

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF QUANTITATIVE DATA: RESPONDENTS' DEMOGRAPHIC AND LANGUAGE PROFILES

4.1 INTRODUCTION

The present chapter and the next two chapters are devoted to the presentation and analysis of the quantitative data collected by analysing the questionnaires. As pointed out earlier in Chapter 3, section 3.4.2, paragraph one, there were two sets of questionnaires -- one for the teachers, and the other for the learners. The questionnaires are included at the end of this study report as Addenda D and E respectively. The two questionnaires were aimed at obtaining an holistic picture of the research sites and the participants in the study. Thereafter, only the data directly related to the research questions were included in this study for further analysis of the data from the teachers' and the learners' questionnaires respectively. This data form the basis for this chapter and the next two chapters; and are also presented in tabular format within the study in the respective chapters. Owing to a lack of space, the data obtained through further analysis of the dependent variables by independent variables are not presented in tabular format but only reported on in the next two chapters. While the rest of the data will not be used in the present study, it is nonetheless valuable and will be utilized later in addressing other research issues of a sociolinguistic nature and, among others, the politics of language.

The responses provided by the respondents represented their views on English as the official language and the main LoLT in the schools. Further, their views were given on Setswana as the national language and the only local language taught in the schools; on its role in education; as well as their views on CS between these two languages and its role in education. The respondents' views on the role of other local languages in education and / or CS to them were also solicited. The researcher referred to Ikalanga only as the main local language in the area in which the study was performed.

4.2 QUANTITATIVE ANALYSIS OF THE DATA FROM THE QUESTIONNAIRES

The data were analysed quantitatively using exploratory statistics. The general purpose of exploratory statistics is to help the researcher to closely investigate the patterns in the data and to identify the information that emerges from it. Subsequently, it allows the researcher to ‘ransack’ the data (Milroy, 1987: 138-139, in Strydom, 2002: 102). Some of the advantages associated with exploratory statistics are as set out below:

- It is quick to use and presents the data in a way that errors that may have occurred during the data-coding or data-inputting stage are easily found.
- It allows for the presentation of the data in the form of tables expressed in nominal values and percentages, which allows for easy interpretation (Strydom, 2002: 102).
- Other visually appealing presentations such as graphs and pie charts can also be used.
- Because these forms of data presentation are user friendly, they allow for easy scrutiny of the data and quick identification of the patterns that emerge.
- Consequently, exploratory statistics allows for easy interpretation of the results. Strydom (2002: 102) rightly refers to exploratory statistics as “highly systematized common sense”.

4.3 STATISTICAL ANALYSIS OF THE DATA

The professional assistance of the Department of Statistics at the University of Pretoria was sought in the statistical analysis of the data from the questionnaires, as well as for testing the results for statistical significance. A statistical programme known as SAS version 8.2 was used to establish the distribution of the scores. Descriptive statistics in the form of frequencies and percentages were calculated on single variables for each question in the questionnaire. The statistics included the mean, median, standard deviation, minimum and maximum values. Two-way contingency tables were set up, summary statistics were calculated, and the results interpreted.

A Chi-square test was done on certain two-way tables. This test is used to measure the relationship between two variables, both of which are measured at a nominal level.

The Chi-square test is very sensitive to large samples and is ‘almost always’ significant when the sample size is large; such as the learners’ sample in this study. Therefore, the effect size should be reported together with the Chi-square statistics. The ‘effect size’ is a measure of the strength of the relationship between two variables. If a significant relationship were to be found between two variables, the effect size was calculated to confirm whether the relationship was real or by chance. The magnitude of the effect size is measured by Cramer’s V, and can be classified into three categories, namely small, medium, and large, according to the degree of freedom in the contingency table. The ranges for the effect size used in this study were as follows:

- Small effect size: 0.07 -- 0.21 (also 0.21 -- 0.30: small to medium effect size)
- Medium effect size: 0.31 -- 0.5
- Large effect size: 0.51 upwards

Small effect size implies that the results were largely influenced by the size of the sample; and therefore there is only a small association between the respondents’ opinion and reality. Medium effect size implies that the results were not strongly influenced by sample size: there is a medium association between opinion and the view expressed; and large effect size implies that there is reasonable relationship between the respondents’ opinion and the view expressed in reality.

According to Robinson (1996: 66), a statistical test is “vital” to determine a statistical relationship between attributes, and to determine the strength of that relationship. According to Fasold (1984: 85-91, in Strydom, 2002), through numbers, statistics provides the researcher with a way of finding out what the observations made about the data mean. Consequently, the results of the statistical tests are described as either highly significant, significant, or not significant; and are expressed as follows:

- Less than 0.01: Highly significant as it suggests that there is a statistical relationship of high significance between respondents’ opinions about a particular variable and the independent variable being tested.

- Less than 0.05: Significant as it suggests that there is a statistical relationship of significance between the respondents' opinion on a particular variable and the independent variable being tested.
- Greater than or equal to 0.05 up to < 0.10 : Not significant but it suggests that there is a tendency for a relationship of statistical significance between the respondents' opinion about the dependent variable and the independent variable being tested.

