whether learners would prefer it if Afrikaans FAL was not a compulsory subject at school. Despite indicating in question 50 (the next question after 48 and 49) that the learners do moderately well in the subject, it seems the majority of learners would prefer it if they could take another subject other than Afrikaans FAL, as the central tendency for responses to this question range from agree to strongly agree in three out of the four groups. The data represented above are also reflected in the extracts from the learner interviews, which are inserted after the descriptive statistics represented in the table and figure for question 49. The highest value for the Grade 8 group was 28% for option 4, namely, "agree". For the Grade 9 group, the central tendency was 33% for option 5, namely, "strongly agree". Both the Grade 10- and 11 groups also chose the "strongly agree" option, with the values for the Grade 10 group being 44% and 29% for the Grade 11 group. The summary of the statistical data per group and per question option is outlined in the table and figure below.

Table 63 – Percentage total of responses per Likert-type scale item for question 48 (learner preference regarding Afrikaans FAL as a compulsory subject in high school)

Question 48. Learner preference that Afrikaans FAL not be a compulsory subject at high school					
Participants	1 – Strongly disagree	2 – Disagree	3 – Neither agree nor disagree	4 – Agree	5 – Strongly agree
Grade 8	14%	14%	14%	**28%**	**28%**
Grade 9	25%	8%	17%	17%	**33%**
Grade 10	22%	0%	0%	33%	**44%**
Grade 11	10%	13%	24%	18%	**29%**
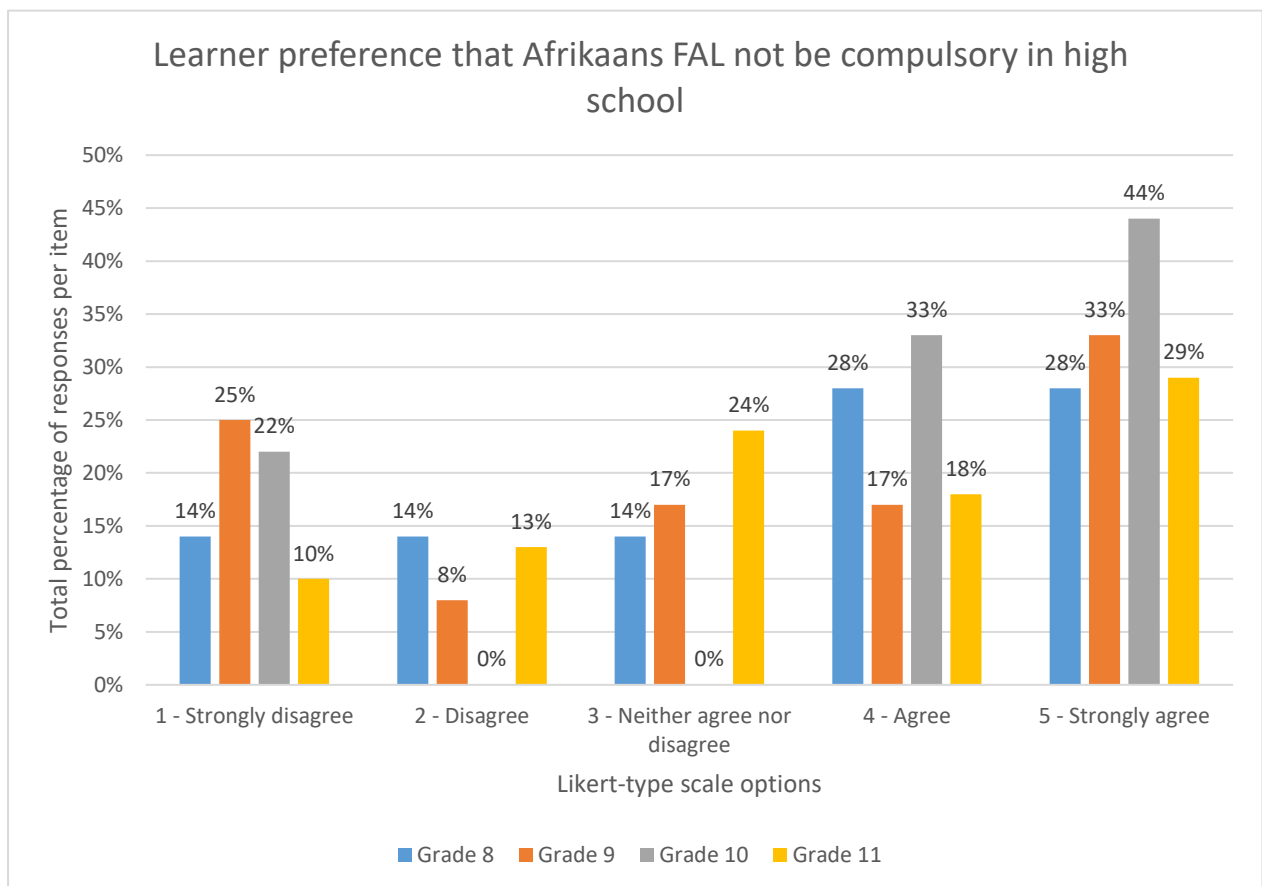
Figure 45 – Learner preference that Afrikaans FAL not be a compulsory subject in high school

The reasons provided in the questionnaires as to their selections above also provides further context. The learners listed the following reasons in the qualitative part of the questionnaire for their selections in the quantitative responses: "*I already learn English, I could learn something else*", "*There must be more choices than just Afrikaans and Sepedi*", "*I don't feel it will help me to get a job one day*", *I do not see myself using it*", "*It brings down my average*" and "*It is not a language that is used or spoken overseas*".

In concluding the thematic discussion of Theme 6 and RQ 6, the following points came to light: (i) the learners from the school where the study was conducted feel mostly neutral toward the subject of Afrikaans FAL and the language of Afrikaans and (ii) indicated that the main reason for their feelings was that they found the language difficult to understand, but as pointed out earlier, other factors (both positive and negative) also contribute to their feelings, such as their teachers and having their friends in their classes, while (iii) they acknowledge that these feelings do play a role in both their attitudes toward the subject, as well as their performance in the subject of Afrikaans FAL; (iv) learner feelings toward their Afrikaans teachers are on the whole positive while (v) responses to the question if they feel Afrikaans must be a compulsory falls on the higher end of the scale that they agree it should not be a subject.

4.3.7 Theme 7 and RQ7 - Perceptions about the inclusion of language and culture in the use of CS in additional language learning.

This theme investigated perceptions about the inclusion of language and culture in the use of CS in additional language learning and from the responses it is clear that culture (which includes how learners feel about their own and other cultures, the attitudes that learners have about their own and other cultures and the perceptions that learners have about their own and other cultures) plays a very important role in language learning, as it affects motivation, performance and feelings of inclusion/ exclusion in the learners. The questions used in the analysis of this theme included questions 36, 37, 38 and 39.

Survey questions:

36. Do you feel excluded/ marginalised in the Afrikaans FAL classroom?

37. How aware, do you think, is your teacher of the different cultural backgrounds represented in the Afrikaans classroom?

38. Does the use of English make you feel more included in the Afrikaans classroom?

39. Would you feel more included if the teacher used your Home Language along with Afrikaans in class?

4.3.7.1 Discussion of Questions 36 and 37

Question 36, looked at learner feelings of exclusion in the Afrikaans FAL classroom. When considering the table and figure below, the reader can see that the highest values for the Grade 8 group were 28% for option 2, namely, "rarely" and option 3, namely, "occasionally" respectively. For the Grade 9 group, the highest values were equal across three options where the tendencies fall on 25% for option 1, "never", 25% for option 2, "rarely", and 25% for option 3, "occasionally". The central tendency for the Grade 10 group was 55% for option 1, namely, "never" and 43% for the Grade 11 group also for option 1. The summary of the statistical data per group and per question option is outlined in the table and figure below.

Table 64 – Percentage total of responses per Likert-type scale item for question 36 (learner feelings of exclusion in the Afrikaans FAL classroom)

Question 36. Learner feelings of exclusion in the Afrikaans FAL classroom					
Participants	1 - Never	2 - Rarely	3 - Occasionally	4- A moderate amount	5 – A great deal
Gr.8	14%	**28%**	**28%**	14%	14%
Gr.9	**25%**	**25%**	**25%**	8%	8%
Gr.10	**55%**	22%	22%	0%	0%
Gr.11	**43%**	35%	8%	10%	0%

The learners indicated that they never, rarely or only occasionally feel excluded in their Afrikaans FAL classroom and this is verified in the extracts from the learner interviews. In Extract 48 below, learner P4 explains that the reason he feels excluded in his Afrikaans FAL classroom is because his teacher favours the monolingual approach and hardly incorporates CS/ translation in the classroom, nor does he provide explanations or examples of the content of the lesson for the learners.

P3 feels excluded because he does not perceive himself to be a part of the "smart kids", who he feels his teacher focuses on. He also expresses that his teacher would employ the monolingual approach with these "smart kids", who (according to P3) are fluent in Afrikaans and he, not yet fluent and not understanding everything that is being said, feels excluded. This verifies the conclusion reached at the end of the discussion of Theme 1 and RQ1 that the monolingual approach is not beneficial to everyone and learners (especially weak learners) will benefit more from an approach that incorporates CS and translation to make sure that all the learners understand the work and feel included in the Afrikaans FAL classroom.

Extract 48 (Grade 8):

P4: ***I feel excluded because he speaks more in Afrikaans and hardly explains it in English*** *and so if I can go back to primary school for example, the teacher would say something, write it on the board and we could see the structure of the sentence and everything like that.* ***But what our teacher does this year, is he doesn't really explain it or give examples of it.***

I: *So, you would like to visually see it on the board? (P4 agrees)*

P3: ***My teacher, Ma'am, the way she teaches caters for the smart kids and they'll speak fluent Afrikaans and Ma'am will just keep going and the rest of the class falls behind.***

I: *"Cause you said you studied and you feel that you are smart. With that, did you still feel like you were a part of the group in class that didn't understand and didn't follow along?*
(P3 agrees)
Okay, so those are things that make you feel excluded, but generally, do you feel welcome and comfortable in class? (all agree)

In Extract 49, learner P6 shares his positive feelings and says that he does not feel excluded because his teacher divides her time equally among all the learners in the class. Learner P5, however, expresses that he does feel excluded, because his class is divided into the "Afrikaans side" and the "English side". Since he considers himself to be a part of the "English side" (as pointed out in previous extracts that include excerpts from the Grade 11 interview), he feels excluded in the Afrikaans classroom.

Extract 49 (Grade 11):

I: ***And does your teacher treat everyone the same? You don't experience any discrimination?***

P6: ***No, she gives everyone an equal amount of time.***

I: *So, she doesn't have favourites? Or that she spends more time with these boys?*
P6: *No Ma'am.*

I: ***And there's nothing else that makes you feel excluded? Even the fact that it's not your HL?***
P6: ***No Ma'am.***

P5: ***Definitely my class setup. Since it's so segregated, I would like it to be mixed. And those boys who cause so much disruption, maybe to get kicked out of class. Because we're almost near the end of the year and they are still disrupting the class.***

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I:	*And they're keeping you from learning…*
P5:	*Yah. "Cause they'll disrupt the class and waste time or Ma'am will spend a lot of time arguing with them or trying to discipline them.*

From the learner responses to question 36, it would appear that on the whole, the learners rarely feel excluded in the Afrikaans FAL classroom. Tied to question 36, is question 37 that looked at inclusion and awareness of different cultures and backgrounds by the teacher, or at least how the learners perceived it to be. Across all four groups, the responses were very positive, with the Grade 8-, Grade 9- and Grade 11 learners feeling that their teachers are "very" aware of the differences between the cultures and backgrounds represented in the class and the Grade 10 group feeling that their teachers are "extremely" aware of the different cultural backgrounds in the class.

When looking at the table and figure below, which summarise the data from the Likert-type scale choices for the response to question 37, one can see that the central tendency for the Grade 8 group is 42% for option 4, namely "very" on the Likert-type scale, while for the Grade 9 group, the central tendency also pointed towards option 4 with 50%. The highest value for the Grade 10 group was 33% for option 5, "extremely" and for the Grade 11 group, the central tendency again reflected option 4 with 35%. The summary of the statistical data per group and per question option is outlined in the table and figure below.

Table 65 – Percentage total of responses per Likert-type scale item for question 37 (learner perceptions about the teacher's awareness of the different cultures present in the classroom)

Question 37. Learner perceptions of teacher awareness of different cultural backgrounds in the Afrikaans FAL classroom					
Participants	**1 – Not at all**	**2 - Slightly**	**3 - Moderately**	**4 - Very**	**5 - Extremely**
Grade 8	14%	14%	28%	**<u>42%</u>**	0%
Grade 9	8%	0%	17%	**<u>50%</u>**	16%
Grade 10	22%	0%	22%	22%	**<u>33%</u>**
Grade 11	2%	10%	32%	**<u>35%</u>**	16%
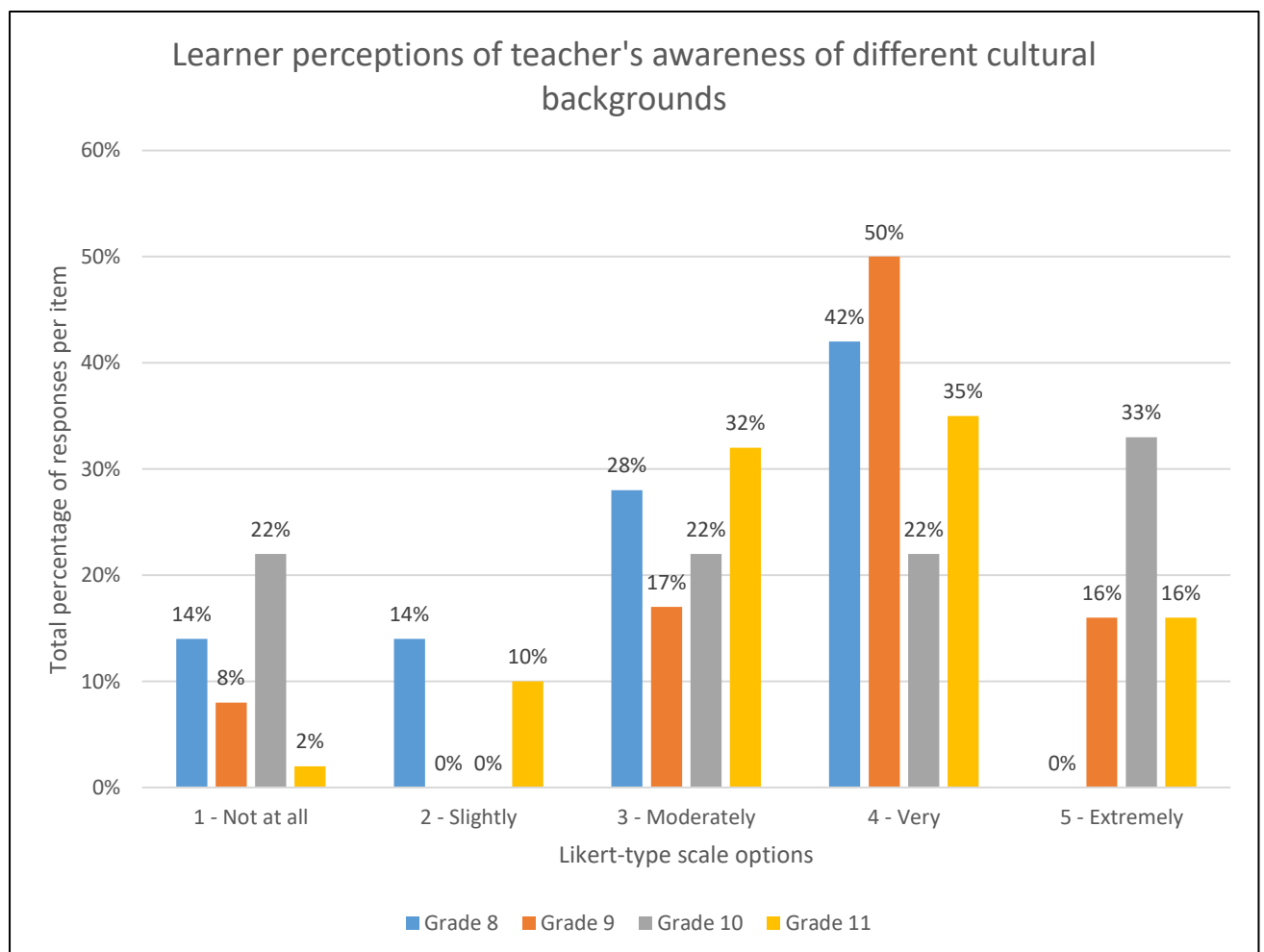
Figure 46 – learner perceptions of the teacher's awareness of different cultural backgrounds

In the qualitative part of the questionnaire, the learners gave the following reasons for their selections on the Likert-type scale for question 37: "*We discuss it sometimes*", "*He is very understanding*", "*She acknowledges your differences*", "*She asks about our cultures and is willing to learn about them*" and "*She acknowledges everyone and does not discriminate.*"

In Extract 50 below, learner P2 confirms the statistical data as summarised in Table 66 when he says that his teacher does not discriminate against any learners. Learner P4 indicates that the disobedient children in his class annoy his teacher and that she is not as friendly towards them as she is to the rest of the class. However, this is not because of their cultural backgrounds, as is the issue in question, but due to their poor behaviour.

Extract 50 (Grade 8):

I: *14. **Do you feel that all groups are incorporated and catered for? Now, this is not only language groups. Think also of racial groups, immigrants, boys from various backgrounds, different religions. Does your teacher think of them and try to make them feel welcome and part of the class, part of the discussion?***

P2:   ***Well, my teacher doesn't discriminate.***

P4:   ***Uhm, there's like one friend group who are very disobedient in our class. So, she's nice to everybody, but then that group really annoys here…***

From the learner responses to question 37, it is clear that the majority of learners feel that their teacher is aware of the different cultural backgrounds represented in the Afrikaans FAL classroom and does not discriminate against any of these cultural groups.

4.3.7.2 Discussion of Questions 38 and 39

Question 38 was aimed at finding out if the learners felt that the use of English in an Afrikaans FAL lesson made them feel more included in the lesson and in the class. The responses were largely positive, ranging from "occasionally" to "a great deal". The central tendency for the Grade 8 group was 42% for option 4, namely, "a moderate amount", 33% for the Grade 9 group for option 5, namely, "a great deal", 44% for the Grade 10 group for option 3, namely, "occasionally" and 29% for the Grade 11 group with option 4 again "a moderate amount" and option 5, namely, "a great deal" respectively. The summary of the statistical data per group and per question option is outlined in the table and figure below.

Table 66 – Percentage total of responses per Likert-type scale item for question 38 (learner feelings about the use of English in making them feel more included in the class)

Question 38. Learner feelings on whether the use of English makes them feel more included					
Participants	**1 - Never**	**2 - Rarely**	**3 - Occasionally**	**4 – A moderate amount**	**5 – A great deal**
Grade 8	0%	14%	28%	**<u>42%</u>**	14%
Grade 9	25%	0%	17%	25%	**<u>33%</u>**
Grade 10	0%	11%	**<u>44%</u>**	22%	22%
Grade 11	16%	2%	18%	**<u>29%</u>**	**<u>29%</u>**
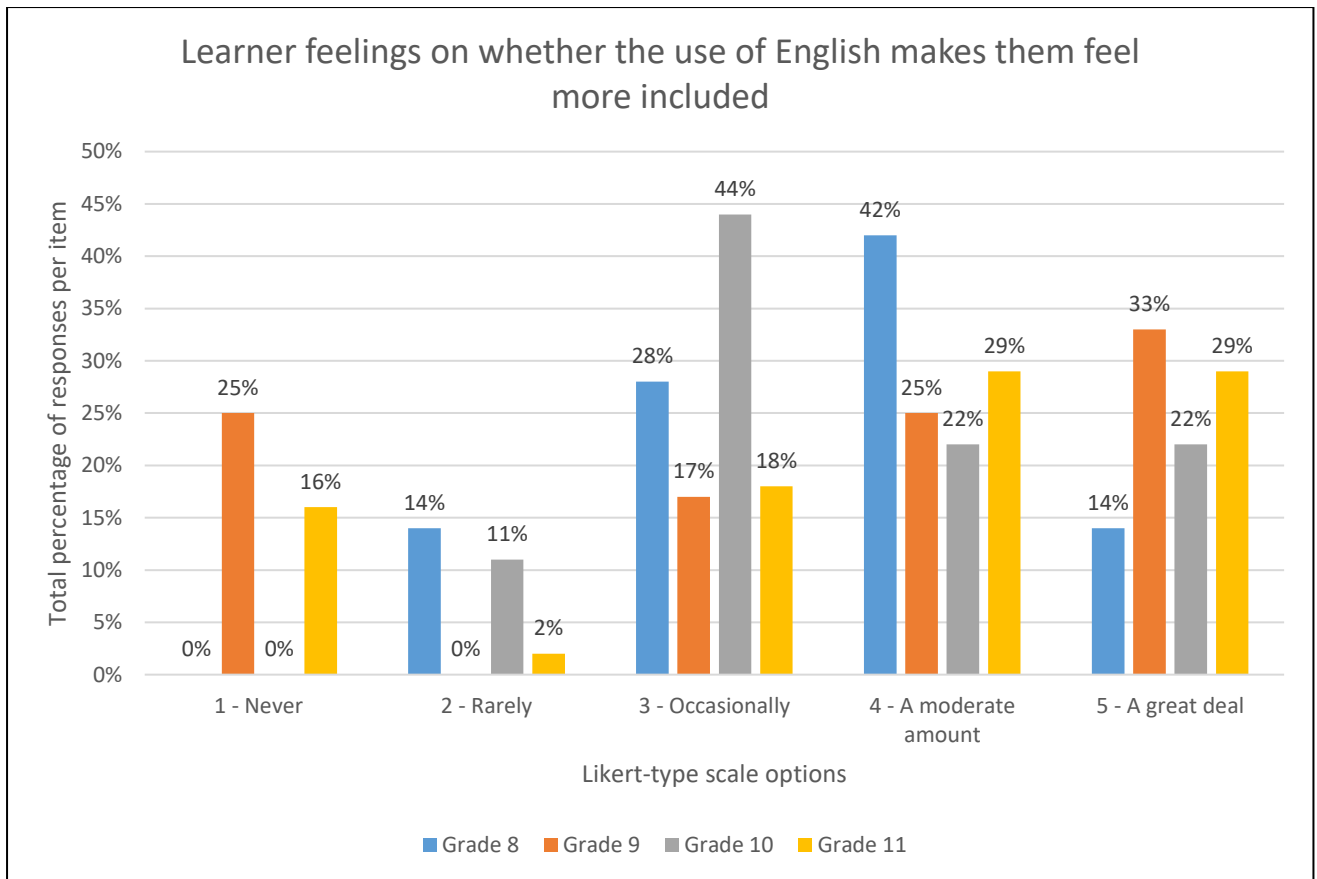
Figure 47 – Learner feelings on whether the use of English in class makes them feel more included

In the qualitative part of the questionnaire, the learners listed the following reasons for their choices on the Likert-type scale: *"I can understand more"*, *"You know what is taking place, so you will participate more"*, *"It helps the feeling of togetherness in class"* and *"I am more comfortable to speak".*

The perception that the use of English could help learners to feel more included in the class, did not come up as a topic of discussion during the learner interviews. However, from the statistical data in the table and figure above, as well as the reasons provided by the learners for those selections, it is clear that learners find the use of English, alongside Afrikaans in the Afrikaans FAL classroom makes them feel more included. The learner responses to this question verify the learners' responses to previous questions discussed under Themes 1 and 3, which looked at the use of CS in the Afrikaans FAL classroom and how helpful the learners perceived it to be.

The indication was that the learners felt that it was very helpful to the learning process and their understanding of the language, if their teacher incorporated CS in the classroom. In this question, the learners indicated that the use of English, alongside Afrikaans (CS) does make them feel more included in the class.

Question 39 is very similar to the previous question, question 38. Only here the focus is on the inclusion of the learners' HL (if it something other than English) in the Afrikaans FAL classroom and whether that would help them to feel more included. As seen in the table and figure below, the central tendency for the Grade 8 group was 42% for option 6, namely, "agree". For Grade 9 the central tendency was 33% for option 4, namely, "neither agree nor disagree". The highest values for the Grade 10 group were 33% for option 4 with again "neither agree nor disagree" and 33% for option 6 again with "agree". For the Grade 11 group, the central tendency was 24% for option 4 again with "neither agree nor disagree". The summary of the statistical data per group and per question option is outlined in the table and figure below.

Table 67 – Percentage total of responses per Likert-type scale item for question 39 (learner feelings on the use of their HL to make them feel more included in class)

Question 39. Learner feelings on whether they would feel more included if the teacher used their HL along with Afrikaans							
Participants	1 – strongly disagree	2 - disagree	3 – somewhat disagree	4 – neither agree nor disagree	5 – somewhat agree	6 - agree	7 – strongly agree
Grade 8	0%	0%	0%	14%	14%	**42%**	28%
Grade 9	16%	8%	0%	**33%**	8%	16%	16%
Grade 10	0%	0%	11%	**33%**	0%	**33%**	22%
Grade 11	5%	8%	10%	**24%**	18%	8%	8%
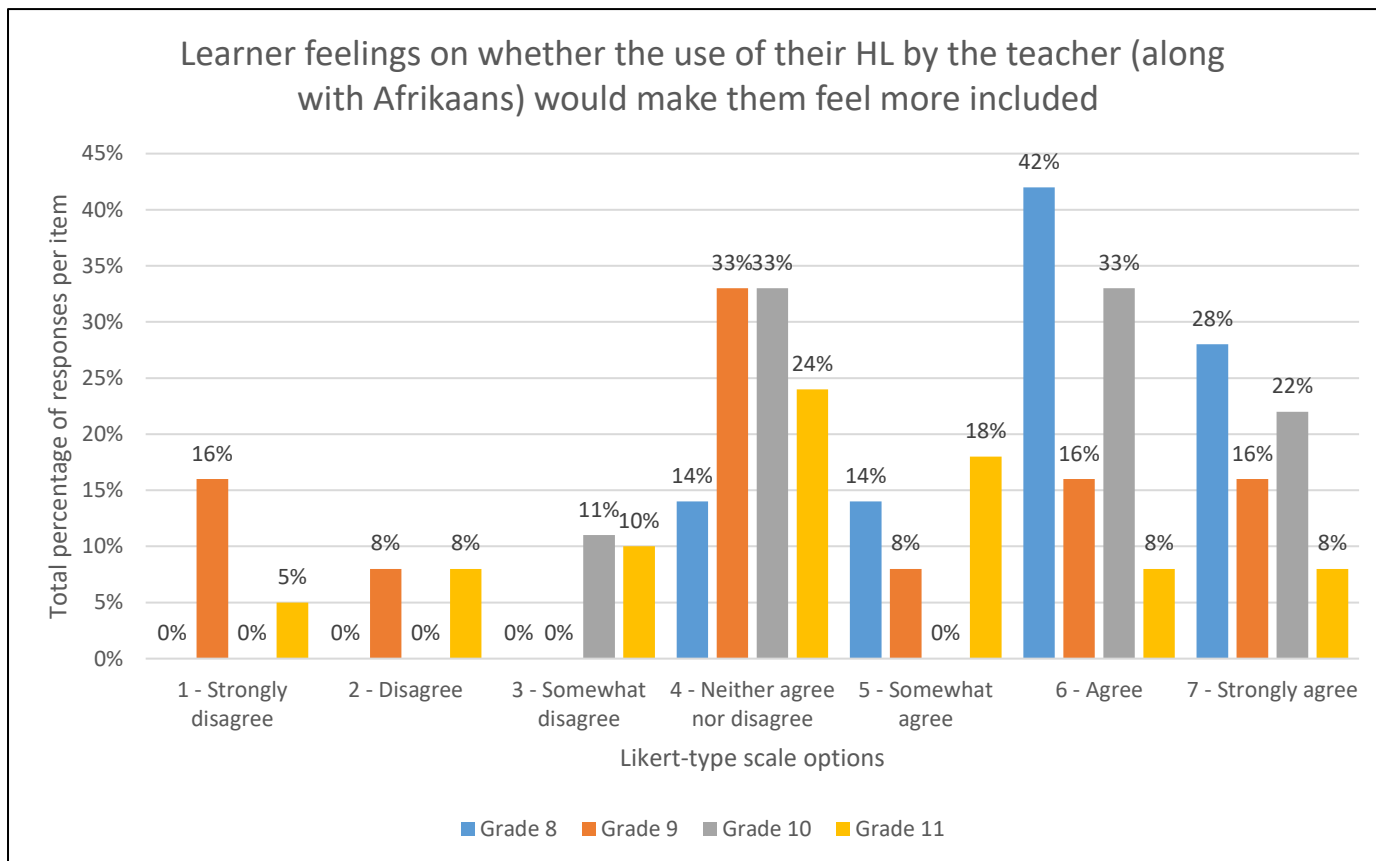
Figure 48 – Learner feelings on whether the inclusion of their HL in class would make them feel more included

The learner response here is similar to the question in Theme 1 and RQ1 which also investigated how helpful the learners find it to be if they are allowed to switch between Afrikaans and their HL, instead of being expected to only speak Afrikaans. The indication for that question was that the learners did not find it very helpful, since not everyone in the class would be able to understand all of the home languages represented in the class. The learners also feel mostly ambiguous toward this question, with the majority of the responses lying in the fourth column, representing option 4 on the Likert-type scale – "neither agree nor disagree".

The answers in the qualitative part of the questionnaire verify the findings above; that the use of learners' HL would not make the learners feel more included, because not everyone would be able to understand each other's home languages. This issue was also not specifically addressed in the learner interviews.

In concluding the last thematic discussion regarding the inclusion of language and culture in the use of CS in additional language learning, the following conclusions have

been reached: (i) there are virtually no feelings of exclusion by any group of learners in their Afrikaans FAL classroom and (ii) most learners feel that their teachers make a concerted effort to be inclusive of all cultures and backgrounds represented in the classroom; (iii) learners feel that the use of English in the Afrikaans FAL classroom makes them feel more included, but (iv) do not share those feelings about the use of learners' home languages, as not everyone in the class would be able to understand each other's home languages. Such an educational space where learners feel welcome, included and catered for, provide the right setting (Fichtner, 2015) for learning an L2 and the researcher is pleased to note that such is the case at this high school.

4.4 Conclusion

In chapter four, the data collected in the form of questionnaire responses and interviews conducted with both the teachers and the learners from the high school where the study was held, were analysed and discussed. The data were divided into themes and research questions to facilitate the process of analysis. There were a number of similarities between the responses from the learners and the teachers, but also a number of discrepancies between answers selected in the questionnaires versus answers supplied in the interviews. The data collected during this study provide valuable insight into the minds of the teachers of Afrikaans FAL, as well as the adolescent learners of Afrikaans FAL, with regard to their perceptions about different teaching strategies employed in the teaching of Afrikaans FAL and what they consider to be most helpful and beneficial to the learning of an additional language.

The next chapter will conclude the findings of this study as a whole and make recommendations as to areas of further study or inquiry, as well as considerations applicable to learners, teachers, schools and the Department of Basic Education.

Chapter 5

Conclusions and recommendations

5.1 Introduction

In chapter five, firstly, the main research question, as well as the secondary questions will be considered in terms of the findings of this study. These research questions will be answered by providing summaries of the central tendencies for each secondary question and theme. These summaries per secondary question and theme will be based on the same questions and analyses outlined in chapters three and four. The findings of each group of participants (teachers and students) will be looked at and summarised, so as to provide an answer to each of the research questions. The chapter will secondly outline the limitations and suggestions for further research.

The primary research question asks:

What are the perceptions of teachers and learners towards effective teaching strategies in the Afrikaans FAL classroom?

The following secondary research questions are formulated to aid in answering the main research question:

1. What are the perceptions on the helpfulness of different teaching strategies in additional language learning and why?
2. What are the perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning and why?
3. What are the perceptions on the use of CS in different aspects of the module in additional language learning and why?
4. What are the perceptions about the purity of language use in terms of CS in additional language learning and why?
5. What are the perceptions regarding different levels of proficiency in CS in additional language learning and why?

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6. What are the perceptions of Afrikaans as a language by its speakers that may influence CS practice in additional language learning and why?

7. What are the perceptions about the inclusion of language and culture in the use of CS in additional language learning and why?

In addition to considering the responses from the two groups (teachers and learners) separately, tables have also been included to compare and contrast the findings between the two groups. Even though the aim of this study was not comparative in nature, it is worthwhile to highlight similarities and discrepancies between the two groups to ascertain whether there is agreement in the perceptions of both teachers and learners on the most effective teaching strategies for Afrikaans FAL, relating back to the main research question of the study.

5.2 Summary of findings

For ease of reference, the tables have been divided according to the themes and research questions as used throughout this dissertation. The following section will discuss the findings for each theme and secondary research question, starting with theme 1 and the secondary research question 1.

5.2.1 Theme 1 and RQ 1

In Theme 1 and RQ 1 the perceptions on the helpfulness of different teaching strategies in additional language learning were looked at. The table below summarises these findings according to two main subthemes, namely, (i) the monolingual approach to teaching an L2 as well as (ii) the bi-/multilingual approach to teaching an L2.

Table 68 – Summary of Likert- type scale responses from teacher and learner participants for Theme 1 and RQ1

Questions for theme 1 and RQ 1		Central tendency for teachers		Central tendency for learners		
Sub-theme	Question theme	Likert-type option on scale	Frequency %	Grade	Likert-type option on scale	Frequency %
Monolingual approach	Helpfulness of teachers only speaking Afrikaans	Moderately helpful	44	8	Moderately helpful	42
				9		33
				10		44
				11	Slightly helpful	24
	Helpfulness of learners only speaking Afrikaans	Very helpful	42	8	Moderately helpful	57
				9	Not at all and moderately helpful	25 for each option
				10	Very helpful	33
				11		35
	Responding when teachers speak Afrikaans	A moderate amount	71	8	Rarely and a moderate amount	48 for each option
				9	Occasionally	33
				10		33
				11		32
	Should learners be forced to reply in Afrikaans?	Somewhat agree	42	8	Neither agree nor disagree	28
				9	Somewhat disagree	33
				10	Neither agree nor disagree	44
				11	Neither agree nor disagree and somewhat agree	24 for each option
	Helpfulness of doing group work in Afrikaans	1 – Not at all helpful 2 – Slightly helpful 3 – Moderately helpful	28 for each option	8	Very	71
				9	Moderately	33
				10	Not at all	33
				11	Very	35
Bi/multilingual approach	Of these methods used by teachers in the Afrikaans classroom, which do feel work the best for you?	Content based instruction	25	8	Total Physical Response and Content-Based Instruction	28 for each option
				9	Community Language Learning and Audiolingual Method	25 for each option
				10	Task-based instruction	33
				11	Content-Based Instruction	21

When comparing teacher and learner responses for the first subtheme (the monolingual approach) and specifically the first question's theme for the perception on the helpfulness of the teacher using only the monolingual approach in the classroom, the central tendencies for both groups indicated that they found it to be moderately helpful. With regards to the second question theme, the central tendencies for both groups indicated that they found it moderately to very helpful.

For the third question theme in this section, however, the central tendencies for the teacher group and the learner group were far removed from each other. The question was about the frequency with which learners would respond to the teacher in the TL. Here, 71% of the teachers indicated that the learners would respond in the TL a moderate amount, whereas the learners felt that they would only do so rarely or occasionally. The central tendency of 42% of the teachers who agreed that learners should be forced to reply in Afrikaans, again differs to that of the learners where the central tendency indicated that the learners neither agreed nor disagreed with the concept of being forced to speak only Afrikaans. In terms of the helpfulness of doing group work in Afrikaans, the fourth question theme, the teachers either felt it was not helpful or only slightly helpful, whereas the learners felt it was very helpful.

The favoured method of instruction amongst the teachers, was CBI and for the learners, TBI. This mean that the teachers feel that learners learn best when working with L2 content and where the focus of the curriculum is on content. The learners, however, feel that they learn best when doing tasks in the L2 and feel that the focus of the curriculum should be on doing tasks in the Afrikaans FAL classroom.

When considering the response to questions 4.1.1 and 4.1.2 as a whole and also taking the qualitative analysis into consideration, it can be concluded that the teachers see the value of the monolingual approach, however notice the flaws in the approach, specifically when the learners' lack of vocabulary is taken into consideration. The teachers realise that CS is the bridge, but recognise that it must serve as a functional tool to aid understanding and that it should not replace (nor does it replace) the TL and the use of the TL as much as possible.

According to the findings of questions 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.6 and 5.6.1 that fall under Theme 1 and RQ 1, the perceptions that teachers have regarding the helpfulness of different teaching strategies in additional language learning, are that (i) perceived proficiency levels are not where they are supposed to be for high school learners and that (ii) whilst teachers would like to teach using the L2 only, it has been found to be more beneficial to the learners to (iii) use CS in order to aid understanding of the content taught in the class, used in conjunction with Content-based instruction from the teacher's perspectives but also in Task-based instruction from the learner's perspective.

The second point which emerges due to the thematic analysis used, is that there is an (iv) inconsistency in the answers provided by the teachers pertaining to the helpfulness of different teaching strategies. What was noteworthy to observe, was that as the teachers progressed through their questionnaires and the questions veered more in the direction of CS, the responses supplied by the teachers started to contradict the responses they had given earlier (having been more inclined toward the monolingual approach). It would, from an analysis of all the salient points thus far, emerge that teachers do not only use a singular strategy, but have the perception that the use of the monolingual approach in certain circumstances is beneficial, while using CS in others.

The main points that emerge from the topics under discussion in the first theme and research question in the learner section, are that (i) learners do find the monolingual approach helpful in some instances, but also do appreciate translation and CS in others. On the whole, it seems that they (ii) find the option to choose either to speak in the L2 or the L1 most helpful, in terms of that they are given the option to speak as much Afrikaans as they are able to and in different contexts, but that they are allowed to switch to English if they cannot think of the Afrikaans word, phrase or sentence while (iii) learners do find doing group work in Afrikaans to be helpful and (iv) prefer TBI as a teaching method.

The following section will provide a summary of theme 2 and the secondary research question 2.

5.2.2 Theme 2 and RQ 2

In Theme 2 and RQ 2, perceptions held by both the teachers and learners of Afrikaans FAL on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning were looked at. The table below summarises these findings in terms of three subthemes, namely, the use of CS and the development of CC (i) occurring and reflecting real-life contexts, (ii) being used in guided peer interactions and (iii) occurring in juxtaposition with translation in the classroom.

Table 69 – Summary of Likert- type scale responses from teacher and learner participants for Theme 2 and RQ 2

Theme 2 and RQ 2		Central tendency for teachers		Central tendency for learners		
Sub-theme	Question theme	Likert-type option on scale	Frequency percentage	Grade	Likert-type option on scale	Frequency percentage
For real-life context	Helpfulness of codeswitching to one day be able to speak Afrikaans confidently and fluently?	Neither agree nor disagree	42	8	Somewhat agree and Strongly agree	28 for each option
				9	Neither agree nor disagree	33
				10		33
				11	Somewhat disagree	24
Guided peer interaction	Helpfulness of learners switching to English when doing group work/ having discussions with their peers.	Moderately helpful	63	8	Moderately helpful	57
				9	Very helpful	50
				10		44
				11		35

	Subtheme	Teacher response		Item	Learner response	Value
	Helpfulness if learners are allowed to switch to their Home Language/ Mother Tongue when doing group work/ having discussions with peers.	Not at all helpful	50	8	Extremely helpful	42
				9	Moderately helpful	50
				10		33
				11	Moderately helpful and Very helpful	24 and 27
Translation	**Helpfulness of translation in class to explain difficult concepts/ give instructions**	Extremely helpful	50	8	Extremely helpful	86
				9		50
				10	Very helpful	55
				11	Extremely helpful	59

For the first subtheme, which represents the question whether the teachers and learners perceived CS to be helpful to their being able to speak Afrikaans confidently and fluently one day, the central tendency for the teachers lay at 42% for the option of "neither agree nor disagree". The learners' central tendency was also for the option of "neither agree nor disagree" but only with 33%.

When considering the next subtheme of CS occurring and aiding CC development in guided group interaction in terms of the second question theme with a focus of English as the LoLT, both teachers and learners found it moderately helpful if CS could take place during group work, but comparing that to the third question theme, where the helpfulness of learners being able to switch to their MT was assessed, half of the teachers found it not to be helpful at all, whereas the learners found it to be moderately helpful. Looking at the last subtheme in the table above, both teachers and learners found it extremely helpful if the teacher made use of translation to explain difficult concepts.

In terms of the thematic discussion under Theme 2 and RQ2, regarding the teacher perceptions on the helpfulness of CS in terms of acquiring communicative competence as part of social constructivism in additional language learning, teachers feel that (i) the use of translations in class, as well as allowing the learners to switch to English whilst they are doing group work or having discussions with their peers, are beneficial,

but (ii) not so for learners switching to their MT's, because it is not beneficial for the whole class who might not understand the learner's MT. Thirdly, the teachers do not agree nor disagree with the statement that CS will help the learners to be able to converse in Afrikaans fluently once they matriculate. By saying that the use of translation, as well as switching to English, are beneficial to the learning process, the teachers are admitting that the inclusion of CS in the additional language classroom is indeed beneficial to the learning of an L2. Here it may be that the teachers see the concept of translation as something different to CS, rather than a strategy being employed as part of CS.

Points that emerge from the discussion of the learners' perceptions are that (i) learners do think that the Afrikaans spoken in class is a reflection of the Afrikaans spoken in a real-life context, (ii) learners do find it helpful if they are allowed to use CS between Afrikaans and English in class, but (iii) not so with CS between Afrikaans and the learner's HL/MT, because not all of the learners in the class, nor the teacher, would be able to understand what was being said; while (iv) the learners also find the use of translation in class to be very helpful to their learning of an L2 and (v) do feel that CS will help them to one day be able to speak Afrikaans fluently and confidently.

The following section will outline the findings for theme 3 and the secondary research question 3.

5.2.3 Theme 3 and RQ 3

In Theme 3 and RQ 3, the perceptions on the use of CS in different aspects of the module in additional language learning were looked at, from both the teachers' and the learners' perspectives. The findings are summarised in the table below.