When the results of a statistical test are described as 'highly significant', it means that the results obtained from the study are highly likely to be true in reality, within a margin of error of 5%.

Fisher's Exact Test was used to test for the significance of the association between two variables where sample sizes were small, such as in the case of the teachers' sample in this study.

The statistical tests were done to determine whether or not the generalisations made about CS in the classroom were true. Therefore, in addition to the statistical significance of the results, the effect size is also stated in relation to the learners' views. The descriptions above apply where there is a statistical significance (in both the teachers' and the learners' views), and where there is effect size (in the learners' views only). In this regard, the results of the statistical tests are presented in Chapter Five (the teachers' results) and Chapter Six (the learners' results). The latter include results on the effect size.

Concerning the teachers' results, a statistical test was applied to the data where the values were significant. However, where the numbers were too small, either the results of similar options were combined before the test was effected, or such results were excluded from statistical testing and the data were merely described. For example, on home language for teachers, only the results of Setswana and Ikalanga were tested for statistical significance. The results of the other languages (English and those collectively reported on as 'others') were merely described because only a few teachers were involved in this exercise. In addition, in some of the responses where 'Not sure' was one of the options, it was included as a possible optional response where it was

deemed to be a legitimate answer. However, where the respondents could have given a definite opinion, 'Not sure' was excluded from the statistical tests.

4.4 PRESENTATION OF THE ANALYSED DATA IN THE PRESENT CHAPTER

The present chapter is much more general than the others, and is divided into three main sections:

1. The first section deals with the respondents' demographic details, which include the description of their personal and professional / academic details.
2. The second section deals with the respondents' language profile, which includes their home language, their proficiency in English and Setswana, and where they learnt to speak these two languages. It is believed that the respondents' proficiency in the two languages influences the rate of CS between them.
3. The third section presents the respondents' views about how they use English and Setswana in different spheres of life. Their responses were solicited to reveal the importance that they attach to these two languages as either high-function languages (formal context) (HFFC) such as their use in official matters, or low-function (formal context) (LFFC) languages, such as during discussions on non-educational matters in the classroom.

The results were not subjected to further analysis using independent variables, as the intention was to present a general picture of the participants with respect to their demographic details, language profile and the importance they attach to the use of Setswana and English in different domains. Consequently, statistical tests were not applied to the results. Instead, the statistical tests were applied to the teachers' and learners' analysed data as has already been reported. These are the data (including the qualitative data in Chapter Seven), which also directly addressed the research questions presented in Chapter Eight.