Table 70 – Summary of Likert- type scale responses from teacher and learner participants for Theme 3 and RQ 3

Theme 3 and RQ 3		Central tendency for teachers		Central tendency for learners		
Sub-theme	**Question theme**	**Likert-type option on scale**	**Frequency percentage**	**Grade**	**Likert-type option on scale**	**Frequency percentage**
Perception of use in classroom	**Teachers** **Do you experience feelings of guilt when making use of codeswitching during a lesson?** **/** **Learners** **How often does your teacher use CS in the classroom?**	Never and rarely	50 and 38	8	3 – Occasionally 4- A moderate amount 5 – A great deal	28 for each option
				9	A moderate amount	41
				10	Occasionally	44
				11	A great deal	45
Perception of why it occurs	**When does your teacher use CS?**	n.a		8	When explaining something	42
				9		66
				10		55
				11	When explaining something and all the time	37 for each option
Use of CS in practice for assessments	**Do any of the Afrikaans departments' assessments contain examples of codeswitching?**	No	100	8	Yes	57
				9		67
				10	No	55
				11		56
	How does this make you feel?	No problem at all	71	8	Minor problem	71
				9		50
				10		66
				11		62

Use of CS in practice in feedback	Does any of the feedback given on assessments include codeswitching?	Yes and No	50 and 50	8	Yes	57
				9	No	50
				10		55
				11		62
	How does this make you feel?	No problem at all	42	8	Minor problem	57
				9		50
				10		66
				11		75
CS as part of the learning process	Learner perceptions of the use of CS in terms of slowing down the learning process	n.a	n.a	8	Disagree	28
				9		41
				10	Neither agree nor disagree	44
				11	Disagree	40

In the first subtheme, 45% of the learners indicated that their teachers use CS "a great deal" in the classroom. These findings indicate that the teachers recognise the value of CS, especially in order to ensure that all of the learners in the class understand what was being said during the lesson. Even so, only half of the teachers said that they never experience feelings of guilt when making use of CS in their classroom, which means that the other half of the teachers do. These teachers either do not recognise the helpfulness of CS in an L2 classroom, or do, but feel such pressure from authority figures to teach in the L1 only, that their feelings of guilt outweigh the positive feedback that they receive when implementing CS in a classroom setting.

In subtheme two, which was only applicable to the learners, the learners indicated their teachers mostly use CS when explaining something during a lesson, showing that most teachers recognise the usefulness of CS and should not experience feelings of guilt, since their goal is not to teach in the L1 only, but to make sure all the learners understand the lesson and this is done by using CS when explaining something.

The findings of the third subtheme which pertain to the use of CS in assessments are noteworthy in that all of the teachers indicated that assessments at this school do not contain examples of CS, whereas the learners were quite divided with half indicating that their assessments do contain examples of CS, whereas the other half agree with the teachers, saying that their assessments do not contain examples of CS. When asking how the teachers and learners view it respectively, 71% of the teachers indicated that they did not see it as a problem at all and the learners viewed it as only a minor problem. In terms of the fourth subtheme, the teachers were divided when asked whether feedback on assessments (oral or written) contain examples of CS, with 50% saying "yes" and 50% saying "no". Of the learner groups, only the Grade 8's central tendency was for "yes", whereas the other grades (9 to 11) indicated that they felt that the feedback they received from the teachers regarding their assessments, did not contain the use of CS. Again, the teachers did not view this as problematic at all and the learners found it only slightly problematic. The last subtheme with regards to CS forming part of and affecting the learning process, was also only applicable to the learners, where Grades 8, 9 and 11 felt that CS did not slow down the learning process, and the Grade 10 learners did not agree nor disagreed with the statement.

In concluding this section, a definite discrepancy is noticeable between the perceptions on the usefulness of CS in the classroom (when teaching and having discussions with the learners) and in assessments, as the teachers do not seem to realise the need for the incorporation of CS in assessments and the feedback given on assessments as much as they do in a classroom teaching environment while other studies in the field have already pointed out the usefulness of CS, not only in the classroom interactions and teaching but also in assessments and feedback (Songxaba et al., 2017; Nguyen, Yuan and Seed, 2022). This could be an area of development for language teachers and perhaps one that they could receive training on in terms of: (i) when and how much CS to incorporate in an assessment, (ii) what would be fair towards both the process of assessing and the learners who struggle, without giving them unfair advantage. This is one of the practical implications that this study can have in the field of language teaching, and specifically pointing out that there is still a lack of practical integration and implementation of academic-, field specific knowledge and in the field. In terms of the conclusion reached on the learners' perceptions, two points emerge, namely, that: (i) learners overall feel that they are confident enough to answer

question papers without the help of CS and (ii) do not find it a big problem if feedback on assessments also do not contain CS, while (iii) they do not feel that CS slows down the learning process, but is a helpful tool on the journey to mastering the TL and becoming proficient users of the language. The following section will provide an overview of the theme 4 and secondary research question 4.

5.2.4 Theme 4 and RQ 4

In Theme 4 and RQ 4, the perceptions about the purity of language use in terms of CS in additional language learning were looked at. The table below summarises the findings of both the teacher feedback, as well as the learner feedback.

Table 71 – Summary of Likert- type scale responses from teacher and learner participants for Theme 4 and RQ 4

Theme 4 and RQ 4		Central tendency for teachers		Central tendency for learners		
Sub-theme	Question theme	Likert-type option on scale	Frequency percentage	Grade	Likert-type option on scale	Frequency percentage
Purity	Do you think your teacher sees CS as language pollution?	Neither agree nor disagree and Somewhat agree	28 for each option	8	Disagree	71
				9	Disagree and Neither agree nor disagree	25 for each option
				10	Neither agree nor disagree	44
				11	Disagree	40
Real-life context	Do you think the Afrikaans used/ spoken in the classroom reflects real-life Afrikaans outside of the classroom?	Somewhat agree	42	8	Agree	57
				9	Neither agree nor disagree	33
				10		33
				11		45

In terms of the first subtheme, the central tendency for the teachers in terms of how they view CS (as language pollution or not), was a low 28% for the option of "neither agree nor disagree" as well as another 28% for the option somewhat agree, whereas the central tendency for the learners were higher but also more towards the other end of the scale for most grades, with 71% of the Grade 8's, 44% of the Grade 10's and 40% of the Grade 11's disagreeing that their teacher sees CS as language pollution. Further, for the second subtheme, it is important to note that both the teacher- and learner groups agree somewhat or are not sure whether they agree or disagree that the Afrikaans spoken in the classroom reflects the Afrikaans spoken in real life. This was attributed mainly to the more formal nature of a classroom, whereas real-life use is more informal and conversational. Thus, it is difficult to achieve an accurate representation in the Afrikaans FAL classroom of the Afrikaans spoken in a real-world context, since lessons will always be more structured, use more formal language and will also always be more stilted, since it is in the form of question-answer-explanation, instead of fluent conversation.

To summarise the findings of question 4.2 and 4.3 under the thematic discussion of Theme 4 and RQ4, the teachers feel that the Afrikaans used in the classroom reflects the Afrikaans used in real-life and that the view of CS as language pollution is subjective, but that 25% of the teachers do see it as language pollution.

The learners perceive their teachers to be welcoming of CS and do not feel that the teachers view it as a form of language pollution that detracts from the purity and status of the Afrikaans language.

The following section provides a summary for theme 5 and secondary research question 5.

5.2.5 Theme 5 and RQ 5

In Theme 5 and RQ 5, the perceptions held by teachers and learners regarding different levels of proficiency in additional language learning were discussed, in terms of four subthemes, namely: (i) which factors are perceived to affect the learning experience, (ii) the variety of abilities that contribute to the learner's perceived

proficiency, (iii) the perceived value that learning an FAL can have to a learner and (iv) the perceived proficiency or successful learning of a language. The table below summarises the findings from each group.

Table 72 – Summary of Likert- type scale responses from teacher and learner participants for Theme 5 and RQ 5

Theme 5 and RQ 5		Central tendency for teachers		Central tendency for learners		
Sub-theme	Question theme	Likert-type option on scale	Frequency percentage	Grade	Likert-type option on scale	Frequency percentage
Factors affecting experience	How are you currently experiencing the subject?	I enjoy it somewhat,	50	8	I enjoy it somewhat	42
		I like it	25	9		41
		I love it	25	10	2 – I don't enjoy it 3 – I enjoy it somewhat 4 – I like it 5 – I love it	22 for each option
				11	I enjoy it somewhat	43
	Considering your previous answer, is it because of (choose as many as are applicable):	Difficulty of teaching the subject	50	8	Difficulty of understanding the language	43
		Difficulty of teaching the subject	25	9	Difficulty of understanding the language and the teacher	33 for each option
		Difficulty of teaching the subject	25	10	Difficulty of understanding the language and other reasons	33 for each option
				11	No choice and other reasons	24 and 29

Variety of abilities	**What would you list as the learners' main area of weakness?** **Rate from 1 to 7, 1 being the weakest.**	Vocabulary	50	8	Vocabulary	57
				9	Vocabulary and Examination questions	50 and 41
		Comprehension	25	10	Vocabulary and comprehension	44 for each option
				11	Vocabulary and Examination questions	51 and 37
Value of an FAL	**Do you think it is necessary to learn an additional language?**	Strongly agree	100	8	Strongly agree	57
				9	Agree	67
				10	Neither agree nor disagree	55
				11	Agree	48
	Do you think the learners prefer subjects like Mathematics/ Science above Afrikaans?	Agree and strongly agree	28 for each option	8	Strongly agree	85
				9	Strongly agree and Neither agree nor disagree	33 and 25
				10	Agree	44
				11	Neither agree nor disagree	35
Success	**Do your students generally do well in Afrikaans?**	Generally	57	8	Somewhat	57
				9	Not at all	25
				10	Somewhat and very	33 for each option
				11	Somewhat	35

For the first subtheme, according to the data represented in the table above, the majority of the teachers, as well as the learners feel that they enjoy the subject of Afrikaans FAL only somewhat and the reason that both groups indicated for their choice was, for the teachers, the difficulty they experience in teaching the subject and for the learners, the difficulty in understanding the TL. The main area of difficulty that the learners experience in the learning of the L2, is their lack of vocabulary and the teachers echo this sentiment. CS, would then be the solution or the bridge in overcoming this difficulty that both groups experience.

In the third subtheme, the necessity of learning an additional language was looked at and both groups (teachers and learners) either agree or strongly agree that it is necessary to learn an additional language, but as transpired in the qualitative part of the questionnaire and the learner interviews, they perceive other (European) languages to be more beneficial than Afrikaans. Both groups also agree that learners prefer subjects like Mathematics and Science over Afrikaans and view these subjects to be more beneficial to their future endeavours, much the same as they view other (European) languages as more beneficial than Afrikaans. Despite this attitude from the learners, both teachers and learners indicated that the learners generally do quite well in the subject of Afrikaans FAL.

The reason why all of these questions were asked, in relation to language proficiency or success (seen as the acquirement of the language to near native-like status), is that all of these factors contribute to the learners' motivation to learn the L2 and/or do well in the subject of Afrikaans FAL. The question was also to ascertain how the teachers view the learners' progress and/ or proficiency levels and how the learners perceive their own success/ L2 proficiency, in the light of these various factors. If knowing and recognising motivating factors in both teachers and learners, feedback can be given as recommendations later on in this chapter, so as to assist teachers of Afrikaans FAL to implement teaching strategies, like CS, to help the learners feel that Afrikaans is not that difficult to understand and to make it more enjoyable. In the same vein, more can be done to convince the learners of the importance and equal status of Afrikaans as a language (compared to other languages) and Afrikaans as a subject (compared to other subjects).

Thus, in concluding this section, the conclusions that can be drawn are as follows: (i) The teachers generally enjoy teaching Afrikaans FAL, but do not love teaching it, because of (ii) the learners' lack of language proficiency, which (iii) the teachers attribute to their lack of vocabulary and which in turn influences the learners' comprehension skills. The teachers do, however, all feel that (iv) it is necessary to learn an additional language and also feel that (v) their learners generally do well in their subject, despite their lack of vocabulary and limited comprehension skills. Lastly, it is the teachers' perception that (vi) the learners prefer subjects like Mathematics and Science to language subjects, which could be a contributing factor to their poor

language proficiency. If learners do not view Afrikaans FAL as important for their future in terms of job opportunities and career development, they will not put in the required effort in order to do well and succeed in the subject, nor will they eventually learn the language. Points that can be concluded from this section are that: (i) teachers of Afrikaans at the high school where the study was conducted feel very passionate and positive toward the language of Afrikaans, (ii) this strongly influences their teaching of the subject, while (iii) the majority of the teachers harbour positive feelings toward their students and these feelings (iv) also influence their attitudes toward the subject to a great extent.

The key points that emerge from the learner feedback are that (i) learners generally enjoy the subject of Afrikaans FAL, but (ii) find it difficult to understand the language due to their (iii) lack of vocabulary which they perceive to be their main area of weakness in the subject; the learners do, however, (iv) see the value in learning an additional language, but (v) do not attach the same esteem to Afrikaans as they do to other languages like French or German and (vi) also prefer numerical subjects like Mathematics and Science to Afrikaans; despite feeling that they still generally do well in the subject of Afrikaans FAL.

The following section provides the findings for theme 6 and secondary research question 6.

5.2.6 Theme 6 and RQ 6

In Theme 6 and RQ 6, the perceptions of Afrikaans that may influence CS practice in additional language learning were discussed, with a specific focus falling on the subthemes of (i) feelings towards Afrikaans and its effect on teaching and learning the language, (ii) feelings towards individuals and its effect on teaching and learning the language and (iii) feelings towards making Afrikaans a compulsory subject. The findings from both the teacher and learner feedback are summarised in the table below.

Table 73 – Summary of Likert- type scale responses from teacher and learner participants for Theme 6 and RQ 6

Theme 6 and RQ 6		Central tendency for teachers		Central tendency for learners		
Sub-theme	Question theme	Likert-type option o	Frequency percentage	Grade	Likert-type option on scale	Frequency percentage
Feelings towards Afrikaans and its effect on teaching and learning the language.	**How do you feel towards Afrikaans as a language?**	Strongly favour	100	8	Neutral	28
				9		41
				10		66
				11		43
	Do these feelings influence your teaching of / performance in Afrikaans as a subject?	Strongly agree	60	8	Strongly agree	42
				9	Neither agree nor disagree	50
				10		44
				11	Agree	35
Feelings towards individuals and its effect on teaching and learning the language	**What are your feelings towards your students? / What are your feelings towards your teachers?**	Positive	71	8	Neutral	57
				9	Positive	50
				10	Very positive	44
				11	Positive	43
	How do these feelings affect your attitude towards Afrikaans as a subject?	Very	57	8	Slightly and very	42 and 28
				9	Somewhat and very	41 and 25
				10		33 and 44
				11		32 and 27
Feelings toward making Afrikaans a compulsory subject	**Do you think some learners would prefer it if Afrikaans was not a prescribed subject in high school?**	Agree	72	8	Agree and strongly agree	28 for each option
				9	Strongly disagree and strongly agree	25 and 33
				10	Agree and strongly agree	33 and 44
				11	Neither agree nor disagree and strongly agree	24 and 29

The first subtheme is noteworthy because of the difference in responses between the two groups (teachers and learners). All of the teachers indicated that they strongly favour Afrikaans as a language, whereas the learners feel neutral toward the language. Both the teachers and learners recognise, however, that their feelings toward the language do influence their teaching of the subject (in the case of the teachers) and their performance in the subject (in the case of the learners). Both teachers and learners indicated that they feel positive toward each other and again acknowledge that their feelings toward the teacher/ learners affect their attitudes toward the subject of Afrikaans FAL, which in this case would have a positive influence on their attitudes. However, on the negative side, the learners indicated that they would prefer it if Afrikaans FAL was not a compulsory subject at school and the teachers confirmed that this was also the message/ feeling that they received from the learners; that they would prefer it if Afrikaans FAL was not a compulsory subject in high school. Afrikaans FAL is thus not esteemed in the eyes of the learners and would therefore not receive the same attention as subjects like Mathematics or Science, which the learners consider to be very important to their future studies and careers.

Points that can be concluded from this section are that teachers of Afrikaans at the high school where the study was conducted (i) feel very passionate and positive toward the language of Afrikaans, (ii) feel that these feelings strongly influence their teaching of the subject, (iii) outline that the majority of the teachers harbour positive feelings toward their students and these feelings about / towards their students (iv) also influence their attitudes toward the subject to a great extent, while (v) sadly, the majority of the teachers feel that the learners would prefer it if Afrikaans was not a compulsory subject in high school.

In the last thematic discussion in this section on the data collected from the teachers, the researcher will look at the role that language and culture play in an Afrikaans FAL classroom.

In terms of the feedback received from the learners, it became apparent that: (i) the learners from the school where the study was conducted feel mostly neutral toward the subject of Afrikaans FAL and the language of Afrikaans and (ii) the learners indicated that the main reason for their feelings was that they found the language difficult to understand, but as pointed out earlier, other factors (both positive and

negative) also contribute to their feelings, such as their teachers and having their friends in their classes while (iii) they acknowledge that these feelings do play a role in both their attitudes toward the subject, as well as their performance in the subject of Afrikaans FAL and that (iv) learner feelings toward their Afrikaans teachers are on the whole positive.

The following section will outline the summarised results for theme 7 and secondary research question 7.

5.2.7 Theme 7 and RQ 7

In Theme 7 and RQ 7 perceptions about the inclusion of language and culture in the use of CS in additional language learning were considered. The findings are summarised in the table below.

Table 74 – Summary of Likert- type scale responses from teacher and learner participants for Theme 7 and RQ 7

Subthemes and Questions for theme 7 and RQ 7	Central tendency for teachers		Central tendency for learners		
	Likert-type option on scale	Frequency percentage	Grade	Likert-type option on scale	Frequency percentage
How excluded/ marginalised do you feel in your own Afrikaans class?	Rarely and Never	57	8	2 - Rarely 3 - Occasionally	28 for each option
			9	1 - Never 2 - Rarely 3 - Occasionally	25 for each option
			10	1 - Never 2 - Rarely 3 - Occasionally	55, 22, 22
			11	1 - Never 2 - Rarely	43 and 35

			8	3 – Moderately 4 – Very	28 and 82
Accommodation and inclusion of the different multicultural and multilingual backgrounds of the learners in classes	Somewhat	57	9	Very	50
			10	1 – Not at all 3 - Moderately 4 - Very 5 - Extremely	22, 22, 22 and 33
			11	3 - Moderately 4 – Very	32 and 35
Do you think the use of English in the Afrikaans class makes the learners feel more included?	Agree	57	8	3 - Occasionally **4 – A moderate amount**	28 and 42
			9	1 - Never 3 – Occasionally 4 – A moderate amount **5 – A great deal**	25, 17, 25 and 33
			10	**3 - Occasionally** 4 – A moderate amount 5 – A great deal	44, 22 and 22
			11	4 – A moderate amount 5 – A great deal	29 for each option
Do you think the learners would feel more included if they could speak their Home Language in class, along with Afrikaans?	Strongly disagree, disagree and somewhat agree	30, 30 and 25	8	**6 - Agree** 7 – Strongly agree	42 and 28
			9	4 – Neither agree nor disagree	33
			10	4 – Neither agree nor disagree and 6- Agree	33 for each option
			11	**4 – Neither agree nor disagree** and 5 – Somewhat agree	24 and 18

From the findings summarised in Theme 7 and RQ 7, it can be seen that (i) neither the teachers nor the learners feel excluded in the Afrikaans FAL classroom, (ii) both teachers and learners agree that the teachers make an effort to make all learners feel welcome and included in their classrooms and (iii) also agree that the use of English during an Afrikaans lesson would help the learners to feel more included; however, (iv) the teachers disagree that the use of the learners' HL would help to make the learners feel more welcome in the Afrikaans FAL classroom, since they feel that not everyone in the class would be able to understand each other's HLs, whereas the learners feel that it would, even if not everyone could understand the HL being spoken.

In concluding the last thematic discussion regarding the inclusion of language and culture in the use of CS in additional language learning: (i) there are virtually no feelings of exclusion by any group of learners or teachers in their Afrikaans FAL classroom and (ii) most learners feel that their teachers make a concerted effort to be inclusive of all cultures and backgrounds represented in the classroom and the teachers themselves also concur that they make an effort to make all learners feel welcome in their classes, while (iii) learners and teachers feel that the use of English in the Afrikaans FAL classroom would make learners feel more included, but (iv) do not share those feelings about the use of learners' home languages, as not everyone in the class would be able to understand each other's home languages. Such an educational space where learners feel welcome, included and catered for, provide the right setting (Fichtner, 2015) for the effective learning of an L2.

It is therefore also pertinent for teachers and learners to understand each other and have mutual respect for each other, in order to create a positive learning environment where optimal learning can take place. It is part of this study's aim to help create a better understanding of the perceptions that both teachers and learners have of effective teaching strategies in the Afrikaans FAL classroom in order to help language teachers to teach better and learners to learn better.

5.3 Limitations and suggestions for further research

Factors that limited the scope of this study include that matric pupils were not part of the sample group, due to the short academic year that they have, as well as the academic pressure on them. If matric pupils were to be included, it would provide a whole picture of the progress that has taken place from Grade 8 to Grade 12, as well as the difference in thought processes between Grade 8 pupils and Grade 12 pupils. This study also only looked at adolescent males and it would provide a better picture if the study could be extended to adolescent girls as well. In order to get a broader picture of the perceptions that teachers hold in general, it would be helpful to approach teachers from other schools as well, including primary schools. This study also focused only on Afrikaans as a FAL. Other studies might consider more broadly other languages as well. Lastly, the data from the two participant groups (teachers and learners) were discussed side by side in this final chapter of the dissertation, although it was not the focus of the study to compare the perceptions of the two groups with each other. This could be the focus of a new study, so as to see where there are similarities and where there are discrepancies between the perceptions that teachers hold regarding the effective teaching of an additional language and the perceptions that learners hold.

In terms of the implications that the findings of this study hold for implementation in practice, it highlights problematic areas within the teaching and learning of Afrikaans FAL, as experienced by the teachers and learners and thus would indicate areas where there is a need for improvement or a different approach, such as CS. This study also showed that the stigma surrounding the use of CS in a FAL classroom could be done away with, since it is already being implemented to a large extent and both the teachers and learners find it to be very beneficial. Thus, CS could be seen as a recognised teaching strategy and not something to be looked down on or seen as a type of failure on the part of the teachers or the learners. The study also brings to light the positive aspects of the teaching and learning process/ experience of learning an L2 and teachers can use this to further build on and also to understand learners better and what the learners feel works best for them.

It is apparent from the data collected from the teachers and learners who participated in this study, that the expectations from the DBE and Heads of Subject and the reality of an additional language classroom and the challenges that they are faced with day to day, differ greatly. The teachers mentioned specifically during the interview their disappointment at the over-assessment of pupils, the fact that more emphasis is placed on getting pupils ready for an examination and coaching them how to answer questions, than preparing them to be able to speak Afrikaans fluently or at least to a high level of proficiency once they leave school.

It seems that the global problems and trends amongst those in the educational sphere is also evident in this one South African high school with regard to:

a. defining and understanding what CS is;

b. what the intended purpose of CS is;

c. how CS can be used as a functional tool in the additional language classroom;

d. how CS differs from translation.

It is the aim of this study to add to the body of knowledge in this field of study and in terms of the dearth of knowledge which is practically outlined in this section and the work of other researchers, so that there will be less confusion and less judgement about CS and that the functional role that it can play in the language classroom will become more visible to researchers, educators and learners alike. Further studies can then be conducted to see how CS can be implemented in L2 classrooms, how it can and could be taught as a teaching method at tertiary institutions and how curriculum policy needs to be revised to reflect a real FAL classroom, instead of an idealised one rooted only in theory and not practice.

5.3 Conclusion

In chapter one the main research question that was posed was: What are the perceptions of teachers and learners towards effective teaching strategies in the Afrikaans FAL classroom? To summarise the answer to this question as a whole, an

overview of all the different subthemes will be presented as one for both the teacher and the learner groups.

To obtain the answer to this question, a mixed methods approach was used, combining both quantitative and qualitative research methods in the form of questionnaires and interviews. The perceptions from both teachers and learners were taken into consideration, framed within the Social-Constructivist theory. The high school where the study was conducted, was chosen because the learners at this school have to adapt to linguistic challenges, because the high school is representative of a multilingual community, making it an ideal location for investigating perceptions towards teaching strategies in the Afrikaans FAL classroom.

The findings of this study indicate that both groups (teachers and learners) prefer the bilingual approach, which includes CS and translation. Both groups find CS to be constructive to the learning of an L2, beneficial to understanding the work and lesson being presented, as well as helping learners to feel more included and less alienated if they are not HL speakers of Afrikaans or relatively fluent in Afrikaans. Teachers acknowledged the use of CS in their classrooms, but were unaware of how frequently it actually occurred, as pointed out by the learners. Both learners and teachers, however, do recognise the need for CS, especially when explanations are necessary, due to the learners' lack of vocabulary in Afrikaans. Both groups indicated that CS does not occur in assessments, but neither group found it particularly problematic. CS does, however, occur during feedback given to learners after assessments have been completed. Both groups agree that the Afrikaans spoken in the FAL classroom is not reflective of the Afrikaans spoken in a real-life context, but both groups enjoy the subject and acknowledge that feelings toward the language itself, as well as toward the teacher/ students do influence the performance in the subject and attitude toward the subject. Both groups also indicated that they find the subject difficult, because of the learners' difficulty in understanding the work and/ or lessons, which is where CS is particularly helpful in overcoming the barriers to learning that the teachers and learners are experiencing. Thus, there are various effective teaching strategies of an L2, but the one most prominently focused on in this study – CS – is definitely proven in this study to be most effective, useful and necessary in the teaching and learning of Afrikaans as a FAL.

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List of Appendixes

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4. Appendix D – Transcription of the focus group interviews with the learners
5. Appendix E – Example of the parent/ guardian information and informed consent document
6. Appendix F – Example of the participant information and informed assent document
7. Appendix G – Example of the teacher information and informed assent document
8. Appendix H – CAPS document for Afrikaans FAL

Appendix A

Example of the teacher questionnaire sent out to all participants

Name: _____   **Age:** _____ | M | F | **Sex:**

Years in teaching: _____

Years at current school: _____

Please note:

- You do not have to answer any question that makes you feel uncomfortable.

- You can withdraw from this study at any time without any consequences.

- Your real name will not be used in the study. A pseudonym will be given.

- All data will be stored safely in order to protect your identity, information and responses according to the POPIA act.

- The term **codeswitching (CS)** is used in this questionnaire. It means switching from Afrikaans to English in a sentence or making use of translation.

1.1 Have you always lived in | Y | N | Pretoria?

1.2 How many times have you moved in your life? _____

1.3 Where did you stay previously?
_____

2.1 What language do you generally speak at home?
_____

2.2 What language do you (mostly) speak to your friends?
_____

2.3.1   What   other   languages   can   you   speak?

_____

2.3.2 Where/ when did you learn these languages?

Choose as many as are applicable.

1. As a child (at home)	
2. Primary school	
3. High School	
4. Tertiary Institution	
5. Adult Language Learning Course	

3.1   Why   did   you   choose   to   teach   Afrikaans   as   a   subject?
_____

_____
_____

3.2   What   training   did   your   receive   to   help   you   teach   Afrikaans   FAL?
_____

_____
_____

3.3.1 How are you currently experiencing the subject? Circle or cross the answer most applicable

to you.

1- I hate it	2 – I don't enjoy it	3 – I enjoy it somewhat	4 – I like it	5 – I love it

3.3.2 Considering your previous answer, is it because of (choose as many as are applicable):

1. Difficulty of teaching the subject to the learner	
2. The learners and their language proficiency	
3. The learners and their behaviour/ lack of discipline	
4. The school and support systems at school	
5. You feel excluded	
6. Your friends aren't in the same department/ school as you	
7. You feel you don't have much of a choice/ say in terms of subject content/ lesson presentation etc.	
8. Other (please specify below)	

3.3.3 Explain your answer:
_____

3.4.1 What area within the subject would you list as the learners' main area of weakness? Rate from 1 to 7, 1 being the weakest and 7 the strongest.

a. Comprehension	

b. Language and spelling	
c. Reading	
d. Speaking	
e. Understanding questions in tests/ examinations	
f. Vocabulary	
g. Other (please specify below)	

3.4.2   Why?

_____

_____

____

4.1.1 How helpful do you find it if you speak ONLY Afrikaans to your students?

1 – Not at all helpful	2 – Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful

Why?

_____

_____

4.1.2 How helpful do you find it if you require your learners to ONLY speak Afrikaans in class?

1 – Not at all helpful	2 – Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful

Why?

_____

_____

4.1.3 Do your learners answer you in Afrikaans when you address them in Afrikaans?

1 - Never	2- Rarely	3 - Occasionally	4 – A moderate amount	5 – A great deal

Why,   do   think,   that   is?

_____

4.1.4 Do you think learners should be forced to reply in Afrikaans?

1- Strongly disagree	2 - Disagree	3- Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 - Agree	7- Strongly agree

Why?

_____

____

4.2 Do you think the Afrikaans used/ spoken in the classroom reflects real-life Afrikaans outside of the classroom?

1- Strongly disagree	2 - Disagree	4- Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 - Agree	7- Strongly agree

Why?

_____

_____

4.3 Do you see code-switching as "language pollution" (where language pollution means that the language is filled with borrowed words which detracts from the status and purity of the language and the speaker)?

1- Strongly disagree	2 - Disagree	5- Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 - Agree	7- Strongly agree

Why?

_____

_____

4.4 Do you experience feelings of guilt when making use of codeswitching during a lesson?

1 - Never	2- Rarely	3 - Occasionally	4 – A moderate amount	5 – A great deal

Why?

_____

_____

4.5 During your training as a Language teacher, were you ever presented with codeswitching as a viable teaching possibility/ option?

Y	N

4.6 How helpful do you find it if the learners do group work/ have discussions in Afrikaans?

1 – Not at all helpful	2- Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful

Why?

_____

____

4.7.1 Do you find it helpful to your students' learning process if they are allowed to switch to English when doing group work/ having discussions with their peers?

1 – Not at all helpful	2- Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful

Why?

_____

_____

4.7.2 Do you find it helpful to your students' learning process if they are allowed to switch to their Home Language/ Mother Tongue when doing group work/ having discussions with peers?

1 – Not at all helpful	2- Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful

Why?

_____

_____

4.8 How helpful do you find it if you makes use of translation in class to explain difficult concepts/ give instructions?

1 – Not at all helpful	2- Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful

Why?

_____

_____

4.9.1 Do any of the Afrikaans departments' assessments contain examples of codeswitching?

Y	N

4.9.2 How do you regard that?

1 – Not at all a problem	2 – Minor problem	3 – Moderate problem	4 – Serious problem

Why?

_____

_____

4.9.3 Does any of the feedback given on assessments include codeswitching?

Y	N

4.9.4 How do you regard that?

1 – Not at all a problem	2 – Minor problem	3 – Moderate problem	4 – Serious problem

Why?

_____

_____

5.1 How excluded/ marginalised do you feel in your own Afrikaans class?

1 – Never	2 - Rarely	3 - Occasionally	4 – A moderate amount	5 – A great deal

Why?

_____

_____

5.2 Do you make an effort to accommodate and include the different multicultural and multilingual backgrounds of the learners in your class?

1 – Not at all	2 - Slightly	3 - Somewhat	4 - Very	5 - Extremely

Why?

_____

_____

5.3 Do you think the use of English in the Afrikaans class makes the students feel more included?

1- Strongly disagree	2 - Disagree	1- Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 - Agree	7- Strongly agree

Why?

_____

_____

5.4 Do you think the students would feel more included if they could speak their Home Language in class, along with Afrikaans?

1- Strongly disagree	2 - Disagree	1- Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 - Agree	7- Strongly agree

Why?

_____

_____

5.5 Do you think that codeswitching will help them to, one day, be able to speak Afrikaans confidently and fluently?

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1- Strongly disagree	2 - Disagree	1- Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 - Agree	7- Strongly agree

Why?

_____

_____

5.6.1 Of these methods used by teachers in the Afrikaans classroom, which do feel work the best for you? Rate from 1 to 5.

- Audiolingual method

Example: Teacher says something in Afrikaans, the class <u>repeats</u> after the teacher.

- Total Physical Response

Example: Students learn a word like "swem" by <u>performing the action</u> in class.

- Content-based instruction

Example: When learning about food in Afrikaans, the teacher shows the learners many different <u>pictures and examples</u> of all the food types that you get.

- Task based instruction

Example: The teacher gives the <u>group a task to complete</u>, based on the work that was explained.

- Communicative Language learning

Example: Students are given tasks that they must complete <u>*using* the language</u> instead of learning *about* the language.

a. Audiolingual method	
b. Total Physical Response	

c. Content based instruction	
d. Task based instruction	
e. Communicative language learning	

5.6.2   Why?

_____

6.1 How do you feel towards Afrikaans as a language?

1 – Strongly oppose	2 – Somewhat oppose	3 - Neutral	4 – Somewhat favour	5 – Strongly favour

Why?

_____

_____

6.2.1 Do these feelings influence your teaching of Afrikaans as a subject?

1- Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree

6.2.2   Why?

_____

6.3.1 What are your feelings towards your students?

1 – Extremely negative	2 – Mildly negative	3 - Neutral	4 - Positive	5 – Extremely positive

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Why?

_____

_____

6.3.2 How do these feelings affect your attitude towards Afrikaans as a subject?

1- Not at all	2 - Slightly	3 - Somewhat	4 - Very	5- Extremely

Why?

_____

____

7. Do you think some learners would prefer it if Afrikaans was not a prescribed subject in high school?

1- Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree

Why?

_____

____

8. Do you think it is necessary to learn an additional language?

1- Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree

Why?

_____

___

9. Do your students generally do well in Afrikaans?

1- Not at all	2 - Somewhat	3 - Generally	4 - Very	5- Extremely

Why?

_____

___

10. Do you think the learners prefer subjects like Mathematics/ Science above Afrikaans?

1- Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree

Why?

_____

___

11. How similar/ different do you think it is learning a language now vs. when they were toddlers?

1- Not at all	2 - Slightly	3 - Somewhat	4 - Very	5 - Extremely

Why?

_____

_____

12. Are there any additional comments that you would like to make/ things that you would like me to know?

_____

_____

_____

_____

Thank you for your time and feedback!

Appendix B

Transcription of focus group interviews with teachers

Interviews took place at the high school on the 3rd of August 2022

Conducted by external field researcher. The researcher (M Rust) was not present during the interview process.

Interviewer (I):	So, what we are going to today, is you filled in a form for Melissa about codeswitching (CS) in class, how you feel about different things…
T4:	I still don't know what that word means…
I:	That's exactly what we are going to talk about today. So, basically, what I'm going to do is use the questions that she asked and ask you a type of follow-up question to hear more about why you think what you think. Ok? So, one of the first things she asked you, was what language do you all speak, where did you learn it and… So it's interesting that the majority of you have Afrikaans as MT and English as L2, so the first question that she wants to know is, if you teach the language that you have learned as a MT, but you teach it as a FAL or 3rd language, do you think the fact that you learned it as a MT can inhibit the way you present it as teacher in class?
T3:	I teach Afrikaans… Aren't you going to record us?
I:	I am busy, yes. Is it alright with you? (agreement in background)
T3:	Oh, ok. I teach Afrikaans from the standpoint… I did French and German so I teach from the standpoint that I did it. I have empathy with the boys who understand nothing, because I understood nothing. So I

don't think about it in terms of how I learned Afrikaans, but how I learned a foreign language.

I: Yes, and that's exactly it – because there is a different way of applying it in the end. So is there anyone else who also learned a foreign language and want to share a bit of their experience? (agreement in background)

So we can actually go and fill in on your background questionnaire that you have that experience and have gone through that process…

T2:   Yes, you have to translate a word into your own language before it…

T4:   …until it becomes your own.

T2:   Yes.

I: Yes.

T4:   And if you don't know how to spell a word, you have to look it up in a book, because if you haven't looked it up yourself and written it down yourself, you don't remember it.

I: Precisely. Who agrees/ does not agree?

T3:   Yes. (agreement in background) We must all say "yes" for the recording. (everyone laughs)

I: So it's important to know that you have that background and that you can take that into a lesson, because if you don't, what do you do then? Because then you have learned everything naturally and haven't experienced what your students are experiencing. Ok, so that was kind of the 1st question that she wanted to know more about. Then she wanted to know, why did you choose to teach Afrikaans as a subject?

T2:   It chose me.

I: It did?

T2:   Yes, it just worked out like that.

T3:   I don't have a choice. I'm not qualified for anything else. (laughs)

I: So it has to do with the school you land up at and what posts are available?

             (agreement in background) And where you can slot in? Am I right?

T5:   I really liked it at school. So it was the very first thing that I thought I would like to teach, was Afrikaans.

I: Ok, so you are in the perfect place that you want to be?

T5:   Yes. I didn't necessarily think it would be like this to teach it, but when I chose, I chose to study Afrikaans because I really liked it.

I: Ok.

T3:   I studied Journalism.

I: But then you had Afrikaans as a subject?

T3:   Yes.

I: One of your main subjects?

T3:   Yes.

T4:   So one's thinking is that you are going to teach HL…

T3: But I'm fortunate. I do teach my HL.

T4: Because that's why you did it. And I think it was because of my mixed English /Afrikaans upbringing that it has been nicer for me to do FAL. Other than that intense…

T1: …purist…

T2: …clinical…

I: Yes, you don't have to do syntax and all of those things… You basically just teach word types, morphemes that you add…

T3: Not even that.

T4 to T5: Did you want to teach HL?

T5: Yes. But for me, I wanted to teach HL because of the literature. (agreement in background)

T6: I also wanted to do that.

T2: I have always wanted to teach FAL. So English or Afrikaans additional language. It didn't matter which one. Then it just worked out that I got a post in the Afrikaans department and I enjoyed it a lot and I didn't want to move.

I: Yes, so as part of your degree and training as a teacher, were you ever taught certain strategies to use in the classroom or how to present Afrikaans? ("no" in background)

I: No?

T6:	No, just basic things, like how to manage a classroom. It wasn't really aimed at Afr.
T1:	I only learned how to teach FAL when I did my practical and the teacher…
T3:	And the blue and yellow book[13]
T1:	…pulled out all of her techniques and STOMPI[14]…
T2:	Yes, you learn through experience.
I:	Mmm.
T2:	Because you have to do with people. And classes vary so much. With one class, you have to put up this performance, because that is the class' personality. They learn through performance. The next class is almost, shut off/ shut down…
T5:	In terms of university, what I learned about how to teach Afrikaans, was never in terms of FAL, because you take Afrikaans III where you do 17 books and go into depth with different writing styles…
I:	And literature theory…
T5:	And literature theory, so I never learned how to teach an additional language, like this. When I arrived here and found out about STOMPI for the first time, I was like: "What the hell?" (everyone laughs)

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[13] Beryl Lutrin – Afrikaans Handbook and Study Guide – An English student's guide to Afrikaans
[14] Method of teaching sentence order (S – subject, T – time, O – object, M- manner, P – place, I – infinitive)

T3: The first time someone asked me about STOMPI, I was like: "Yes, yes, I know what that is", but would then go, each night, to the blue and yellow book…

T5: STOMPIIII… (everyone laughs)

T3: Because HL speakers don't know about this stuff.

I: No, no, because you just learn the correct order of the words. Even HL speakers don't always put it in the correct order.

T3: Fact.

I: I mean, I don't even do it.

T4: That's why the Afrikaans kids in this school get so angry at their marks.

I: Because they follow their rules and not the grammatical rules…

T4: So, like, oops, sorry for you, pal… "Ooh, but I should be getting 90%. I speak Afrikaans at home…"

I: Yes, but everyone always assumes that just because they can speak a language, they are super good in it and don't understand that you have to learn certain things to speak that language.

T3: Like technical aspects of a language…

I: Yes.

T4: Yes, and especially how to write in a language.

I:	So, as a curriculum subject, how many of you did a teaching degree/ diploma or did you do a BA first and then a PGCE or Hons? (everyone says "BA" in the background)
T5:	And Psychology…
I:	Oh, ok. So, and any of the old HOD? (agreement in background)
	So in your PGCE class, you were never taught teaching strategies? ("No" in background)
	So you learn it for the first time when you walk in there?
T1:	I had to re-type a textbook. That's what I did in my PGCE year… (F laughs)
T3:	I started teaching before I did my PGCE.
I:	Ok, so you almost preceded them with your experience?
T2:	I learned nothing in my HOD.
T1:	It's the biggest waste of time.
I:	No, but it's important, because I mean, for example, what Melissa did, is she did her Honours in Language Acquisition. So students are taught specifically what second language acquisition is, the strategies that you should use and that's how she got her topic on CS. And it is actually presented as a learning strategy. So, it's interesting that teachers, who went to PGCE level, never did it as a subject. So we all, parents, all of us, assume that you did it, that you know all of that stuff. And so it's interesting to hear that you actually didn't. So when I present you with the words CS and code-mixing, if we didn't specify in the questionnaire what it referred to, you wouldn't have known…

T3: Can I quickly say something? CS is a trendy word at the moment. It's got to do with; you adjust your language use. It's like a Twitter/ Instagram thing. CS. You are in a situation where you adjust your vocabulary to fit the situation. It's like a pop culture thing at the moment.

I: And that's actually a completely different meaning than what we are working with here, because it's actually about, you'll see, I mix my language. If I can't think of a word, then I'll throw in another word. Part of CS, is what they call a "matrix language", so in this instance, Afrikaans, and then you insert an English word. Or, when you teach, you use English and insert Afrikaans words. And it depends on your teaching style whether you teach in English and give them words in Afrikaans or teach only in Afrikaans and then give them some English words, if it is not totally purist. So that's another thing that I would like to know: when you're in the class, do you use English?

T1: Yes, a lot.

T2: Yes, I start in Afrikaans, I'll try Afrikaans first and you can quickly see, if you know your kids well enough, you can see when they have these glazed-over eyes.

I: Yes, like I have to put it in English now.

T2: Then you stop. Then I will go slower. I don't want to say you "dumb it down", but… You use simpler Afrikaans and you observe, ok, what happened there, what happened there and then, when there's still a group (and usually it's those guys who are in serious danger of failing), then you quickly explain to them in English.

T4: Some of them have no concept…

T2:   Like when we did prepared reading now, we ask the learners questions about the passage that they read and I discover that this boy has no idea…

T4:   …what he is reading…

T2:   Never mind that! He has no idea who some of the main characters in the book are! Understand?

I: So he can't even identify main characters or themes in his prescribed book?

T2:   And that's after everything you teach them, give them, show them in class.

I: So even with context, there's still no…

T2:   Still no lights going on.

T3:   Someone today thought Umfana[15] was a human being… He was like: "Aawh, did he die?" and I was like: "He's a dog…" It's Chapter 17 already and he only now discovers it's a dog!

T5:   I think that's why it is so important to create context with a story. To start the conversation in English. (background agreement) Especially when it's a conversation. 'Cause then you see, kids who don't really understand, continue to read along because they know we are going to discuss it shortly. So what starts to happen, is they start picking up on things in the story, They start realizing something is happening. They're not entirely sure what it is. So you can see them sitting and waiting for me to take a break from the reading and then they'll ask, 'cause many of them also won't ask in Afrikaans, then they'll ask: "Sir, did this just

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[15] Umfana is a dog in the book "Leeus met Letsels" by Fanie Viljoen. It is the Grade 9 prescribed book.

happen?" Then I'll say: "Yes, you're right." Then he did start picking it up because he is starting to understand the context and he is not sleeping every time we read, because he realizes…

I:	…that he is going to pick up something and a little is better than nothing…

T2:	That's why I, for me it's important, I re-enact the scenes. When a character paces up and down. Like there where Sipho[16]…

I:	Ok, so like gestures and body language? So you go further than just the spoken language? (inaudible talking in background)

T2:	So like last year where Sipho and Melenzana are fighting and it says he pulls his arm up behind his back, then I ask the boys: "Who knows what happened? Who's going to demonstrate this for us?" (inaudible discussion in background)

T4:	You know, secretly all of us are actors.