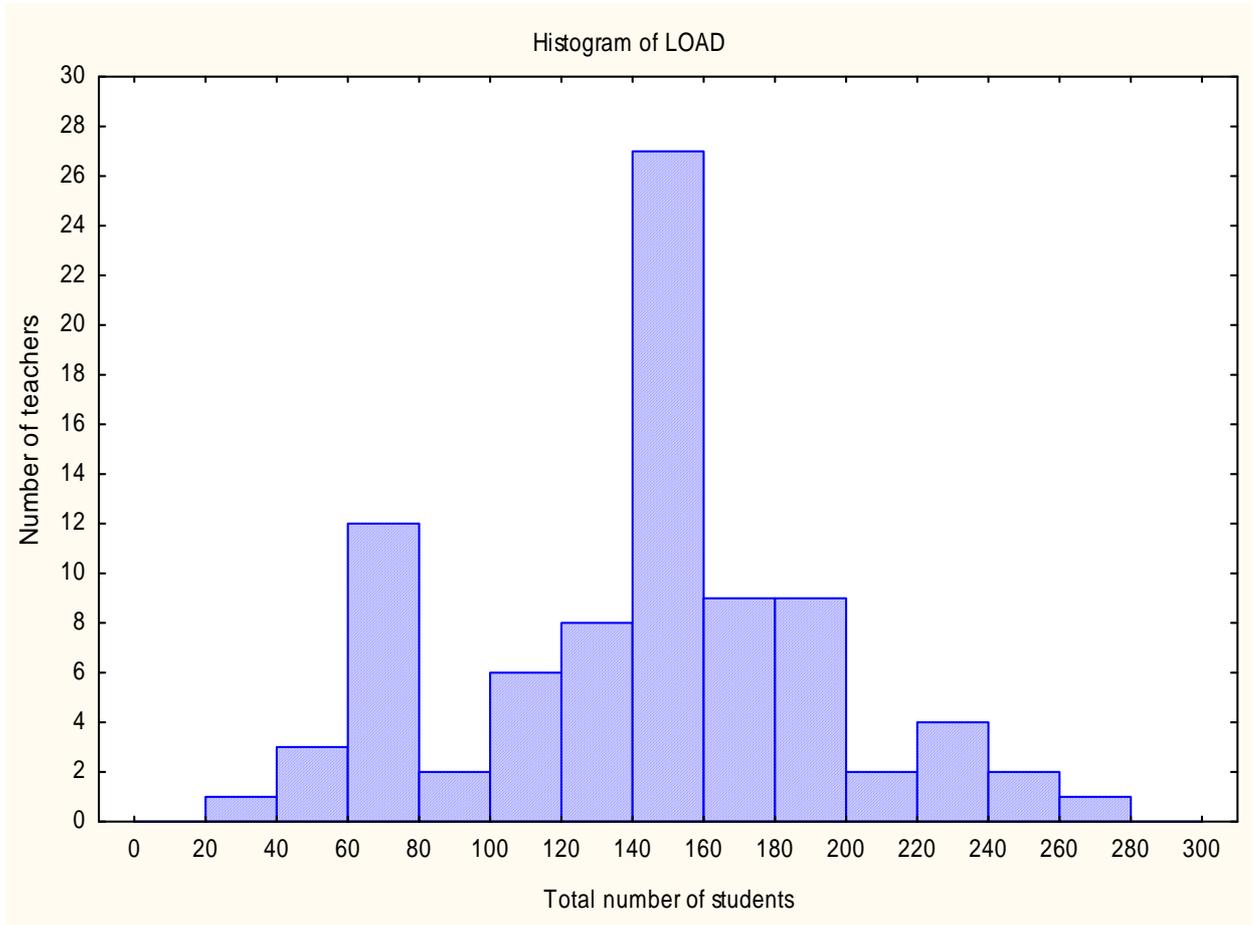
4.5 BACKGROUND INFORMATION ABOUT THE PARTICIPANTS

As described in Chapter Three, the participants were teachers and learners drawn from four senior-secondary schools in the north-eastern region of Botswana, identified here as Schools One and Two (urban schools), and Schools Three and Four (peri-urban schools).

4.5.1 Teachers

As explained earlier in Chapter Three, all the teachers in the study were citizens of Botswana who could speak both English and Setswana. This was necessary as the study set out to investigate CS mainly between English and Setswana in the classroom. The majority of the teachers (91%) hold a first degree in their disciplines, and a Postgraduate Diploma in Education; nine percent hold a Masters degree, and higher. This is consistent with the Government's policy that all teachers teaching at senior-secondary school level should be in possession of at least a first degree and a teaching qualification. Therefore, all the teachers are considered to be professionally well qualified as they meet the minimum educational requirements stipulated by the government. Ninety-two percent of the teachers teach at both Form Four and Form Five levels; and only eight teachers (8%) teach at either of the two levels. The teaching load per teacher ranged from 30 to 267 learners. The average teaching load per teacher was 144 learners (cf. a histogram below produced as Graph 4.1). The maximum teaching load was common among the teachers of the core subjects because of the large number of the learners involved.

Graph 4.1: A histogram showing the average teaching load (number of students per teacher) across the four schools



The majority of the teachers (65%) learnt Setswana mainly at home and 83% learnt English mainly at primary school. This shows the functions of the two languages -- Setswana as primarily the language of the home, and English primarily as the language of education. In addition, 23% of the teachers learnt Setswana at school, in line with the policy of the Government of Botswana that Setswana be a compulsory subject at primary school for all Batswana learners, irrespective of whether or not they are enrolled in private or government schools. This policy also enabled those who did not know Setswana to learn it. Another 12% learnt Setswana from other sources apart from home or school, such as on the playground. The latter two instances confirm that some teachers had a home language other than Setswana.

4.5.2 Learners

The learners were both speakers and non-speakers of Setswana. The former spoke Setswana as either their MT or as a second language. They constituted 99.33% of the learners. The latter were residents of Botswana owing to the employment status of their parents. These learners constituted 0.67% of the learners. They usually used their MT and / or English at home. It was necessary for the study to be inclusive to better understand the effect of CS use in the classroom among the two categories of learners. The age of the learners ranged from 14 to 24, with the majority of the learners (78%) being between the ages of 17 and 18. Nearly 7% were aged between 14 and 16. Fourteen percent were aged between 19 and 20; and only 0.51% (ten learners) were older than 20 years. The age distribution of the learners was largely homogeneous.

Like the teachers, the majority of the learners (75%) learnt to speak Setswana at home, and learnt to speak English at primary school (72%). This suggests that Setswana is mainly learned from family members, while English is mainly learned from the teacher(s) at school.

A further 17% learnt Setswana at primary school, and another 9% learnt it from another source apart from the home or school, thereby confirming a similar observation made earlier about the teachers that some learners had a home language other than Setswana. Furthermore, 17% of the learners learnt English at home compared to 6% of the teachers. These percentages suggest that English may be a home language for some of the learners.

The *independent variables* used above to give background information on both the teachers and learners were not used to further analyse the dependent variables as the data were largely homogeneous. However, the *independent variables* described below were used to further analyse the respondents' views on the dependent variables.