I:	Yes, I agree. I think you must have that something extra, because you do, you do perform in front of a class as a teacher. There is always a performative aspect to it. I mean, even I am sitting here, talking with my hands and I'm not even trying to teach you something! (everyone laughs)

T3:	But you know, when it's like the 7th time that Umfana is dying…. (everyone laughs). I know Lerine gets very upset when a fictional dog dies in a fictional book, but I mean you still have to… I'm sorry… (inaudible talking in background)

T5:	And suddenly they are listening to what happens.

---

[16] Sipho is a character in the book "Die Kind" by Jan van Tonder. It is the Grade 10 prescribed book.

I:	Because, remember, to a person, it's a message that you are reading. For you, it's really happening. You are experiencing it. Whether it is fiction or a truth-based story, I mean, they experience it. They experience how the dog dies. One should think about all those affective filters because language acquisition is not just: "Here's the language, learn it!" Because they are human, they feel things. (inaudible background discussion)
T2:	I sit on my table, there where Sipho tries to rape Amazolo. I sit on my table and I speak softly and I put my hand on my leg and I rub it up and down and I give the boys this creepy smile (everyone laughs) and they cannot look at me! They're like "No Ma'am! No Ma'am!" (more laughter)
I:	You can see they feel dirty…
T3:	Like this one boy who is from Iraq or somewhere, like I tell them "they all die in the end". I always joke like that because most of the people in the book die in the end and I go: "Don't worry, they all go to heaven" and he raises his hand and says: "Not Sipho." (everyone laughs)
I:	But that's interesting. So, the learners in your class also have their own cultural backgrounds that they bring into the classroom. So when you only speak in Afr, you almost lose that cultural part that you convey. To link a question to this, does the school or the department prescribe the way in which you should teach?
T4:	We get the stuff… (inaudible background discussion)
I:	So you absolutely have free reign to say "I want to bring in CS, I want to do this…"?
T3:	I would like to teach exclusively in English, but I can't.

T4:	No, we are told (echoed by F), we are told here that you MUST teach in Afrikaans.
T1:	I've been hearing that since I started teaching. "You must only speak Afrikaans in class". And I'm like "Hmmm". And there isn't a day that I don't speak English in class. (everyone laughs)
I:	Ok, but that is exactly what we want to know. That's the point! (inaudible background talk)
T4:	How do you discuss Tina's[17] depression? They don't have the vocabulary!
I:	No, so you must give them the vocabulary…
T4:	And it's a big thing that she gets depressed!
I:	Yes, I mean, that's something that kids have to deal with too.
T4:	I mean, like, "neerdrukkend" really does not have the same meaning/ impact as depressive…
T3:	I agree you must speak a lot of Afrikaans…
I (interrupts):	You must give them the vocabulary, but you must also make it understandable.
T2:	And when you have to explain, you go back and forth between Afrikaans and English…
T1:	And there has always been, I must say, there has always been pressure from authority figures… We have been told outright: "You

---

[17] Tina is the main character in the book "Kruppel Engel" by Zenobia Kock. It is the Grade 11 prescribed book.

must not speak English" and I mean, if someone walks past my classroom I get a mini heart attack (everyone laughs), like…

I: Oh my goodness! Did they hear me?

T1:   And then immediately I start speaking Afrikaans. Like, I really feel, I'm scared that someone will walk past my class and hear how much English I actually use.

I: Do you think, if you look back at the year, do you speak more Afrikaans at the beginning and then more English at the end?

T6:   Yes, because you get tired and you need to get the work done and the kids must grasp the content, so there's no time to waste.

T4:   No, I disagree. With the juniors, Grade 8 group, I speak mostly English in the beginning of the year.

I: So you actually switch it around?

T4:   Then I start speaking more and more Afrikaans.

T2:   They also get used to you and your style of teaching. I mean, teaching is, after all, a relationship. (Interviewer agrees) Children must understand you. Whether they like you or not, they must feel comfortable with you to a certain extent that they don't just feel nervous when they walk in there. You know, you can be strict, and there must be consequences, these are my rules and this is how it is going to be, and if it all just goes over their heads and they don't understand you, then it's going to make a difference.

T3:   If you are not going to explain, they're always going to wonder "what is all this?" It doesn't help that you talk to someone in a language that

they don't understand and they just look at you… I mean, there aren't any subtitles…

T4: I mean, we're not just here to teach, but also to educate.

T2: I think the biggest thing is, after a holiday I must try to remember in that first week, to speak more slowly. That's about the…

T3: But after a holiday, you must remember that none of them remember anything! Then you must speak even more slowly! I, on the other hand, can't speak English after a holiday. (Interviewer laughs). I struggle. I switch to Afrikaans when I…

T2: My English is used up now…

T3: Yes.

I: So one of the questions she asked you, to tie to this, is "What area, within the subject would you list as the learners' main area of weakness?" and the biggest trend that came from that answer was, you said they struggle with vocabulary (agreement in back). So that's what we're also talking about…

T4: It's like, they cannot write an essay!

I: Yes. So it doesn't matter that they know the rules, they still cannot…

T3: I have children who can speak Afrikaans fluently and who still cannot write a decent essay. It's not about… No, no what I mean is, we can speak Afrikaans to them until we are blue in the face, they still won't have the vocab for an essay.

T2:   Yes, but also remember, they don't make an effort. Because they think that Afrikaans is a South African language. They think it must go into their brains through osmosis or something…

I: Oh yes, of course… (laughs)

T2:   Like: "How do you not know this?" Like you were born speaking. No, you weren't. Your mom had to say "Ma, ma, ma" about 50 times before you started saying it.

I: And that's important, isn't it, because what we are working with here is the difference between 1st language acquisition and 2nd language learning. And age groups and those things.

T2:   So you must sometimes go and sit down and memorise vocab before you can use it. It's like my kids when you ask them: "Why did Jannie do this or that?" and they say: "Durban" (interviewer laughs), because they don't know…

           (inaudible talking and laughter in background)

I: But that's the thing. If you take a "w"-question for example, you must know that you bring some things to the front and take other things to the back [of a sentence] and that's all grammatical. But you can know all of that, but if you don't have the lexicon of "who, what, where" and the meaning, how are you going to…

T2:   So that's important and they…

T4:   They don't want to go and learn it. Memorize it. When I speak to a matric and he talks about "duur" instead of "dier", I've got no more hope. All the sounds were there! (interviewer laughs) And if you still didn't go and memorize page 7!

I: Do you know what? I teach phonetics to first year students at the university and it's 1ˢᵗ language speakers and even they can't do it. So, now you are expecting a FAL speaker to be able to do it and he also hears how everyone around him flattens the sounds/ pronunciation, so they struggle with sounds. Do you pick up that they use verbs in strange places?

T4:   Yes, yes, yes.

T5:   Sentence structure, I think… Cognitively, you can see when someone has a language ability. He more quickly gets a feel for the structure of a language. Whereas a guy who was taught how it works, takes a bit longer, because English and Afrikaans sentence structures don't work the same. So someone with a feel for language, and who is cognitively stronger, can get a feel much more quickly for how things work in a language.

T3:   Yet I still see English children who fare better in the language part of the subject, because they go and study it like Mathematics. They learn the necessary steps and they do it, whereas an Afrikaans child, it's too… Like Passive voice; it's the thing that Afrikaans children struggle with the most.

T4:   I don't know why the hell we do it.

T3:   And I give the formula to the English kids and they use the formula and they get it right.

T1:   But HL children can't get it right and they say things like "was" instead of "is".

T4:   It's totally unnecessary.

I: You don't use it at all in a 2nd language.

T4: There is so much that we can remove from our additional language curriculum.

I: So that you then also have more time to spend on the stuff that they will actually use.

T4: Talking! Talking! Talking!

I: Because that's another question; what does your CAPS document tell you is the reason why you are doing "Active and passive voice"? You should have reasons why you teach people certain things. Like, you have a communicative reason. For instance, many people take French and German at university, because they want to go overseas and be able to speak it. So do you learn it because you want to be able to speak it, read it, write it and use it in your daily life?

T4: I've never even read that stuff in my entire life!

I: The CAPS document? Not at all? (laughs)

T4: And I've been teaching here for 20 years. Listen, if our HOD gets a hold of this, we'll be in big trouble!

I: Listen, that's the reason that I am sitting here today and I'm also going to transcribe this, so Melissa isn't going to know who said what! (Everyone in background: "She'll know!" – everyone laughs)

Also remember, I won't remember your names and I won't be able to put voices to names, so I'll just say "Person 1" said this, "Person 2" said this…

(inaudible talk and laughter). Also regarding ethics, everything is made anonymous. Pseudonyms are used. No one knows who filled in what at the school.

T1: Do they know it is at our school?

I: No, we'll also change that. So you'll describe where it is, but you don't give the school's name. It's all POPIA act, so all your information is protected.

T4: That's why T6 has been so quiet this entire time… (everyone laughs)

I: The only two people who know, is Melissa and me. We can't guarantee anonymity, but we can guarantee confidentiality between the two of us. Outside of us, there is definitely anonymity. So you don't have to be scared that it'll come back to your headmaster. So don't worry.

I: Ok, let's move on to the next question… (more background talk) So, actually I should come and do classroom observations here and record you? (laughs)

(Everyone: "No! Please don't!")

T1: The kids change like that (snaps fingers) when someone walks into the class.

I: So they are aware that you teach in a certain way, but that the school expects something else? (agreement in background)

T6: But if you are expecting a class visit, you must threaten that class. (inaudible background talk)

T1: And you know who to say to: "Ok, will you please tell us what the answer is?"

I:	Ok, and then Pietie will give you the answer. How do you feel, do the words and the vocabulary used in the class reflect the Afrikaans spoken outside the classroom? Or do you feel there is a difference between the two?
T2:	It depends. Like with the Grade 10 literature, it's a Zulu story in Afrikaans.
T3:	There's not one white person in that book! (everyone laughs)
T2:	So a lot of the boys don't have that background knowledge. So you're not necessarily going to use those things, 'cause it's an old story. The setting is way back when, but it's relevant in terms of relationships.
I:	The themes and the things that happen are…
T2:	…are real. But like "Leeus met letsels", the vocabulary is more modern and because the setting is a game reserve, these are words that the boys will encounter in real life. So it depends.
I:	Because they read a variety of books, do they get pieces of culture and vocabulary that would appear in real life?
T2:	Yes.
I:	And look, we know a classroom setting is necessarily a bit more formal, a bit more artificial than a natural setting. We know that. But you feel that there's a good correlation, that you're not teaching them something that they can't use out there?
T5:	The textbook vocabulary is often times redundant… (agreement in background)

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T4:   "Afrikaans sonder grense"[18] has been redundant for a long time

T5:   Yes, like I did an activity with the Grade 9 learnersthe other day where the passage was on "Mxit" and I mean…

I: Oh my goodness!

T5:   Yes, so I had to explain to them what that was. I was in Grade 6 when that came out!

T1:   The good old days… (everyone laughs)

T5:   That was even before BBM! We had a look and WhatsApp was launched in South Africa in 2010, so that textbook was written before then!

I: The story in the textbook is old, not necessarily the textbook itself. It's from "Sweef en ander verhale[19]".

T5:   But I think that's one thing that I've found; I don't think it's such a problem for the FAL speakers because the words and the vocabulary that we teach the,, they're going to take it out there and they're going to be fine with it. I think in terms of small things, they could regularly provide us with new material that is a bit more relevant. Not only for what they can use outside of school, but that they will find stimulating and that will keep them interested in class.

T4:   Anything pre-1994. I mean, for goodness' sake, they weren't even born then!

I: I mean, I was 7!

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[18] The prescribed textbook for Grade 8 to 12.
[19] "Sweef en ander verhale" by Marieta Nel and Adinda Vermaak. Published in 2009.

T1:   I don't know if I understand the question correctly, but I also feel like the topics that we discuss in class, aren't things that the boys will ever discuss outside of class. For instance, the "Krokodil" poem[20]. You aren't going to talk to your Afrikaans friends about how crocodiles are killed in an inhumane way. (inaudible talk in the background)

Like even I don't talk about things like that with my friends! Animal rights and human rights and what's wrong or right. We talk about other "tjol" (nonsense) like… (everyone laughs)

I: Like the word "tjol"… (laughs)

T1:   Like what shopping we're going to do and things like that.

I: Or movies…

T1:   It's not always these life-changing things like "Do you think this is right?"

T3:   Or should you go fishing? (referring to "Die Snoek")[21]

T1:   Exactly…

T3:   But that was relevant for me, because I killed a fish… (inaudible background discussion)

T1:   They must learn things so that they can answer it in an exam, but that they won't use again afterwards.

I: And do they learn these things in order to be able to answer a question in an exam paper that you won't look at again in your life?

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[20] One of the prescribed poems for Grade 11, by Johann de Lange.
[21] "Die Snoek" by Barend Toerien is another prescribed poem for Grade 11.

T2:   To me, it's that instant gratification. Like when you are on any social media platform. Because they pick up on all of your "whatcha-ma-call-its", that you do learn that there's more out there, more to life than just the five things that you are interested in. So, I think it's a good thing that you learn about different cultures and other things that aren't in your frame of reference at all. Like, even with us, sometimes you have to teach something and you think: "Man, this sucks!" or "I hate it!" but you must get excited about it, so that they can latch onto your excitement, otherwise if you say: "Aaargh, I hate this!" like for example the poem "Rondom my"[22]. I find it the stupidest poem. I always tell the boys we have to do this, but I think it's a stupid poem and if this guy were my boyfriend, I would dump him even before he could get my number and then they laugh at that, but we push through because we all think the girl should leave him.

T3:   You also broaden their general knowledge. Like now they know what Mxit was.

I: It's like when you give a child a tape and pencil now, they won't know what to do with it. So it's actually nice that we're talking about Mxit, because it is actually a loan word that's been brought into Afrikaans, so it's not purist Afrikaans. So if you do this CS in class, do you feel that there is any sort of language pollution taking place?

T3:   Yesterday I had this very clever boy, he decided he was going to read the HAT[23] and the word "Ku Klux Klan" was in there. So, you must ask yourself what is code-mixing, because a lot of these words have been taken up in the dictionary as recognized Afrikaans words.

I: And also in the AWS[24].

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[22] "Rondom my" by Dawie de Jager is a prescribed poem for Grade 12.
[23] HAT dictionary – Handboek vir die Afrikaanse Taal.
[24] AWS – Afrikaanse Woordelys en Spelreëls (Afrikaans Word List and spelling rules)

T5:	It's "Mengels" (everyone laughs)
T4:	But there are certain words that just sound wrong (inaudible background discussion)
I:	Like "konstitusie" instead of "grondwet". So would you feel that your own idea of what language pollution is, would influence your marking?
T5:	Definitely.
I:	So you would all mark differently?
T2:	I definitely judge people on radio programs that say that they are Afrikaans, but then every second word that they use is an English word.
I:	So, within code-mixing, you've got two frameworks. So someone will use English as the framework and insert Afrikaans words, or someone else will use Afrikaans as the framework and insert English words. But what you would like in a class, is that they use Afrikaans as framework and only insert English words here and there where they don't understand/ know the word. (Agreement in background)
T5:	No, my personality and my personal choice about what I find acceptable in terms of CS, is definitely going to be different form T6, for example. So when I mark a paper and when she marks a paper, were' going to mark essays differently. Certain things fascinate me, so I'm captured by the content. So if there's an English word in there, it's won't necessarily bother me.
T4:	But we teach the kids, we tell them that they're not allowed to use English words, so they don't do it a lot.

T2: When you do matric marking, kids from different districts also speak differently.

I went through so many packs of marking where the kids would talk about "span" (meaning work) and then you have to accept that, because that area's children are taught like that, it's their way of speaking.

I: So we also have varieties and difference in register that aren't standard Afrikaans. Where does that fall on the scale of language pollution? And in terms of code-mixing? How far does it stretch and what words do we accept as code-mixing?

T4: Do you know how I feel? If we can understand each other, then it's great. (interviewer agrees)

I: So you have a more communicative inclination than a purist language inclination?

T4: It irritates me that we are constantly assessing. It's one assessment after the other. Why? These kids leave this school and they never speak Afrikaans again, because of the continual assessment. If we could just let them listen to Afrikaans music in class and talk about it and get vocabulary from it…

T2: And they imitate you and the words that you use!

I: So they pick up on things they shouldn't and the things they should, they don't? So, what's interesting is you have classroom discourse and then you have assessments. So what happens in the class is not a reflection of what is assessed?

T3: Yes, because we get a standardized assessment from the department.

I: And because you have to send in those assessments and portfolios, you can't apply CS. There's a difference between formative and summative assessment. (agreement in background)

So in formative, you feel that CS has a place in the classroom, but in summative, written assessments, not. Because you'll remember there was a question like that regarding the assessments.

(inaudible background chatter)

So what happens when you don't have that influence of teachers with different language use and you don't see these words as part of your vocabulary?

T3:   At another school that I worked at, we marked much less strict, precisely because our HOD was a coloured lady.

I: So you've got three areas: you teach, you've got assessments and then you give feedback on the assessments. So when you give feedback on the paper and that is standard, formal Afrikaans. Do you give verbal feedback where you use CS?

T2:   Sometimes someone completely misunderstands the topic. One year, the topic was on something about "trunk" (jail) and the boys interpreted it as "trunk" (as in trunk of my car). So you had to go back and explain to them what the difference is. So they got very low marks for the content of their essays, but it's their fault, not mine. How can you choose a topic that you are not 100% sure of? Because there were options!

Then, on the other hand, you have kids who want to use these big, impressive words and I warn them that in matric, with the external markers, there are markers who aren't HL speakers and so they might

penalize you for using these words, just because their vocabulary is not that extensive.

T5: I think, with us, in terms of assessments, they don't really go back to the kids to be discussed, because they need to be moderated and we don't have enough time. But what I feel in terms of memorandums, when we mark, we group mark, so we'll sit and discuss the memo extensively. There are very few things that I will go and change afterwards when the boys ask me about it, because I feel like we have spoken about it, they were warned about it. But I feel that we disadvantage the kids, because our memos are so specific that we need to mark the answer wrong if the kid didn't write it exactly as they wanted it, even though you can see that he understands the question.

T1: Can I give an example of that? So the question had to do with the typography of the poem and it was supposed to resemble the back of the crocodile. So if kids wrote "form" it was marked wrong. But actually I feel that it is right… And I've also marked things like that wrong, because you focus on your memo…

T5: The over-assessment means that we don't always discuss assessments in depth with the boys, so they don't get the opportunity to learn from their mistakes.

I: What you are saying here is that it is more about exam writing techniques than Afrikaans?

T6: It kills the language. It kills the kids!

T4: It's so stupid! When we get so technical, it makes them so negative.

I: Ok, another question to move on to a new topic, so the whole idea of CS, is that you also have MT speakers in your class that communicate with you in their MT. Have you ever had the problem that you're not a

speaker of that language? That they try to explain something to you that you can't understand?

T5: I've never had, like, a guy try to say something to me in Zulu, but I've had a situation when one boy didn't understand something I was explaining and then his friend would explain it to him in their language.

I: Would you allow this as a teacher?

T2: Yes, but it's a slippery slope. I've taught at a school where it becomes so bad. Because they know you don't understand their language. So there were gangsters in the class who would threaten each other and the school rule was that the LoLT was English and it was to ensure safety! Here we don't have that problem.

I: You obviously have to take the intention and body language and all of that into account.

T3: I've never had a child in my class who spoke another language besides Afrikaans or English. At this school we have a very conforming culture and so the boys will speak English.

I: Is that because you have a higher socio-economic stance than at other schools? And because of that, their English is better, so they can explain themselves in English?

T2: It's also the primary schools that they come from. Even the Korean kids that come into the school, will start off nowhere, but they study and they work hard and you can see it!

T5: I think at a stage things are going to change. I've already seen it with the younger Grades. We are getting a lot more kids from Sunnyside and Arcadia… I think it will be something that we will be confronted with more and more.

I: So that kind of CS is going to be more prevalent in your classroom and you will have to know how to deal with it.

T4:   But they do try to fit in, like T3 said. And their parents also want them to fit in.

I: And when you get Koreans and Arabs, are they one or two kids here and there? ("Yes" in background). Ok, so they're not a group that can help each other? ("No" in background)

T5:   They're diplomats' children.

I: Have you ever learned about the specific teaching strategies mentioned in the questionnaire, like the Audiolingual Method for instance? ("No" in background)

            CS, within a large framework of different teaching techniques, links to how a second language is acquired. (She gives example of the Audiolingual Method and they admit that they do know the technique, but didn't know what it was called)

T5:   I think the school's focus is on content-based education. We focus on the pass rate and not on communication.

I: It works best because it gets results. The system forces you to do that, but if you had a choice, you would do something else? ("Yes" in background)

T2:   The order of the syllabus in the CAPS document also doesn't make sense! For instance, it wants us to teach "Direct and Indirect Speech", but the kids haven't even done conjunctions yet…

I:	So huge problem with the system in which you are expected to function? ("Yes" in background) Ok, that makes sense…Are there any of you who have negative feelings towards Afrikaans?
T3:	I do.
I:	Do you think it comes across in your teaching?
T3:	Yes.
T1:	I must say, I'll tell the kids if I think a poem is stupid or a word is dumb. Like "why are we doing this?" and I'll be like "I also don't know, but let's push through". But then there are other aspects that I am passionate about.
I:	So there's a balance? ("Yes" in background)
T3:	I think most Afrikaans people are common and you can see it in our music and movies…
T2:	You're judgy…
T3:	It's the truth!
I:	It's her truth…
T1:	It's not the Afrikaans language, but the culture…
T2:	But you also can't make those kinds of generalizations about any language or culture… (inaudible background talk)
I:	Ok, and then, do you have students that come into your class with preconceived ideas or feelings towards Afrikaans?

T4:	Oh yes! (agreement in background) They'll tell it to you straight! They'll say things like: "Why should I do Afrikaans?" "Because this school made the choice that that was going to be our FAL, but you can also do Sepedi. So, you and your parents decided to come to this school, so you knew you were going to do Afrikaans, so you've got no ground to stand on."
T5:	Every year, in all my classes, there are boys who have that conversation and I tell them that when you go and look at the highest education systems in the world, they teach 2 or 3 languages because it helps cognitive development. So, I tell them, even if you don't learn Afrikaans per se, it helps to develop different parts of your brain, it help to form new neurological networks, so it'll help you with Mathematics.
I:	Yes, because you can't do Mathematics if you can't read or write…
T2:	It also helps you to debate and look at differing opinions.
I:	Do you feel the boys would rather do Mathematics and Science?
T4:	Yes! (inaudible discussion in the background)
	We had Afrikaans HL for a very long time at this school, but the kids chose FAL because they achieved better marks. So the HL classes got smaller and smaller and eventually it wasn't feasible anymore. Now they sit in your class and they are bored and they get up to mischief. We must find something to cater for them as well.
I:	And that makes it very difficult for you as a teacher, to cater to both sides of the spectrum.
T1:	And the school can't stream classes…
T4:	I wish we could…

T3: But they can stream Mathematics…

I: 'Cause then it becomes an unfair situation…

T2: But if you could, you could put your weaker kids there and the stronger Afrikaans speaking kids there and be able to get the work done much quicker and do enrichment activities for the stronger candidates.

I: So, basically, I've asked everything that I wanted to know. Now, it's an open session for you to say whatever else you would like to say. Is there anything else you would like to add now that you've worked through her entire questionnaire or something about CS that we didn't think of that you feel we should take into consideration? Or have we asked you everything that affects you as teachers?

T4: I can't think of anything now. I think we must just be very careful that we don't trample Afrikaans…

I: Yes

T4: And coming from me, I mix my languages a lot and I swear a lot in class, but I don't over-use English. And we must prevent the kids from doing that. We must watch out for that.

T3: But I don't think you can do that with CS.

I: No, there is a difference between me polluting the language because I'm just throwing words in there and it having a functional approach, used as a tool to help the learners. On that note, what's your opinion on the difference between code-mixing, translation and CS? Do you think it's the same thing or do you see it as three different things?

T5: Three things. I think if you just translated every time, you wouldn't give the child the opportunity to become independent in Afrikaans. I think

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when you us a bit of CS, he begins to understand where Afrikaans words are used in context and expand his Afrikaans framework. If you just translated all the time, they would never get comfortable with Afrikaans.

T2: You would also take away the beauty and uniqueness of the language and all the small nuances of the language. Masks really hindered that a lot.

I: Ok, I am finished. Thank you so much for your time, I know you are all very busy… (recording ends)

Appendix C

<u>Example of the questionnaire for learners sent to all the participants</u>

NAME: _____ **GRADE:** _____

Please note the following:

- ➢ You do not have to answer any question that makes you feel uncomfortable.
- ➢ You can withdraw from this study at any time without any consequences.
- ➢ Your real name will not be used in this study. A pseudonym will be given.
- ➢ All data will be stored safely in order to protect your identity, information and responses according to the POPIA act.
- ➢ The term **codeswitching (CS)** is used in this questionnaire. It means switching from English to Afrikaans or vice versa during a sentence or making use of translation.

<u>Section A</u>

1.	Have you always lived in Pretoria?	Y	N
2.	How many times have you moved in your life? _____		
3.	Where did you stay previously? _____		
4.	Are you a boarder?	Y	N
5.	If so, where do your parents stay? _____		
6.	Are you attending Pretoria Boys High School on a scholarship?	Y	N

<u>Section B</u>

7. What language do you generally speak at home? _____

8. What language do you speak to your mother and father respectively? _____
   _____

9. What language do you speak to your grandmother and grandfather? _____
   _____

10. What language do you speak to your friends? _____

11. What other languages can you speak? _____

12. When/ where did you learn these languages? _____

Section C

13.	Did your primary school have Afrikaans as a subject?	Y	N
14.	Did you take Afrikaans as a subject in primary school?	Y	N

15. If so, for how many years/ up to which Grade? _____

16. Why did you choose Afrikaans as a subject at Pretoria Boys High School? ___

_____

17. How are you currently experiencing Afrikaans as a subject?

1 – I hate it	2 – I don't enjoy it	3 – I enjoy it somewhat	4 – I like it	5 – I love it

18. Considering your previous answer, is it because of:

Difficulty understanding the language	The teacher	You feel excluded	Your friends aren't in the same class as you	You feel you didn't have much of a choice in taking the subject	Other

Please explain your answer: _____

_____

19. What area within the subject would you list as your main area of concern? You

may select more than one.

Comprehension	Language	Reading	Speaking	Questions in examinations/ tests	Vocabulary	Other

Why? _____

Section D

20. How helpful do you find it if your teacher speaks ONLY Afrikaans to you?

1 – Not at all helpful	2 – Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful

Why? _____

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21. How helpful do you find it if your teacher requires you to speak Afrikaans ONLY

in class?

1 – Not at all helpful	2 – Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful

Why? _____

22. Do you answer the teacher in Afrikaans when he/ she addresses you?

1 - Never	2 - Rarely	3 - Occasionally	4 – A moderate amount	5 – A great deal

Why? _____

23. Do you think it should be expected of learners to speak/ reply in Afrikaans?

1 – Strongly disagree	2 - Disagree	3 – Somewhat disagree	4 – Neither agree nor disagree	5 – Somewhat agree	6 - Agree	7 – Strongly agree

Why? _____

24. Do you think the Afrikaans used/ spoken in the classroom reflects the Afrikaans

used/ spoken in real life outside of the classroom?

1 – Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree

Why? _____

25. How often does your teacher use CS in the class?

1 - Never	2 - Rarely	3 - Occasionally	4 – A moderate amount	5 – A great deal

26. When does your teacher use CS?

1- To explain work	2 – To give instructions	3 – To discipline the class	4 – When speaking informally to the learners	5 – All the time

27. Do you think your teacher sees CS as "language pollution" (where language

means that the language is filled with borrowed words which detract from the status and purity of the language and the speaker?

1 – Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree

Why? _____

28. How helpful do you find it if you do group work/ have discussions with your peers in Afrikaans?

1 – Not at all helpful	2 – Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful

Why? _____

29. Do you find it helpful to your learning process if you are allowed to switch to English when doing group work/ having discussions with your peers/ answering or asking questions in class?

1 – Not at all helpful	2 – Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful

Why? _____

30. Do you find it helpful to your learning process if you are allowed to switch to your Home Language/ Mother Tongue when doing group work/ having discussions with peers/ asking or answering questions in class?

1 – Not at all helpful	2 – Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful

Why? _____

31. How helpful do you find it if your teacher makes use of translation in class to explain difficult concepts/ give instructions?

1 – Not at all helpful	2 – Slightly helpful	3 – Moderately helpful	4 – Very helpful	5 – Extremely helpful

Why? _____

32. Do any of your assessments/ tests/ examinations contain examples of CS or Translation (like providing you with the English word for a difficult Afrikaans

word?

Y	N

33. How does that make you feel?

1 – Serious problem	2 – Minor problem	3 – Moderate problem	4 – Serious problem

Why? _____

34. Does any of the feedback given to you about your assessments include CS?

Y	N

35. How does that make you feel?

1 – Serious problem	2 – Minor problem	3 – Moderate problem	4 – Serious problem

36. Do you feel excluded (or like an outsider) in the Afrikaans class?

1 - Never	2 - Rarely	3 - Occasionally	4 – A moderate amount	5 – A great deal

Why? _____

37. How aware, do you think, is your teacher of the different multicultural and

multilingual backgrounds of the learners in class?

1 – Not at all	2 - Slightly	3 - Somewhat	4 - Very	5 - Extremely

Why would you say so? _____

38. Does the use of English in the Afrikaans class make you feel more included?

1 - Never	2 - Rarely	3 - Occasionally	4 – A moderate amount	5 – A great deal

Why? _____

39. Would you feel more included if your teacher spoke your Home Language in

class, along with Afrikaans?

1 – Strongly disagree	2 Disagree	3 – Somewhat agree	4 – Neither agree nor disagree	5- Somewhat agree	6 - Agree	7 – Strongly agree

Why? _____

40. Do you think that CS will help you to, one day, be able to speak Afrikaans

confidently and fluently?

1 – Strongly disagree	2 Disagree	3 – Somewhat agree	4 – Neither agree nor disagree	5- Somewhat agree	6 - Agree	7 – Strongly agree

Why? _____

41. Do you think that CS being used in class by the teacher and the learners

hampers/ slows down/ is detrimental to you learning the language?

1 – Strongly disagree	2 Disagree	3 – Somewhat agree	4 – Neither agree nor disagree	5- Somewhat agree	6 - Agree	7 – Strongly agree

Why? _____

Section E

42. Of these methods used by teachers in the Afrikaans classroom, which do you

feel work the best for you? Rate from 1 to 5.

1. _____
2. _____
3. _____
4. _____
5. _____

- Audiolingual Method
  Example: The teacher says something in Afrikaans and the class repeats it after the teacher.
- Total Physical Response
  Example: You learn a word like "swem" by performing the action in class.
- Content-based instruction
  Example: When learning about food in Afrikaans, the teacher shows you many different pictures and examples of the food types that you get.
- Task based instruction
  Example: The teacher gives you a group task to complete, based on the work that was explained.

- Communicative Language Teaching
  Example: Students are given a task that they must complete using the language instead of learning *about* the language.

43. Why was no. 1 your chosen option?

    _____

Section F

44. How do you feel towards Afrikaans as a language?

1 – Strongly oppose	2 – Somewhat oppose	3 - Neutral	4 – Somewhat favour	5 – Strongly favour

Why? _____

45. Do these feelings influence your performance in Afrikaans as a subject?

1 – Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree

If so, why? _____

46. What are your feeling towards your Afrikaans teacher?

1 – Extremely negative	2 – Mildly negative	3 - Neutral	4 - Positive	5 – Extremely positive

Why? _____

47. How do these feelings toward your teacher affect your attitude towards Afrikaans

    as a subject?

1 – Not at all	2 - Slightly	3 - Somewhat	4 - Very	5 - Extremely

Why? _____

48. Would you prefer it if Afrikaans was not a prescribed subject in high school?

1 – Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree

Why? _____

49. Do you think it is necessary to learn an additional language?

1 – Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree

Why? _____

50. Do you do well in Afrikaans?

1 – Not at all	2 - Slightly	3 - Somewhat	4 - Very	5 - Extremely

Why? _____

51. Do you prefer subjects like Mathematics/ Science over Afrikaans?

1 – Strongly disagree	2 - Disagree	3 – Neither agree nor disagree	4 - Agree	5 – Strongly agree

Why? _____

52. How similar/ different do you think it is learning a language now vs. when you were a toddler?

1 – Not at all	2 - Slightly	3 - Somewhat	4 - Very	5 - Extremely

Why? _____

53. Are there any additional comments that you would like to make/ things that you would like me to know?

_____
_____
_____
_____

THANK YOU FOR YOUR TIME AND FEEDBACK!

Appendix D

Transcription of interview with learners

Grade 8

I: Why did you choose Afrikaans and not Sepedi (being the two FAL offered at the school) and the follow-up question to that is; now that you are more than half way through the year, do you consider switching, especially next year in Grade 9 when you can make subject changes?

P1   What if you already made the switch Maám?

I: Ok, did you already?

P1:   Yes.

I: Ok, so what did you choose initially?

P1:   Maám, what happened was, I was doing Afrikaans in my primary school. I was passing, I was getting my 60's, but I put in too much work and I felt like a subject that I can actually understand, read and everything would be much easier for me than Afrikaans.

I: Ok, and how did you experience it? Was it easier for you?

P1:   No Maám, like everyone is here (motions with his hand) and I'm trying to catch up.

I: What is your HL?

P1:   Sepedi.

I: Is it?

P1:   Yes Maám, so that's why I chose Sepedi.

I: But do you find the Sepedi in class at a higher level than at home?

P1:   Yes Maám.

I: Really?

P1:   Maám the writing part of it!

I: Ok, very interesting… So, you made the switch from primary school to high school, but you now at high school don't consider going back to Afrikaans?

P1:   Lately, ever since my most recent test I've been thinking about it.

I: But you'll see, come end of Grade 9 how things are looking… (P1 agrees). Ok good, that's a very interesting perspective. So even though Sepedi is your HL, it is what you speak to both your parents? (P1 agrees), you found the class Sepedi way more difficult (P1 again agrees).

	I assume the rest of you do take Afrikaans? (all agree) and you don't want to switch to Sepedi? ("no" in background).
	And you chose Afrikaans mainly because you had it in primary school? (all agree)
P2:	And it's my HL, Maám.
P3:	I think with Afr Maám, in my head, I find it at a certain stage. Like last year in primary I got 70'and 80's, but then this year, I don't know, it's kind of more challenging.
I:	The jump from primary school to high school, you felt was a big jump?
P3:	Yes Maám.
I:	Do you find the teachers here speak more Afrikaans than what they did at primary school level?
P4:	So, in primary, my teacher would speak Afrikaans and then translate, but this year it's just Afrikaans.
I:	Just Afrikaans? With very little or no translation?
P4:	Well, Ma'am, here and there.
I:	Would you prefer it if there were more translation?
P4:	Yes Ma'am.
I:	Do you feel a bit left out or a bit behind because you are struggling to just keep up with what is being said? And then you still have to understand what is being said? (P4 agrees)
	Ok, moving onto question 2. The majority of the Grade 8 group indicated that "lack of vocabulary" was their greatest problem with Afrikaans. Do you agree and why would you say that? You can also speak from the experience you had in primary school.
P3:	Ma'am, I could write it, but I couldn't speak or understand it.
P2:	Some of our English teachers give us books to read and that really helps us a lot and I feel that our Afrikaans teachers don't give us books to read, which dumbs down our vocab…
I:	But you do have your prescribed books that come with "woordeskat" worksheets…? (others chime in, P2 acknowledges this)
	And you know our media centre has got a wide range of books?
P2:	Why is everyone looking at me? (inaudible background chatter)
I:	Yes, I mean, it shouldn't all just come from the teachers… But I do agree with you – reading is the no.1 way to broaden your vocab, especially also to sit with a dictionary next to you and look up all the words you don't know, because then you'll know and the next time you see that word in a comprehension passage, you will know what it means.
	What other things are there that you can do/ what other ways are there to improve your vocab?
P1:	Practise speaking it to other people. Like, say, if you make a mistake, they can correct you…
I:	I think that is a brilliant suggestion, but I think the reason that boys especially don't do it, is because they are scared of being laughed at.

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P2:   You can also watch Afrikaans movies with subtitles.

I: Absolutely! Watch Afrikaans series, Afrikaans movies, because they have the subtitles so you can hear the language, hear the pronunciation and also discover what certain words or phrases mean…
Ok, moving on to question 3. Ok, so in the questionnaire I spoke a lot about the term "Codeswitching" and I did give an explanation at the top. I don't know how many of you picked up on that or read it…Do you know what Codeswitching refers to?

P3:   Yes Ma'am.(others also agree)

I: Can you explain it to me?

P3:   CS is like when they say something in a language and then translate it in another language.

I: Ok. That's one aspect of it. It's not just translation. It is also, for example, if I'm speaking Afrikaans, but I insert one or two English words or the other way around – English with one or two Afrikaans words in it… (gives example, no response from participants)
Question 4: How often does your teacher use CS in the classroom? And that is in any of the ways we just mentioned.

P4:   My teacher hardly does it…

P2:   Juffrou P gebruik dit baie. (Mrs P uses it often)

I: Ok, does she speak more Afrikaans and throw in a few English words or the other way around?

P2:   She talks Afrikaans, but like modern. Like she uses Afrikaans, but uses English words in between and afterwards she will also say what she said in Afrikaans, in English.

I: Now, I know that you understand both, but do you think the way that she incorporates both, helps the boys who do not understand Afrikaans that well?

P2:   Yes Ma'am.

I: You also said the same (to P3): if it's just Afrikaans, it goes over your head, but if maybe she says it in Afrikaans and then just recaps what she said in English, it'll help you to understand what she was speaking about. (all agree)
Say, for instance, your teacher still only spoke Afrikaans, but she/ he spoke much slower…Do you think it would be as effective or would you still prefer CS?

P2:   I think it will help a little bit, but if she uses big words in the middle of the sentence, it still wouldn't help that much.

I: Absolutely. Unless you are given the meaning and the word is explained to you, you won't know what it means.
In the questionnaire I asked whether your feedback on assessments contain examples of CS. There I got a mixed response. Many boys said "yes" and many boys said "no". There wasn't a clear distinction between the two. So what I meant by that was, when you get a test or exam back, or a piece of writing, like an essay, whatever was written on there, the corrections and all of that – does that contain examples of CS? So, are some of the things in English or is it just in Afrikaans and then verbal feedback, after the test or exam, when the teacher goes through the memo with you, to see where the class went wrong or what mistakes they made, are there examples of CS?

P4:   No Ma'am, we have to ask questions about what the words mean because he won't translate it for us…

P2:   Hard words she will translate for us.

I: Your primary school experience?

P1:   Ma'am, she would just give us our test and say in Afrikaans "good" or "bad".

I: So she didn't actually discuss why you made the mistakes that you made?

P1:   No Ma'am.

I: That's difficult, isn't it? Because how will you then improve? (all agree) How will you not make the same mistake the next time?
So despite their being limited feedback given in English, the majority of boys said that it was only a "minor problem" for them. They felt it wasn't such a big thing…Do you agree with that?

P2:   Even if it's on a memo or speaking about it, it should be in English for the people who don't understand. Because if the memo has a word that they don't understand, then they still won't know…

I: So you wouldn't have chosen "minor problem"?

P2:   No Ma'am, it is a big problem.

I: Ok, so besides for the four of you here, friends in your Afrikaans class, do you get that same kind of feeling from them? If you speak to them like when you get a test back?

P2:   Yes Ma'am.

P4:   Ma'am, I got like better marks than most of my friends. Like, when I saw my marks, I was proud of myself. Because I studied. But them on the other hand, they didn't really understand the language and didn't want to work to learn it, to pass it. And then I also have some friends who failed because of Afrikaans.

I: Yes, that's true, hey? Even if you don't understand everything, there are still things you can learn off by heart and at least pass or do well in that section…
Ok, how comfortable do you feel asking questions in Afrikaans in class or answering one of the teacher's questions in Afrikaans?

P4:   With the questions, I do ask Ma'am, but I just sometimes find it hard to, let's say, it's a new topic, I won't ask questions, because I don't understand that much yet…But then with answering, I just find it hard to understand…

I: What do you mean you find it hard to understand?

P4:   Uhm, mostly, with my teacher, with his questions, he just speaks Afrikaans, he doesn't translate, so I don't understand.

I: So you mean you don't even understand what he is asking, therefore you don't answer. Because you don't know what he is asking… (P4 agrees)

P2:   Ma'am, in our class, you have to ask the question in Afrikaans and I…

I: Are you forced to ask in Afrikaans?

P2:   Yes Ma'am and I think that a lot of the people don't have the necessary vocabulary to ask and then also, Ma'am, we have one of the most disobedient classes, so they don't listen and they don't really focus.

P3: From my side Ma'am, majority of the kids don't ask questions 'cause they will get laughed at by the kids who do understand. So they would rather just keep it to themselves.

I: You know, it's not just the people who understand. Often it's the other boys, who are in the same boat as they are, they're just as bad, but they will snicker and it's horrible because it does take away your confidence and then next time you are not going to say something because you are scared you are going to sound stupid…

P2: Ma'am, and with the humiliation, Ma'am, our teacher, he will also make comments about that…

I: Oh, does he tune you?!

P2: Ja. That's also why a lot of the people don't want to answer.

I: Sho, that's sad to hear because that will take away your confidence…
Ok, so ja, it's a combination of not understanding what the question is, not having the vocab to answer and then fear of humiliation, fear of being laughed at.
If you do answer a question, and like in your case, where you are forced to reply in Afrikaans, do you try to say it in Afrikaans and then when they get stuck, switch to English or what happens there?

P2: Ma'am, they start with English and then Ma'am will tell them "No, in Afrikaans" and they try it, but then they don't have the vocab, so half of it is in Afrikaans and the other half in English.

I: But at least they are trying…And she allows them? She doesn't then shout at them?

P2; No, she helps them and then asks the real question again and tells them what the question was.

I: That's good. So, she guides them? (P2 agrees) I like that.
Uhm, okay, so you learn a lot of Afrikaans: you learn poetry, you do short stories, you do books, a lot of language work. At the end of matric, after having done all of this, do you think you'll be able to speak and have a conversation in Afrikaans?

P4: Ma'am, I don't think anyone who doesn't have an Afrikaans background or who isn't enthusiastic about the language will be able to, because they are doing it just to get by. They are doing the bare minimum.

P3: They can do simple conversations, but once you start going into depth, they can't keep up.

P4: So Ma'am, with later on, in matric, I think you can like try and speak, because by then you should know more than you do now.

I: Absolutely. But, I guess what I am asking is ('cause that's another part of what I am trying to figure out) is, are we just teaching you how to answer a paper in matric? Is that what we are training you for? Or are we actually training you to speak the language?

P3: I think it's both sides, Ma'am.

I: I hope so. If it is, then we are getting it right. If we are just prepping you for matric, then we're missing the point, because the point is to confidently and comfortably have a conversation in Afr. But yes, it comes back to enthusiasm. Ok, moving on. If you could change anything about the subject, curriculum or content… So for example, the poetry, the books, the writing that you have to do,

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essays, all of that, if you could change anything about the subject, what would that be?

P2:   Ma'am, I think there should be different sessions for different topics.

I: So, you mean, like, spend a week on poetry, and then the next week on language and so forth? (P2 agrees) Ok, interesting.