Please note that the following legends are used in this study:

M = Male; F= Female; N = Total in number (nominal value)

Eng. = English; Sets. = Setswana; M Frq = Missing Frequency; Frq = frequency;

Lang. = Language

4.6 DEMOGRAPHIC DETAILS ABOUT THE TEACHERS

The demographic details about the teachers are presented below:

(a) School and gender

Table 4.1: Teachers' distribution by school and gender

School	Male		Female		Total	
	N	%	N	%	N	%
1. School 1	6	27	16	73	22	100
2. School 2	14	50	14	50	28	100
3. School 3	9	45	11	55	20	100
4. School 4	12	50	12	50	24	100
Total	41	44	53	56	94	100

Table 4.1 presents the results by school and gender of the distribution of the teachers who participated in the study. Initially, there were 130 teachers involved in the study but only 94 teachers returned the completed questionnaires. These comprised of 41 male teachers (44%) and 53 female teachers (56%). Thus there were more female teachers than male teachers in the study. School One had the smallest proportion of male participants (27%) and the largest proportion of female participants (73%), while the distribution by gender at Schools Two and Four was equal (50%). The situation at School Three was similar to that of the other two schools even though there were a few more female teachers (55%) than male teachers (45%).

(b) Age

Table 4.2: Teachers' distribution by age

Age range	Total	
	N	%
1. Under 25 years	1	1
2. 25 yrs to 30 yrs	26	28
3. 31 yrs to 40 yrs	56	61
4. Over 40 yrs	9	10
Total	92	100

Please note: the missing frequency (frq) is two (2)

Table 4.2 above shows that the majority of the teachers (61%) fell within the range of 31 to 40 years old, suggesting that the majority of the teachers were well experienced.

It remains to be seen whether age was a significant factor pertaining to the use of CS in the classroom later when the dependent variables using age are analysed.

(c) Teaching experience

Table 4.3: Teaching Experience

Experience	Total	
	N	%
1. Under 1 yr	1	1.12
2. 1-5 yrs	32	35.9
3. 6-10 yrs	30	34.33
4. 11-15 yrs	21	23.59
5. Over 15 yrs	5	5.6
Total	89	100

Please note: the missing frequency is five (5).

Table 4.3 above presents a summary of the teachers’ professional experience grouped into five-year intervals for ease of reference. From the raw data, their teaching experience ranged from less than one year to 28 years. The majority of the teachers (70%) fall within the teaching experience range of one to ten years; and the average teaching experience for the majority of the teachers is eight years. The 29% who have more than ten years teaching experience could, therefore, be considered to be well experienced. The least experienced teacher (less than one year experience) was also the youngest at 25 years of age, suggesting that she was newly employed. The teachers’ experience is important as its influence on their views on CS will be investigated.

(d) Subjects taught

Table 4.4: Teachers’ distribution by subject taught

Subject	Teachers	
	N	%
1. English Language	24	25
2. English Literature	9	10
2. Setswana	25	27
3. Biology	21	22
4. History	8	9
4. Home Economics	7	7
Total	94	100

Table 4.4 above shows that 62% of the teachers were language teachers (English and Setswana). English and Setswana are referred to as language subjects because their focus is mainly on the improvement of the learners' proficiency in language. The other 38% comprised of teachers who taught content subjects (Biology, History, and Home Economics).

The subjects are further classified into core and optional subjects. The former are Biology, English Language and Setswana; and make up 74% of the total. These subjects have the highest number of teachers because they are offered to all the learners. Setswana is offered as an optional subject to non-Batswana learners. The latter are History, Home Economics and Literature in English and make up 26% of the teachers in the study. These subjects have a low number of teachers because of the low numbers of learners who read for them. Therefore, the low numbers of the teachers of optional subjects in the study are consistent with the low numbers of these teachers at the schools that the researcher visited.

While CS is normally not expected in a language class, these subjects were nonetheless included in the study to establish whether CS occurs during the lessons of these subjects, and the extent of its occurrence. Therefore, the effect of the nature of the subject taught on CS use was investigated, and its occurrence in the two categories of subjects compared (cf. Chapter 5).

4.7 LANGUAGE PROFILE OF THE TEACHERS

The language profile of the teachers deals with their home language as well as their degree of fluency in speaking, reading, writing and understanding of English and Setswana and, to some extent, Ikalanga, the local language of the area. The latter will be applicable only to the speakers of this language. The study focuses on English (the official language) and Setswana (the national language) because of their status in the country in general, and their pivotal role in the education system in particular.

(a) Home language (HL)

Table 4.5: Teachers' home language (HL)

Home Language	Total	
	N	%
1. Setswana	52	56
2. Ikalanga	17	18
3. English	3	3.2
4 Setswana and Ikalanga	3	3.2
5. Setswana and English	3	3.2
6. Setswana, Ikalanga and English	4	4.3
7. Ikalanga and English	0	0
8. Other languages	11	12
Total	93	100

Please note: Missing Frq (M Frq): HL: 1

The results in Table 4.5 above show that Setswana is the home language for the majority of the teachers (56%), followed by Ikalanga at 18%, and English is the home language of a very small number of the teachers (3%); 10.7% spoke more than two home languages, suggesting that some of the respondents were bilinguals at home. The remaining 12% was made up of 'other' languages, spoken by very few speakers or none at all.

The influence of HL as an independent variable on the respondents' views on CS was investigated. The linguistic typology was earlier discussed in the introductory part of Chapter One (cf. paragraph 1.1).

Table 4.6: Teachers' subjective proficiency rating in English and Setswana

Domains of Language competency	Lang.	Fluent		Moderately		*Not that well / Not at all				Total		M Frq
		N	%	N	%	N	%	N	%	N	%	
1. Speaking	Eng	76	83	16	17	0	0	92	100	2		
	Sets	80	86	12	13	0	0	92	100	2		
2. Reading	Eng	85	93	6	7	0	0	91	100	3		
	Sets	73	79	19	20	1	1	92	100	2		
3. Writing	Eng	81	90	9	10	0	0	90	100	4		
	Sets	74	80	16	17	3	3	93	100	1		
4. Understanding*	Eng	76	84	14	15	*1	0	*1	0	91	100	3
	Sets	78	84	14	15	*1	0	*1	0	93	100	1

* Understanding only

Table 4.6 above illustrates the teachers' subjective views on their competence in the four language domains, and are based on self-rating by the teachers. The results show that the majority of the teachers considered themselves to have acquired competence in both English and Setswana. However, when comparing the teachers' fluency in the two languages, the following were significant:

- There were more teachers who said that they were fluent speakers of Setswana than in English (87% as opposed to 83%);
- the same proportion of teachers (84%) said they understood English and Setswana very well;
- there were more teachers who said that they were proficient writers in English than those who said so about Setswana ((90% as opposed to 80%); and
- there were more teachers who said they read fluently in English than those who said the same about Setswana (93% as opposed to 79%).

In the teachers' views, their writing and reading skills were better in English than in Setswana, while their speaking skill was better in Setswana than in English. However, the same proportion of the teachers gave their understanding of Setswana and English the same rating.

It is not clear why the teachers considered themselves to be more proficient in writing and reading in English than in Setswana. One would have expected the majority of the teachers to be more fluent readers and proficient writers of Setswana than English since more than half of them (56%) have Setswana as a home language. One can only surmise that attitudes towards the two languages are contributory factors. Setswana is considered not as important as English. English as the official language and a language associated with education, as well, career and job opportunities was considered to be very prestigious, while Setswana was not as prestigious because of its limited educational, career and job opportunities. This could have been investigated through an oral interview. Unfortunately, though desirable, this was not possible due to limited research funds and time. As this aspect was beyond the scope of this study, future research could address the issue. The present study focused on the *oral* aspect of communication, namely, speaking as the key factor in CS. This issue is examined further in Chapter 8 in the discussion of the responses to the research questions.

Furthermore, one teacher indicated that he could not read Setswana that well and three teachers also indicated that they could not write in Setswana. The reason for this anomaly is not clear but one can only surmise that these teachers are likely to be teachers who are citizens by naturalization and that Setswana is not their home language. However, their number is insignificant and therefore has no bearing on the results.

It is also not surprising that more teachers considered themselves to be more fluent speakers of Setswana than of English because Setswana as the national language is spoken inside and outside the school. Furthermore, Setswana is the home language of more than 56% of the teachers. This has implications for CS and will be examined further when the data that address the research questions are analysed. It is also not clear why the same proportion of teachers (84%) gave their understanding of Setswana and English the same rating. One would have expected more teachers to understand Setswana better than English just as more said that they were more fluent speakers of Setswana than of English. One teacher indicated that he did not understand Setswana well. This teacher may be a citizen by naturalization as previously explained. Another teacher indicated that he did not understand English well. This view is interpreted to mean that this particular teacher considered himself to be not fluent enough in English since all teachers should have studied in English, and also used English as the LoLT apart from Setswana teachers.

In further examining the data above, Cummins' (1979) concepts of BICS and CALP can be applied. The former refers to Basic Interpersonal Communicative Skills learnt in a period of about two to three years, and the latter refers to Cognitive Academic Language Proficiency that is acquired within five to seven years and enables a learner to be on the same level with his / her native-speaking counterpart in the classroom. The learner should be in a language-support programme in an environment that is largely English speaking, such as the USA or Britain. BICS are language skills needed in social situations to interact with people on a day-to-day basis in a particular language, for instance, when one is on the playground, during lunchtime, on a school trip or at parties or when talking to a friend or relative on the telephone. BICS is employed for social interactions and is neither specialized nor cognitively demanding. On the other hand, CALP refers to formal academic learning of a particular language,

and learning other academic subjects through that language and is cognitively demanding. It refers to ‘decontextualised communication that takes place in the classroom’ (Wikipedia, the free encyclopaedia on the Internet).

CALP

(http://www.en.wikipedia.org/wiki/Basic_Interpersonal_Communicative_Skills):

... involves the ‘language of learning’ which enables children to problem-solve, hypothesize, imagine, reason and project into situations with which they have no personal experience. It is a prerequisite for learning to read and write and for overall academic success.