P4:   Well, I think he's got a point Ma'am, because like, let's say this week we focus on vocab, next week on sentence structure, next week on pronunciation, if you can focus on that week by week, you can get to that standard where like you learn how to speak.

P2:   I think what happened in primary school, like each day of the week we would have a specific thing that we would do. Like Monday we would come back and write 10 sentences about what we did on the weekend and on the Friday we would do like a fun quiz or something.

I: Alright, so like maybe bring fun things in? (all agree) Make learning fun…
        So that kind of answers the next one, but what would you like to do more or less of? More stories? More poems?

P3:   Ma'am, I feel like there should be less unnecessary language, like stuff like synonyms. Like, if you know the one word, you're good. It just confuses me.

I: I hear what you are saying. Synonyms and antonyms still fall into vocab, because you have more than one way of describing something, but on the same page, I feel for FAL you don't need to know Active and Passive voice… You are never going to use that! (all agree) Writing formal letters in Afrikaans…

P2:   In my opinion Ma'am, I think we should practise more of saying stuff rather than doing activities. I'm not saying activities are bad, but we should practise first like how to understand the sentences and stuff…

I: Fully agree.

P4:   With writing, I feel like I am better at writing than speaking, 'cause writing is like a day-to-day thing with the notes and the activities…

I: You write more than you speak…

P4:   Yes Ma'am.

P2:   I would take out more poetry and put in more dialogue.

I: Or maybe do more poems that you can relate to…? (everyone agrees)
        No. 12 – What, if anything, makes you feel excluded or alienated in class?

P2:   My teacher is a mountain biking teacher, so he focuses more on the mounting biking kids than teaching the rest of us.

I: So you feel that he has got favourites?

P2:   Yes Ma'am.

I: And he teaches to them?

P2:   Not necessarily, Ma'am. He doesn't teach at all. He'll legit teach half of the stuff and then start showing videos of mountain biking.

I: Do you at least discuss the videos in Afrikaans?

P2:   No (laughs)

P4:	I feel excluded because he speaks more in Afrikaans and hardly explains it in English and so if I can go back to primary school for example, the teacher would say something, write it on the board and we could see the structure of the sentence and everything like that. But what our teacher does this year, is he doesn't really explain it or give examples of it.
I:	So you would like to visually see it on the board? (P4 agrees)
P3:	My teacher, Ma'am, the way she teaches caters for the smart kids and they'll speak fluent Afrikaans and Ma'am will just keep going and the rest of the class falls behind.
I:	"Cause you said you studied and you feel that you are smart. With that, did you still feel like you were a part of the group in class that didn't understand and didn't follow along? (P3 agrees) Okay, so those are things that make you feel excluded, but generally, do you feel welcome and comfortable in class? (all agree)
P1:	My Sepedi class is a vibe Ma'am.
I:	Is it? So you like being there?
P1:	Yes Ma'am. I don't like it when we write tests, but otherwise, it's fun being there.
I:	14. Do you feel that all groups are incorporated and catered for? Now, this is not only language groups. Think also of racial groups, immigrants, boys from various backgrounds, different religions. Does your teacher think of them and try to make them feel welcome and part of the class, part of the discussion?
P2:	Well, my teacher doesn't discriminate.
P4:	Uhm, there's like one friend group who are very disobedient in our class. So she's nice to everybody, but then that group really annoys here…
I:	Obviously you won't know, but from your perception, if your teacher was marking their stuff, would her attitude towards them influence her marking or would she be able to just look at the work?
P2:	Ma'am, I don't think she knows half of their names, so I don't think she's going to mark them down.
P3:	Ma'am, like my History teacher doesn't look at the front page, so she doesn't see the names and it doesn't let it influence her.
I:	Good, good… 16. As a whole, it came out that some of the boys have got negative feelings towards Afr. Why would you say that is? And if it applies to you, why didn't you then choose Sepedi?
P1:	Most boys don't hate the subject, but they have no passion for it, because they can't understand it. And when they compare themselves to the boys who understand it and can speak it, they doubt themselves.
P3:	Ma'am, this year I don't love Afrikaans so much. Last year, I loved Afrikaans! I was so good at it. I got like 80%. Then this year came, but I think my passion just fell, because it's hard to understand new words, new everything.
P2:	Last year was also a nicer atmosphere for me because I had all my friends in my class, but now, because I came to a new school, I had to adapt to new friends and teachers as well.

I:	But now that it's more than halfway through the year, you've obviously made friends here at the boarding house. If you now look at your Afrikaans class, how many of your friends are in your class?
P2:	A little bit.
I:	So now it feels like a nicer atmosphere? (P2 agrees)
P1:	Ma'am, I think the reason why they don't switch is because they took Afrikaans from Grade 1 to 7.
I:	Yes, that came out in the questionnaire as well. But for me it's strange that boys will complain about Afrikaans and not seeing the usefulness of it, but they don't want to switch to Sepedi…
P2:	Ma'am, some of my friends speak Sepedi at home, but they want to learn another language.
I:	That's a whole different thing. They will then succeed because they want to learn and grow.
I:	17 – In the questionnaire everyone agreed that it is important to learn an additional language, but then at the same time, they don't see the value in learning Afrikaans. So, do you feel like it's only other languages then (like French and German), because the boys think they'll be able to use it when they go overseas one day? But how likely are you to use those languages in South Africa? I mean, Afrikaans is one the widest spoken languages in SA still. What is your thinking there? Why do boys not value it that much?
P4:	I feel with French and German, they are foreign languages. I feel like I could use the language in a business type of environment.
I:	But what if you work for a company here in Pretoria and the CEO is Afrikaans? Don't you think that it will open doors for you if you can speak to him in his own language?
P4:	I guess, Ma'am.
I:	And what about girls who speak Afrikaans? (they just laugh)
P3:	But Afrikaans is nice Ma'am. You can use it to brag to people who can't speak it. In my primary school, majority of kids took Tswana or Sepedi, but I went to a private school, so I had the opportunity to take Afrikaans and I could brag that I know this other language.
I:	Okay, interesting…
P2:	My whole family is German, so I feel like it would be nice to know that language, that culture, the heritage.
I:	Do your parents speak German to you?
P2:	No, but my grandfather does.
I:	Ok, then many of the boys said that they prefer subjects like Mathematics and Science to Afr. Why would you say that?
P2:	I think some people just understand and follow formulas better.
I:	It comes easier for them than languages…? (P2 agrees)

P4:	Ma'am, 'cause when they see it, they can understand it. But with a language, you have to know it. But there, there is a certain procedure that you can follow and then you're good.
P2:	Ma'am, I have more interest in Mathematics and Science.
I:	Why?
P2:	I think it's more interesting to me than language.
I:	Why? What makes it more interesting?
P2:	In Science, you learn about how the world works and I really like that.
P4:	I like Physics because I feel like I understand more how things work.
I:	I wonder about aptitude and that's something that I am also investigating: it seems that with boys, they have more of an aptitude with numbers, whereas with girls, it seems that they are more inclined to languages. It's not applicable to everyone, but it seems to be the trend.
P2:	Ma'am, I also think it is largely affected by your teacher. If you like your teacher, you will like the subject.
I:	No, very true. And if you'll remember, those questions also featured in the questionnaire. Last question: how do you feel the school or the teachers can help you more with Afrikaans?
P4:	There's not really much more that they can do on top of what they already do. They can maybe give more extra lessons (extra days)_
P2:	Ma'am, but most people that are failing Afrikaans don't even go to the extra lessons.
I:	True…
P3:	I think the teachers do what they can, but some of the students just aren't willing to learn.
I:	Yes, I agree.
P2:	The school could maybe set out one whole day for extra lessons so that it doesn't clash with other extramural activities…
I:	But then we'll have to divide it into hours for each subject and still not be able to get through all the subjects… But then obviously the boys would attend the ones they really struggle with.
P4:	Ma'am, with my teacher, I feel like she can give more examples and quiz you.
P2:	Ma'am, like Mrs. P gives us a quiz every second Friday on the work that we did and if you do well, you get a reward. She also gives you an extra mark or percent if you do well in those quizzes and you maybe need that extra mark/ percentage to pass or go up a symbol.
I:	That's good motivation. Thank you, that brings us to the end… (recording stops)

I:	Ok, let's start. It was very funny for me that initially, at the start of the questionnaire, the responses were that only Afrikaans should be spoken in the Afrikaans FAL classrooms, because it is an Afrikaans class and that's the only way you will learn and improve. Here and there boys agreed that you should speak Afrikaans the majority of the time, but also indicated that they then don't always know what is going on and can't always keep up. And then as the questionnaire went on, it's as if more and more boys admitted that if it is only in Afrikaans, they don't know what is going on and need translation here and there, especially for big/ difficult words. Can you recall what you said? If you think of your Afrikaans class, what makes sense to you?
P5:	Ma'am, my class is very disruptive, so I need the translation, because they are constantly shouting out answers that are completely wrong.
I:	So you also struggle to physically hear your teacher above the noise? (P5 agrees) Do you find that when she speaks Afrikaans, does she speak very fast or does she slow it down?
P5:	She does slow it down for us.
I:	And when she speaks slower, do you find it easier to follow?
P5:	Yes.
I:	Ok. Even if it is in Afrikaans?
P6:	Ma'am, I find that I need a translation every now and then, but most of the time I can follow what she is saying.
I:	And for exams and tests? Do you feel it would help if they included translations for the more difficult words?
P6:	It would, Ma'am. But usually if there is a big word that I can't understand, I try to figure out from the context what they want/ what the question is asking.
I:	And for Sepedi, does Ms. B only speak Sepedi?
P7:	No Ma'am, she does break it down into English for us so that we can understand.
I:	Have you spoken to the boys in your class? How many of them are HL Sepedi speakers and how many of them are like you – it is not their HL, but they didn't want to take Afrikaans?
P7:	There a quite a few whose HL is not Sepedi.
I:	And what was their reason? Do you know?
P5:	No Ma'am, I haven't really asked them.
I:	Ok, so when your tests are marked and you go through the memo or when a written assignment is given back to you, is any of the feedback in English and if it is not, do you understand the feedback, the rubric, so that you can improve ?

P6:	Ma'am, generally they will write abbreviations for errors like "sp" for spelling and then you can figure that out. But also, I know what my weak areas are and that I need to work on them.
I:	And Ms. B, does she give comments in Sepedi?
P7:	No, but she will indicate your mistakes on the paper for you. She also translates the memo for us.
I:	We've talked a lot about translation in this short while that we've been speaking, but you will recall in my questionnaire I referred a lot to the term "codeswitching". Now, I did provide a definition at the top of the questionnaire, but I don't know how many of your read it. I saw a lot of the boys had no idea when they were filling in the questionnaire. But what is your understanding of CS?
P6:	It's like from Afrikaans to English and back to Afrikaans.
I:	So, in your opinion, is it just translation or is it more than that?
P6:	Well, it's more explaining in your HL what things in Afrikaans mean so that you have a better understanding.
I:	Do you all agree?
P5:	Yes Ma'am. Like when it comes to poetry and literature, it does help quite a bit. Whereas if it was just in Afrikaans completely, I would have to go and read up on it myself.
I:	Just something that I want to add, what CS also is…I mean we even speak like that – so in an Afrikaans sentence, you'll throw in an English word if there isn't really an Afrikaans equivalent or the other way around when speaking English and throwing in words like "braai" and "lekker". I mean those are Afrikaans words that have been incorporated into the English language. So those are also examples of CS. It doesn't always have to be a full translation or explanation of something that was said in Afrikaans into English. The teacher can just use a word here and there and that will also help with the understanding.
	At this stage in your schooling career, those of you who indicated that you struggle with Afrikaans and don't do well in it, would you consider changing to Sepedi if that were an option?
P5:	No Ma'am, I would rather just push through. 'Cause like I get 50's, so it isn't that bad.
I:	So there was a section where I wanted you to indicate what your main problem/s with Afrikaans is and the options were: comprehension, speaking, reading, vocab and understanding of questions in tests and exams. The majority of the boys chose "vocab". Would you agree with that?
P5:	Well Ma'am, it also affects the questions in exam papers, because if you don't have the vocab, you don't understand what they mean or you don't know how to answer the question in Afr.
P6:	Ma'am, for me it's mainly vocab when speaking/ trying to have a conversation. 'Cause in a test or exam, you have time to think, but when you are speaking you have to think of the words on the spot and then it's sometimes difficult to remember all of them.
P5:	For me it's comprehension – passages in an exam that I must answer questions about.

I:	Which, if you think about it, is actually also vocab.
	Is there anything that you do on your own to improve your vocab?
P5:	Yeah, I go to a tutor.
P7:	I try read more Sepedi books. I also speak to other Sepedi speakers.
P6:	Not really, but I do try to speak Afrikaans to my Afrikaans friends.
I:	Like we said earlier, so when you are trying to have a conversation in Afrikaans, you often stand there and can't think of the words and maybe feel embarrassed or that you are wasting their time 'cause it takes so long for you to say something. Does it deter you from speaking to them in Afrikaans?
P6:	Sometimes Ma'am, but then I'll use CS – throw in an English word and then carry on with Afrikaans.
I:	Good! You must please not let it discourage you. And in a class situation – where you have to answer a question that Ma'am asks or if you want to ask a question, how comfortable are you answering or asking in Afrikaans, in front of the class?
P6:	It's not that hard for me because the majority of my class are English so they don't judge. And there are other times where you just have to say the answer that you've already written down, so it's already in Afrikaans and you can just read it out loud. Asking questions is a bit more intimidating, but then I will use CS.
I:	And then, will Ma'am correct you?
P6:	Yes, she will.
I:	And you? Do you ask in Sepedi or in English?
P7:	If I can't think of the right word in Sepedi, I will just put it in English and then Ma'am will help me and tell me what it is. So then next time, I will feel more comfortable and will know that word.
P5:	I tend to answer in English more, because my class is split into two groups – the Afrikaans guys and the English okes.
I:	Did Ma'am split you or did it just sort of happen?
M:	No, it just worked out like that and I sit right in the middle of the Afrikaans okes because my surname is "van Jaarsveld".
I:	You should use that to your advantage! Speak Afrikaans to them and let them help you as well. I wanted to get back to something that Justin said: you said that most of them are in the same boat. Do you not find ('cause that's something that I've seen in my own class) the boys who do laugh when you make a mistake, are the boys who struggle themselves!
J:	So it doesn't bother me too much because I know they will make the same mistakes.
P5:	In our class, when they laugh at you, it's not really a bad thing.
I:	So it won't stop you from asking the next time?
P5:	Yes Ma'am.
I:	And you?

P5:	So, I've got a few characters in my class and I've made a few mistakes in my prepared reading or speech and it has completely put me off. They won't like belittle you or tease you, it's more like just a comment.
I;	Does your teacher not say something about that?
P5:	Yes, but it won't stop them. They'll do it again next time.
I:	Yeah, that's bad. So many of you said that the focus in class is more on the work and not so much on conversation. So you actually have very little time to practice your Afrikaans. Do you think then, by the time you matriculate, you will be able to converse in Afrikaans?
P6:	Well Ma'am, I don't really have too much of a problem with that. When I was at primary school, most of my friends were Afrikaans and I could speak the language, but I feel that it has deteriorated now because we speak more English at this school. But we still do a lot of Afrikaans speaking in class, even if it is about the poetry and stuff and not about daily, common stuff.
I:	So you feel that if you were surrounded by a lot of Afrikaans people or friends, you would quickly pick it up again?
P6:	Yes Ma'am.
I:	And Sepedi?
P7:	Ma'am speaks Sepedi to us every day so that we can get used to it and it becomes first nature for us.
I:	So you also feel that you would be comfortable to talk to someone once you are out of school?
P7:	Yes Ma'am.
P5:	Majority of my friends are English, so I don't really speak a lot of Afrikaans on a regular basis and also not in class.
I:	But you feel you would be able to hold a conversation? And even if you were reluctant to talk, how much do you think would you understand if that person spoke Afrikaans to you?
P5:	That's the thing – I can understand more than I can actually speak.
I:	It's like what you said (to P6); you try to speak Afrikaans, but it's as if your words run out… Next question: what you change about Afrikaans as a subject? If you think of all the orals, the essays, the prescribed books, the poetry…Is there anything that you would want to take out or maybe replace? Any suggestions, like where you think "this we don't really need"…?
P6:	I don't really have a problem with anything, Ma'am. I think there is a good balance.
I:	You don't feel that you are being over-assessed?
P6:	Not really.
I:	Is it similar in other subjects?
P6:	Yes, it's pretty similar. I mean, like this term we only did two assessments – the prepared reading and the long transactional writing. I mean, that's not a lot.
P5:	The prescribed books for me. They are dead boring.

I:	What kind of book would you find interesting?
P5:	So, for English, it was *The Kite Runner* and I finished it in like two weeks.
I:	The movie is also really good.
P5:	Ok. In Afrikaans it feels like they give you a "dumbed down" book.
I:	Understandably so, but ok, I hear you. What genre would you prefer? Sci-Fi or Fantasy or what?
P5:	Not as depressing as what we are getting. And both *Die Kruppel Engel* and *Die Kind* (Grade 11 and 10 prescribed books) jump around a lot, so it's difficult to follow the storyline.
I:	Ok. What would you like to more of or less of in class?
P6:	I don't feel like we don't do enough comprehension. Like, in primary school, we did comprehension tests every week and I feel like that helped a lot.
P7:	I want to do less writing stuff. I feel like I really get to know the language by speaking it.
I:	And orals also really boosts your marks. You guys generally seem to do very well in orals.
P5:	More orals for me too. It's easy marks too.
I:	How does it differ – standing in front of a class, speaking Afrikaans (which we just said is a bit terrifying) and answering or asking questions in Afrikaans? Why are you comfortable with an oral and not with speaking in class?
P5:	An oral I can prepare for, I can fix mistakes. But when it comes to answering questions, it will take longer for me to make sure I say the right things.
I:	Does your tutor help you with the preparation for orals?
P5:	No, it's more the written work. So anything we do in class, she'll help me with.
I:	So you write your orals yourself? (M agrees) Ok. And you (to P6)?
P6:	Same Ma'am. You can prepare for an oral, but in class it's on the spot and you can't always think of the right words.
I:	Is there anything (it doesn't have to be just language related), it can be the teacher, the class setup, bullies, cultural differences, is there anything in your class that makes you feel excluded or not really part of the class in any way?
P6:	It's pretty even in our class because we are all learning a new language.
I:	And does your teacher treat everyone the same? You don't experience any discrimination?
P6:	No, she gives everyone an equal amount of time.
I:	So she doesn't have favourites? Or that she spends more time with these boys?
P6:	No Ma'am.
I:	And there's nothing else that makes you feel excluded? Even the fact that it's not your HL?
P6:	No Ma'am.

P5:	Definitely my class setup. Since it's so segregated, I would like it to be mixed. And those boys who cause so much disruption, maybe to get kicked out of class. Because we're almost near the end of the year and they are still disrupting the class.
I:	And they're keeping you from learning…
P5:	Yah. "Cause they'll disrupt the class and waste time or Ma'am will spend a lot of time arguing with them or trying to discipline them.
I:	Yes. You spoke about the polarity of the class. Where do you fit in? Because your surname is "Van Jaarsveld" and you say you sit amongst the Afrikaans boys, but you say you feel very much English. So where would you place yourself?
P5:	In the middle. On the fence. Since my Afrikaans isn't that bad…
I:	But is there a "middle group" in your class?
P5:	Not really. There's the back area where there's a few guys…
I:	The naughty ones?
P5:	No, the naughty ones are dead in the middle.
I:	Interesting. So you all feel welcome and comfortable in your classes? (all agree) Uhm, do you have any negative feelings toward Afrikaans and if so, why?
P7:	I like learning a new language so that I can communicate with more people.
P6:	No Ma'am. It's a nice language.
P5:	Yeah, for me it's always been difficult because we only started with Afrikaans in my primary school in Grade 6.
I:	Oh! So you didn't have it from Grade 1?
P5:	No, I didn't have any foundation.
I:	Sho, ja, that makes a big difference…
P5:	And there are also some other personal reasons why I don't like it…
I:	Do you want to share those?
P5:	So like, I have family members who are Afrikaans speaking and who didn't take too kindly to the fact that my parents chose to raise me in English. They weren't nasty to me, but they would shout at me in Afrikaans and so I learned that Afrikaans equals shouting.
I:	Ok, so there is that negative association… (P5 agrees) What was interesting to me was that the majority of the boys said that they don't see the value in learning Afrikaans because they don't see how they are going to use it after school and it's not an international language, so why should they learn it? Because everyone can speak English, so why can't we all just speak English to each other? So how likely are you to immigrate? Everyone has this idea that they're going to go overseas after school, but the reality is, people don't. It's not that easy or cheap. While on the other hand, here in South Africa, your boss, your company might be majority Afrikaans speaking. Why do you think there is this "yeah, it's great to learn German or French" but the likelihood of you needing to

	speak Afrikaans is way more than the once or twice that you are going to be touring…
P6:	I think it's mainly because people think Afrikaans is only spoken in SA, whereas French and those languages can be in various other countries. But then again, it always helps to already know two languages, like Afrikaans and English and then you can always learn a third.
I:	And people think that somehow all the Afrikaners have just stayed here in SA. They don't realise what a large Afrikaans speaking community there is in various countries in the world. Same with Sepedi, people think "oh, it's only spoken here", but what about CEO, boss, company? Sepedi is the 2nd most spoken language in Tshwane.
	So you guys see the value in learning it? (all agree)
	Ok, a lot of you also said that you prefer Mathematics and Science. Boys said that they found it more enjoyable, easier to understand.
P6:	For me, they are my best subjects because my brain just works like that. With languages, I get lower marks, because I don't see stuff that way. It's also easier to study for those subjects, because you've got your notes. And if you just study your notes, you'll be okay. But with languages, they can use vocab or comprehension passages in an exam that you've never seen before and have no idea what some of the words mean.
I:	So, to tie in to the previous question, in your minds, do those subjects hold more value than languages?
P6:	For me, yes Ma'am. Those two are the most important subjects to get into university. Obviously languages help with your APS score, but the courses that I'm interested in, they always list Mathematics and Science right at the top.
I:	Yes, so it depends on what you want to go and study… (all agree)
P7:	For me, those subjects are also easier because they are more practical than languages.
P5:	I don't take Science, but I take Biology and I enjoy those subjects because I like learning about the human body, so it's easier to study.
I:	We're nearly done. Thank you so much, boys! The last one: How do you feel the school or the teachers can help you more? Is there any way that you feel we can provide more support?
P6:	Ma'am, I'm not sure the teachers can do more than what they are already doing. They are giving good lessons, they are translating in class, we can go and ask them if we struggle with something and they will help us and explain it to us.
I:	Does your teacher go through past papers with you?
P6:	Not necessarily past papers, but she will recap all the work before a test or an exam.
I:	So there is a revision component? (P6 agrees)
P7:	Ma'am helps us by writing down a lot of the words we can expect in the test and just going over them again.
I:	Are there Sepedi books in the library? (P7 agrees)
P5:	I would appreciate more past papers, but I do feel the teachers do the best that they can.
I:	Anything else that you would like to add? ("no" in background)

Appendix E

Example of letter for parental permission sent to the parents of the learners
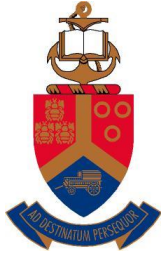
Joanine Nel,
Room 10, Level 15, Humanities Building, University of Pretoria,
Lynwood Road, Hatfield, 0002, Pretoria, South Africa
Tel +27 (0)12 420 2071   Email: joanine.nel@up.ac.za

PARENT OR GUARDIAN INFORMATION & INFORMED CONSENT DOCUMENT

TITLE OF STUDY: **Perceptions toward effective teaching strategies in Afrikaans First Additional Language classrooms.**

Dear Parent,

1)   INTRODUCTION

We invite your child to participate in a research study. This information leaflet will help you to decide if you want to allow your child to participate in this research study. Before you agree for your child to take part, you should fully understand what is involved. If you have any questions that this leaflet does not fully explain, please do not hesitate to ask the investigator, Melissa Rust, or her supervisor Dr Joanine Nel.