CALP enables learners to process information that can be obtained by reading academic texts that may contain abstract terms that refer to concepts or by reading literature texts such as poems, novels and drama with the aim of synthesizing information. This would include being able to describe an event or an experiment, define or explain a concept, summarize an idea, ascribe logical reasoning to a situation, and provide answers to the teachers’ questions in the LoLT.

In the present study, teachers have BICS in both Setswana and English. They can communicate in social situations in either Setswana or English because Setswana is a home language for many of them and also a national language used for social interaction. English as a subject and an LoLT introduced at elementary level of primary schooling is also acquired for interpersonal communication in social situations. Teachers consider themselves to be proficient enough in Setswana and English to such an extent that they are able to learn through these languages.

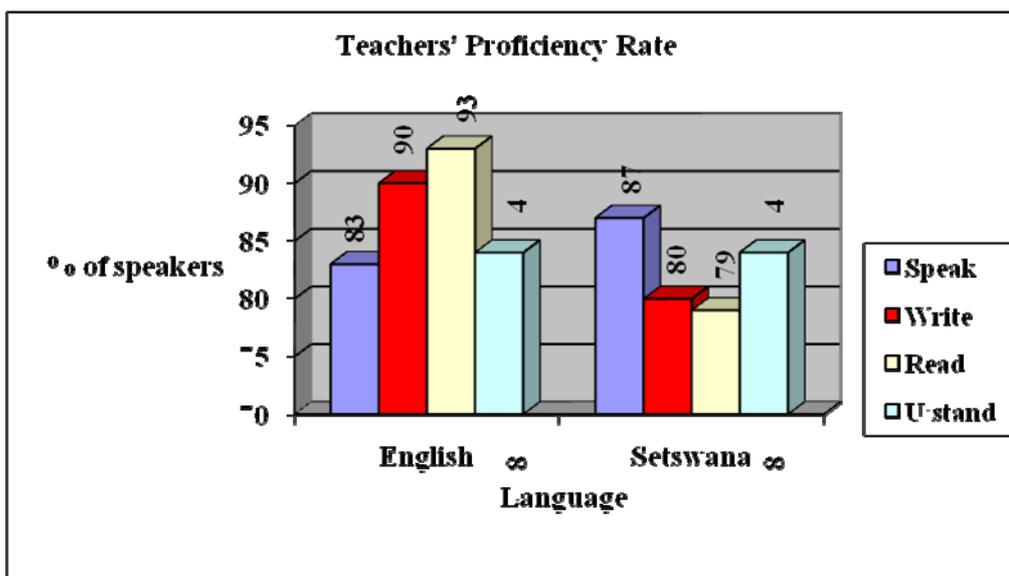
With respect to learners, BICS and CALP imply that learners’ proficiency in the second language or the language of the classroom needs to be sufficiently well developed for the learner to learn by using it and meet the cognitive academic demands required in a formal learning environment.

The data provided by the teachers regarding their proficiency in both Setswana and English imply that although they have acquired CALP in both languages, their reading

and writing domains of language competence are better developed in English than in Setswana. These are skills learnt in a formal educational environment such as a school. However, the majority of the teachers also considered themselves to be more fluent in speaking Setswana than English. This is to be expected, given that Setswana as the national language is learnt before schooling and at school, and is also spoken inside and outside the classroom. English as the official language is learnt and mainly used at school. Outside the school system, it is used in Government, Parliament, the media, and the judiciary. Regarding understanding as a domain of language competence, teachers rated their understanding of both languages equally. However, the researcher assumes that teachers were specifically referring to the understanding of both languages at BICS level. At the level of CALP, the implication is that teachers would rate the understanding of Setswana higher than that of understanding English, hence CS in the classroom. As CS mostly involves speaking, only *proficiency in English* as an independent variable was used to further analyse the dependent variables. Furthermore, English proficiency is the focus of this study as the official LoLT.

The following bar chart illustrates a summary of the teachers' subjective rating of their self-evaluated rate of fluency in the four language domains of speaking, understanding, reading and writing in English and Setswana. The chart shows that the difference in proficiency between English and Setswana is not that significant.

Graph 4.2: Teachers' proficiency rate in English and Setswana



4.7.1 Teachers' language use

In this section the results on the teachers' views about the functional domains of English and Setswana are presented. These include the language teachers preferred to use for social and educational purposes, as well as during worship and during official occasions. The results also show the importance teachers attach to these two languages in different domains. From the results, the teachers' views on the functional domains of English and Setswana and to a limited extent, mother tongue, will be revealed.

Table 4.7: Teachers' views on preferred language for social use

	Family		Friends		Colleagues		Strangers	
	N	%	N	%	N	%	N	%
1. Setswana	50	53	50	54	36	41	25	32
2. English	2	2	6	7	16	18	31	40
4. Setswana and English	10	11	17	19	26	29	20	26
4. Other (MT)	22	24	2	2	1	1	0	0
5. Setswana and Other (MT)	5	5	2	2	0	0	0	0
6. English and Other (MT)	2	2	0	0	0	0	1	1
7. Setswana, English & other (MT)	3	3	15	16	10	11	1	1
Total	94	100	92	100	89	100	78	100
M Frq.	0		2		5		16	

MT = Mother Tongue

The data in Table 4.7 above indicate the following:

- Setswana was the most preferred language to use socially, and English was the least preferred (family: 53% vs. 2%; friends: 54% vs. 7%; colleagues: 41% vs. 18%).
- English was the most preferred when speaking to strangers and colleagues but Setswana was the least preferred (40% vs. 32%).
- MT (excluding Setswana) was mostly preferred when speaking to family members but the least preferred when speaking to friends and colleagues, and never used when speaking to strangers.
- MT was strictly used within the family and it was preferred after Setswana (53% vs. 24%). Beyond the family, its use diminished.

- Dual use of English and Setswana was common when communicating with colleagues, strangers, and friends; and the least common when communicating with family members.
- When speaking to friends and colleagues, teachers could use any or all three the languages (Setswana, English, and MT). However, this form of communication was least likely at family level or even when speaking to strangers (16% and 11%, vs. 3% and 1%).
- The use of Setswana and MT or English and MT minimally occurred when speaking to family members (5% and 2%), and was hardly or never used when speaking to friends, colleagues or to strangers. This confirms that there were very few teachers who had both Setswana and another language as their MT.

The information suggests the following:

- Setswana was the main language of social interaction as per its national status, but English was the language of professional and business interaction. Hence Setswana was considered a LFIC language, but English was a HFFC language.
- CS between English and Setswana was likely to occur when speaking to different categories of speakers. This confirms the status of the two languages in the country.
- Some teachers were bilingual or even multilingual speakers, therefore CS between the three languages was likely to occur.
- CS between Setswana and a MT or English and a MT was least likely to occur, and where the speakers involved had a common MT, it was used exclusively without using Setswana or English.

Table 4:8: Teachers’ perceptions about the value of English and Setswana

	Very Important			Important		Not Important		Total		M Frq
	Lang	N	%	N	%	N	%	N	%	N
1. Development of self-confidence and abilities	Eng.	63	69	25	27	4	4	92	100	2
	Sets.	28	31	42	46	21	23	91	100	3
2. To be respected by family	Eng.	14	15	33	36	46	49	93	100	1
	Sets.	19	21	28	31	44	48	91	100	3
3. To be respected by friends	Eng.	19	20	50	54	24	26	93	100	1
	Sets.	10	11	36	40	45	49	91	100	3
4. To be respected by one’s community	Eng.	25	27	40	43	28	30	93	100	1
	Sets.	20	22	40	44	31	34	91	100	3
5. To follow radio programmes	Eng.	62	67	28	30	3	3	93	100	1
	Sets.	34	37	48	53	9	10	91	100	3
6. To follow TV programmes	Eng.	64	68	28	30	2	2	94	100	0
	Sets.	29	32	47	52	15	16	91	100	3
7. For job opportunities in Botswana	Eng.	70	75	21	23	2	2	93	100	1
	Sets.	9	10	48	53	34	37	91	100	3
8. To participate in public discussions	Eng.	67	73	22	24	3	3	92	100	2
	Sets.	41	46	40	44	9	10	90	100	4

The information in Table 4.8 above indicates that the majority of the teachers value competence in English more than competence in Setswana. They regard English competence as *very important* and Setswana competence as only important for psychological functioning; entertainment through the mass media; and in HFFC such as job opportunities and participation in public discussions. The results suggest that, without doubt, English is regarded as a HFFC language consistent with its status as the main language of communication in all official domains.

For social functions such as personal interaction with family, in friendships and at community level, competence in both languages is considered important. However, more teachers attached value to English than to Setswana in their interaction with friends (74% vs. 51%). The results suggest that English is viewed as a marker of social status. One would prefer to choose friends who have a similar educational background as the speaker. Yet both languages are used as LFIC. At family and community levels, there was no significant difference in the importance attached to both languages (51% vs. 52%; and 70% vs. 66% respectively). At the level of the family, both languages are used as LFIC, but at the level of the community, they are used as HFFC languages. At family level, not much importance is attached to competence in English or Setswana because in the area in which the study was

conducted, Ikalanga is predominantly spoken (53% of the teachers indicated that they speak Ikalanga fluently or moderately fluent, including over 26% who indicated Ikalanga was a home language or one of the home languages). At community level, the distinct roles of the two languages -- Setswana as a national language and English as the official language -- become evident. Further, the two languages are used side by side to communicate government plans.

Table 4.9: The importance that teachers attach to Setswana in education

Institution	Very Imp		Imp		Not Imp		Total		M Frq
	N	%	N	%	N	%	N	%	
1. Primary school	62	70	20	22	7	8	89	100	5
2. Secondary school	39	44	39	44	11	12	89	100	5
3. College*	11	13	30	34	47	53	88	100	6
4. University	7	8	23	26	59	66	89	100	5

***Please note the following:** College is a tertiary-education institution offering certificates and diplomas but not at the level of a university.