2)   THE NATURE AND PURPOSE OF THIS STUDY

The study aims to investigate the role that English plays in the learning of Afrikaans as First Additional Language and whether the inclusion of it, especially when explaining work or giving instructions, helps or impedes learning. This study is very important in order to establish whether a language should be taught only in that language (i.e. Afrikaans in Afrikaans only) or whether translation and explanations in English (most of the children's home language or second language) is helpful in their understanding and learning of the language. Your

child as a participant is a very important source of information on what learners experience and what their preferences are.

3)   EXPLANATION OF PROCEDURES TO BE FOLLOWED

This study involves the researcher, Melissa Rust, asking your child questions about their learning experience in an Afrikaans First Additional Language classroom. There are no wrong answers and your child will not be penalised in any way for giving an honest and truthful answer, nor for refusing to answer certain questions. Participants for this study will be recruited via purposive sampling from various Afrikaans classes based on their language proficiency, so that we can collect the widest sample of data possible.

4)   RISK AND DISCOMFORT INVOLVED

There are no risks in participating in the study. The session will take about 40 minutes of your child's time and the session will be supervised at all times.
The study will be in the form of an online questionnaire that the participant can fill in at any time, from home via their own computer or their cell phones, therefore there are no COVID-19 risks associated as would be with paper questionnaires or in-person interviews. The questionnaire consists of 12 questions and should not take more than 20 minutes to complete. The study also requires a more in-depth interview of a similar time (20 minutes) that the participant can choose to do via Zoom/ Google Meets or in person, where strict COVID-19 protocols will be followed. Please be aware that all interviews will be recorded. The collection of this data will take place during the June examination period of Pretoria Boys High School, but can be arranged to be done when the learner is not writing or does not need to study for an upcoming examination. It will strictly occur outside of official school hours or examination writing times.

5)   POSSIBLE BENEFITS OF THIS STUDY

Although you will not benefit directly from the study, the results of the study will enable us to have better insight into how learners learn language and how they experience different teaching methods in a language classroom.
In the event of questions asked or topics covered, which will cause emotional distress, the researcher is able to refer you to a competent counsellor.

6)   WHAT ARE YOUR RIGHTS AS A PARTICIPANT?

The participation of your child in this study is entirely voluntary. You can refuse to participate or stop at any time during the activity without giving any reason. Your withdrawal will not affect you or your child in any way.

7)   HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received written approval from the Research Ethics Committee of the Faculty of Humanities at the University of Pretoria.

8)   INFORMATION AND CONTACT PERSON

The contact person for the study is Joanine Nel. If you have any questions about the study please contact her at the following telephone numbers 012 420 2071 or 083 537 3511. Alternatively you may contact her supervisor Nerina Bosman at the following telephone number 012 420 2335. The researcher's details are as follows: Melissa Rust, cell phone number: 073 250 3475. Email: melrust028@gmail.com

9   COMPENSATION

Your participation is voluntary. No compensation will be given for your child's participation. A contribution towards any out of pocket expenses on your behalf will be given and refreshments will be provided if the activities take place over tea or lunch times.

10   CONFIDENTIALITY

All information that you and your child give will be kept strictly confidential. Once we have analysed the information no one will be able to identify you. Research reports and articles in scientific journals will not include any information that may identify you or your child. Please note that anonymity cannot be assured during the interview process. However, the lack of anonymity will have no consequences to any participants. The data will be stored at the University of Pretoria for a minimum of 15 years but is protected from public access.

CONSENT TO PARTICIPATE IN THIS STUDY

I confirm that the person asking my consent for my child to take part in this study has told me about nature, process, risks, discomforts and benefits of the study. I have also received, read and understood the above written information (Information Leaflet and Informed Consent) regarding the study. I am aware that the results of the study, including personal details, will be anonymously processed into research reports. I am participating willingly. I have had time to ask questions and have no objection for my child to participate in the study. I understand that there is no penalty should I wish for my child to discontinue with the study and my withdrawal will not affect myself or my child in any way.

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

Participant's name …………………………………………………………...(Please print)

Participant's signature: ....…………………   Date............................
Parent/ Guardian's name and surname: ……………………………………….........
Parent/ Guardian's contact number: ………………………………………………
Parent/ Guardian's e-mail address: ……………………………………………….

Investigator's name ....Melissa Rust...................................………(Please print)

Investigator's signature   ....….....…. Date…2021/12/14.......................

Witness's Name   ....…………....................(Please print)

Witness's signature   ....…………………...
Date…….....................

<div style="border:1px solid #000; background:#e0e0e0; padding:8px;">

VERBAL INFORMED CONSENT

</div>

I, the undersigned, have read and have fully explained the participant information leaflet, which explains the nature, process, risks, discomforts and benefits of the study to the participant whom I have asked to participate in the study..

The participant indicates that s/he understands that the results of the study, including personal details regarding the process will be anonymously processed into a research report. The participant indicates that s/he has had time to ask questions and has no objection to participate in the interview. S/he understands that there is no penalty should s/he wish to discontinue with the study and his/her withdrawal will not affect the parent or the child in any way. I hereby certify that the participant has agreed to participate in this study.

Participant's Name ....……...(Please print)

Person seeking consent   ....……...........(Please print)

Signature   ....Date...............................

Witness's name   ....……...........(Please print)

Signature   ....Date…......................

Appendix F

Example of the participant information and informed assent document sent to the participants

Joanine Nel,

Room 10, Level 15, Humanities Building, University of Pretoria,

Lynwood Road, Hatfield, 0002, Pretoria, South Africa

Tel +27 (0)12 420 2071   Email: joanine.nel@up.ac.za

PARTICIPANT INFORMATION & INFORMED ASSENT DOCUMENT

TITLE OF STUDY: **Perceptions toward effective teaching strategies in Afrikaans First Additional Language classrooms.**

Dear Participant,

1)   **INTRODUCTION**

We invite you to participate in a research study. This information leaflet will help you to decide if you want to participate in this research study. Before you agree to take part, you should fully understand what is involved. If you have any questions that this leaflet does not fully explain, please do not hesitate to ask the investigator, Melissa Rust, or her supervisor Dr Joanine Nel.

2)   THE NATURE AND PURPOSE OF THIS STUDY

The study aims to investigate the role that English plays in the learning of Afrikaans as First Additional Language and whether the inclusion of it, especially when explaining work or giving instructions, helps or impedes learning. This study is very important in order to establish whether a language should be taught only in that language (i.e. Afrikaans in Afrikaans only) or whether translation and explanations in English (most of the children's home language or second language) is helpful in their understanding and learning of the language. You, as a participant, are a very important source of information on what learners experience and what their preferences are.

3)   EXPLANATION OF PROCEDURES TO BE FOLLOWED

This study involves the researcher, Melissa Rust, asking you questions about your learning experience in an Afrikaans First Additional Language classroom. There are no wrong answers and you will not be penalised in any way for giving an honest and truthful answer, nor for refusing to answer certain questions.

Participants for this study will be recruited via purposive sampling from various Afrikaans classes, based on their language proficiency, so that we can collect the widest sample of data possible.

4) RISK AND DISCOMFORT INVOLVED

There are no risks in participating in the study. The session will take about 40 minutes of your time and the session will be supervised at all times.

The study will be in the form of an online questionnaire that you can fill in at any time, from home, on your personal computer or cell phone therefore there are no COVID-19 risks associated as would ne with paper questionnaires or in-person interviews. The questionnaire consists of 12 questions and should not take more than 20 minutes to complete. The study also requires a more in-depth interview of a similar time (20 minutes) that you can choose to do via Zoom/ Google Meets or in person, where strict COVID-19 protocols will be followed. Please note that all interviews will be recorded. The collection of this data will take place during the June examination period of Pretoria Boys High School, but can be arranged to be done when you are not writing or do not need to study for an upcoming examination. It will strictly occur outside of official school hours or examination writing times.

5) POSSIBLE BENEFITS OF THIS STUDY

Although you will not benefit directly from the study, the results of the study will enable us to have better insight into how learners learn language and how they experience different teaching methods in a language classroom.

In the event of questions asked or topics covered, which will cause emotional distress, the researcher is able to refer you to a competent counsellor.

6) WHAT ARE YOUR RIGHTS AS A PARTICIPANT?

The participation in this study is entirely voluntary. You can refuse to participate or stop at any time during the activity without giving any reason. Your withdrawal will not affect you in any way.

7)   HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received written approval from the Research Ethics Committee of the Faculty of Humanities at the University of Pretoria.

8)   INFORMATION AND CONTACT PERSON

The contact person for the study is Joanine Nel. If you have any questions about the study please contact her at the following telephone numbers 012 420 2071 or 083 537 3511. Alternatively you may contact her supervisor Nerina Bosman at the following telephone number 012 420 2335. The researcher's details are as follows: Melissa Rust, cell phone number: 073 250 3475. Email: melrust028@gmail.com

9   COMPENSATION

Your participation is voluntary. No compensation will be given for your participation. A contribution towards any out of pocket expenses on your behalf will be given and refreshments will be provided if the activities take place over tea or lunch times.

10   CONFIDENTIALITY

All information that you give will be kept strictly confidential. Once we have analysed the information no one will be able to identify you. Research reports and articles in scientific journals will not include any information that may identify you. The data will be stored at the University of Pretoria for a minimum of 15 years, but is secured and protected from public access.

ASSENT TO PARTICIPATE IN THIS STUDY

I confirm that the person asking my assent to take part in this study has told me about nature, process, risks, discomforts and benefits of the study. I have also received, read

and understood the above written information (Information Leaflet and Informed Consent) regarding the study. I am aware that the results of the study, including personal details, will be anonymously processed into research reports. I am participating willingly. I have had time to ask questions and have no objection to participate in the study. I understand that there is no penalty should I wish to discontinue with the study and my withdrawal will not affect me in any way.

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

Participant's name ……..(Please print)

Participant's signature: ....………………   Date............................

Contact   number: …………………………...   E-mail   address: …………………………………

Investigator's name ....Melissa Rust.....................………..(Please print)

Investigator's signature   ....……... Date……..2021/12/14....................

Witness's Name   ....………….................(Please print)

Witness's signature   ....…………………...
Date……....................

VERBAL INFORMED ASSENT

I, the undersigned, have read and have fully explained the participant information leaflet, which explains the nature, process, risks, discomforts and benefits of the study to the participant whom I have asked to participate in the study..

The participant indicates that s/he understands that the results of the study, including personal details regarding the process will be anonymously processed into a research report. The participant indicates that s/he has had time to ask questions and has no objection to participate in the interview. S/he understands that there is no penalty should s/he wish to discontinue with the study and his/her withdrawal will not affect the parent or the child in any way. I hereby certify that the participant has agreed to participate in this study.

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Participant's Name ....………...(Please print)

Person seeking consent   ....………............(Please print)

Signature   ....………….............Date................................

Witness's name   ....………….…......(Please print)

Signature   ....……………………Date…........

Appendix G

Example of the language background questionnaire sent to all the participants
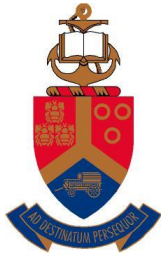
Joanine Nel,
Room 10, Level 15, Humanities Building, University of Pretoria,
Lynwood Road, Hatfield, 0002, Pretoria, South Africa
Tel +27 (0)12 420 2071   Email: joanine.nel@up.ac.za

Dear Parent,

Thank you again for allowing your child to participate in my study on later developing constructions. I would appreciate it very much if you could complete the form below either on hard copy or electronically and return it to me as soon as possible.

Thank you!

Kind Regards,

Melissa Rust (MA student at The University of Pretoria)

ALL INFORMATION ON THIS QUESTIONNAIRE WILL REMAIN CONFIDENTIAL. SHOULD YOU FIND ANY QUESTION INAPPROPRIATE OR TOO PERSONAL TO ANSWER, PLEASE REFRAIN FROM ANSWERING SUCH QUESTION

PARENT
- Surname: _____
- First name: _____
- Street address: _____
- Telephone number: _____
- E-mail address: _____

- Occupation: _____
- Education: Highest degree obtained:
  - ○ Primary School
  - ○ High School
  - ○ University/College/Technicon degree/diploma/certificate

CHILD

- Surname: _____
- First name: _____
- Sex: ○ Male   ○ Female
- Date of birth: _____
  _____ (dd/mm/year)
- Place of birth: City _____ Country _____
- How many siblings? _____
- Gender and age of each sibling: _____
  _____

LANGUAGE USE

- Which language(s) have you as parents been using to communicate with your child from birth up until now?

  _____

  _____

  _____

  _____

- Has the child been exposed to other languages? If yes, please list the languages and also note for each of the languages where the child received the exposure from (primarily) and from what age he/she has been receiving exposure to the language.

1. Language:	**2. Source of exposure:**	**3. From age:**
1)		
2)		
3)		

- Please list all daycares / crèches / schools that the child has attended / is attending. If your child attended / is attending a double- or parallel-medium school, please indicate in which stream (e.g. English or Afrikaans) they were / are.

1. Name of daycare/crèche/school 2. **Language(s) used** by teachers/caregivers 3. **From age:**

1)_____

2)_____

3)_____

- What do you consider to be your child's first language / mother tongue? If your child has more than one first language / mother tongue, please list all of these languages

_____

_____

_____

_____

- Which other languages can the child understand but not speak?

_____ _____

- What is the first language of: the child's mother or the female person who spend the most time with the child?_____

_____

_____

the child's father or the male person who spend the most time with the child?

_____

- Which other languages do the child's parents/caregivers know / use? _____

_____

_____

Father/male caregiver: _____

- Which languages does the child use at home with parents/caregivers
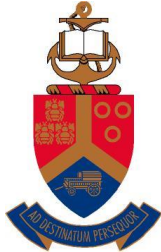
_____

at home with siblings _____

with friends _____

at school _____

with other family members (e.g. grandparents) (if applicable) _____

_____

_____

THANK YOU FOR YOUR TIME!

Appendix H

Example of the teacher information and informed assent document sent to all the teacher participants

Joanine Nel,

Room 10, Level 15, Humanities Building, University of Pretoria,

Lynwood Road, Hatfield, 0002, Pretoria, South Africa

Tel +27 (0)12 420 2071   Email: joanine.nel@up.ac.za

TEACHER INFORMATION & INFORMED ASSENT DOCUMENT

TITLE OF STUDY: **Perceptions toward effective teaching strategies in Afrikaans First Additional Language classrooms.**

Dear Teacher,

1)   **INTRODUCTION**

We invite you to participate in a research study. This information leaflet will help you to decide if you want to participate in this research study. Before you agree to take part, you should fully understand what is involved. If you have any

questions that this leaflet does not fully explain, please do not hesitate to ask the investigator, Melissa Rust, or her supervisor Dr Joanine Nel.

2) THE NATURE AND PURPOSE OF THIS STUDY

The study aims to investigate the role that English plays in the learning of Afrikaans as First Additional Language and whether the inclusion of it, especially when explaining work or giving instructions, helps or impedes learning. This study is very important in order to establish whether a language should be taught only in that language (i.e. Afrikaans in Afrikaans only) or whether translation and explanations in English (most of the children's home language or second language) is helpful in their understanding and learning of the language. You, as a participant, are a very important source of information on what learners experience and what their preferences are.

3) EXPLANATION OF PROCEDURES TO BE FOLLOWED

This study involves the researcher, Melissa Rust, asking you questions about your teaching experience in an Afrikaans First Additional Language classroom. There are no wrong answers and you will not be penalised in any way for giving an honest and truthful answer, nor for refusing to answer certain questions.

Participants for this study will be recruited from various Afrikaans classes, so that we can collect the widest sample of data possible.

4) **RISK AND DISCOMFORT INVOLVED**

There are no risks in participating in the study. The session will take about 40 minutes of your time and the session will be supervised at all times.

The study will be in the form of an online questionnaire that the participant can fill in at any time, from home, via their own computer or cell phone therefore there are no COVID-19 risks associated as would be the case with paper questionnaires and in-person interviews. The questionnaire consists of 12 questions and should not take more than 20 minutes to complete. The study also requires a more in-depth interview of a similar time (20 minutes) that the participant can choose to do via Zoom/ Google Meets or in person, where strict COVID-19 protocols will be followed. Please be aware that all interviews will be recorded. The collection of this data will take place during the June examination period of Pretoria Boys High School, but can be arranged to be done when you are not invigilating or marking. It will strictly occur outside of official school hours or examination writing times.

5) **POSSIBLE BENEFITS OF THIS STUDY**

Although you will not benefit directly from the study, the results of the study will enable us to have better insight into how learners learn language and how they experience different teaching methods in a language classroom.

In the event of questions asked or topics covered, which will cause emotional distress, the researcher is able to refer you to a competent counsellor.

6) **WHAT ARE YOUR RIGHTS AS A PARTICIPANT?**

The participation in this study is entirely voluntary. You can refuse to participate or stop at any time during the activity without giving any reason. Your withdrawal will not affect you in any way.

7)   HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received written approval from the Research Ethics Committee of the Faculty of Humanities at the University of Pretoria.

8)   INFORMATION AND CONTACT PERSON

The contact person for the study is Joanine Nel. If you have any questions about the study please contact her at the following telephone numbers 012 420 2071 or 083 537 3511. Alternatively you may contact her supervisor, Nerina Bosman, at the following telephone number 012 420 2335. The researcher's details are as follows: Melissa Rust, cell phone number: 073 250 3475. Email: melrust028@gmail.com

9   COMPENSATION

Your participation is voluntary. No compensation will be given for your participation. A contribution towards any out of pocket expenses on your behalf will be given and refreshments will be provided if the activities take place over tea or lunch times.

10   CONFIDENTIALITY

All information that you give will be kept strictly confidential. Once we have analysed the information no one will be able to identify you. Research reports and articles in scientific journals will not include any information that may identify you. The data will be stored at the University of Pretoria for a minimum of 15 years but is secured and protected from public access.

ASSENT TO PARTICIPATE IN THIS STUDY

I confirm that the person asking my assent to take part in this study has told me about nature, process, risks, discomforts and benefits of the study. I have also received, read and understood the above written information (Information Leaflet and Informed Consent) regarding the study. I am aware that the results of the study, including personal details, will be anonymously processed into research reports. I am participating willingly.

I have had time to ask questions and have no objection to participate in the study. I understand that there is no penalty should I wish to discontinue with the study and my withdrawal will not affect me in any way.

I have received a signed copy of this informed consent agreement

Participant's name ……...(Please print)

Participant's signature: ....…………………   Date............................

Participant's contact number: …………………………………………………………

Participant's e-mail address: …………………………………………………………….

Investigator's name ....Melissa   Rust...................................…………(Please

print)Investigator's signature   ....……
Date.…2021/12/14....

Witness's Name   ....……………..................(Please print)

Witness's signature   ....………………...
Date.…......................

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VERBAL INFORMED ASSENT

</div>

I, the undersigned, have read and have fully explained the participant information leaflet, which explains the nature, process, risks, discomforts and benefits of the study to the participant whom I have asked to participate in the study..

The participant indicates that s/he understands that the results of the study, including personal details regarding the process will be anonymously processed into a research report. The participant indicates that s/he has had time to ask questions and has no objection to participate in the interview. S/he understands that there is no penalty should s/he wish to discontinue with the study and his/her withdrawal will not affect them in any way. I hereby certify that the participant has agreed to participate in this study.

Participant's Name ....………..(Please print)

Person seeking consent   ....………............(Please print)

Signature   ....……...............Date...............................

Witness's name   ....………………............(Please print)

Signature   ....……………