Please note: Very Imp = Very important; Imp = Important; Not Imp = Not Important

The results in Table 4.9 above show that the majority of the teachers attached greatest importance to Setswana for acquisition of knowledge at primary-school level. At secondary-school level, Setswana plays an important role but not as much as at the previous level (70% as opposed to 44%). The results suggest that using a language that a learner already knows (such as Setswana) makes learning easier during the preliminary years of education than when a foreign language (such as English) is used (Bamgbose, 1991). Although not the subject of this study, this practice would, however, discriminate against those learners whose HL is not Setswana as one year of learning Setswana and at the same time having to acquire literacy through it, is insufficient and less than the duration of BICS (Cummins, 1979). The results also indicate that Setswana competence was considered to be unimportant at college and university levels (53% and 66% respectively).

The results further suggest that the importance of Setswana progressively decreases as one climbs the educational ladder. Therefore, Setswana is a HFFC language at primary and secondary school levels, but a LFIC language at college and university levels.

The observation made about the role of Setswana at different levels is consistent with what obtains at each level of education, particularly at secondary-school level.

Setswana continues to play a role in teaching and learning not only as a subject in the curriculum but also as a LoLT. The former (teaching Setswana as a subject) is within the education policy, but the latter (using Setswana to teach other subjects) is not official policy. The use of Setswana to teach other school subjects results in CS in the classroom, which the current study is investigating.

Table 4.10: The importance that teachers attach to Setswana in public life

	Very Imp		Imp		Not Imp		Total		M Frq
	N	%	N	%	N	%	N	%	N
1. At the shops	32	36	46	51	12	13	90	100	4
2. At church	34	38	40	44	16	18	90	100	4
3. Government offices	18	20	57	63	15	17	90	100	4

The information in Table 4.10 above shows that the majority of the teachers attached importance to competence in Setswana in their daily lives. The results suggest that Setswana functions as a HFLF language in the three domains listed above.

4.8 PRESENTATION OF THE LEARNERS' RESULTS

Having presented and described the demographic character of the teachers, their language situation (including home language; fluency rate in the different languages; and their views on the functional domains of English and Setswana), the data pertaining to the learners are presented below in the same manner as the teachers'. As in the case of the teachers, the learners' responses are subjective in that they represent their self-evaluation.

4.8.1 Demographic details about the learners

(a) School and gender

Table 4.11: Learner distribution by school and gender

School	Male		Female		Total		M Frq	Grand Total	
	N	%	N	%	N	%		*N	N
1. School 1	263	42	357	58	620	93.6	42	662	100
2. School 2	253	46	292	54	545	95	29	574	100
3. School 3	286	48	308	52	594	96	26	620	100
4. School 4	206	42	285	58	491	96	20	511	100
Total	1 008	45	1 242	55	2 250	95	117	2 367	100

Please note: * = learners who did not indicate gender.

The information in Table 4.11 indicates that a total of 2 367 learners participated in the study; comprising 1 008 boys (45%); 1 242 (55%) girls; and 117 learners who did not indicate their gender. The distribution of the learners by school is also shown in the table above.

There were more girls (55%) in the study than boys (45%). A similar pattern of learner distribution by gender was reflected in all four the schools. While the original intention was not to use as large a sample as this one, the size was dictated by the nature of the study. The study investigated the role of CS in the classroom as it occurred in different subjects. Because of the number of subjects involved, and that the selection had to take into account the ability of the learners, as well as the decision to focus on both Forms 4 and 5 classes, the result was inevitably a very large sample. The advantage of the large sample is that it allows for comparison between variables so as to determine their effect on the main question of the study. Because English Language, Setswana, and Biology are compulsory subjects for all the learners, these subjects have high enrolment figures. However, the optional subjects have smaller numbers of learners. These are 220 learners for History; 153 learners for English Literature; and 128 learners for Home Economics. These figures are included in the total of 2 367 as indicated in the table.



(b) Form (Grade)

Table 4.12: Form (Grade)

Form	N	%
1. Form 4	1 174	52
2. Form 5	1 091	48
Total	2 265	100

Please note: Missing frequency: 102

Table 4.12 above shows that there were more learners in F 4 (52%) than they were in F 5 (48%). This was a trend in all four the schools. One of the explanations given by the schools was that more female learners dropped out of school largely due to teenage pregnancy, which negatively affected learner enrolment at Form 5 level.

4.8.2 Learners' language profile

(a) Home Language

Table 4.13: Learners' Home Language (HL)

Home Language	N	%
1. Setswana	847	37.71
2. Ikalanga	1 037	46.17
3. English	16	0.71
4. Setswana and Ikalanga	87	3.87
5. Setswana and English	38	1.69
6. Setswana, Ikalanga and English	33	1.47
7. Ikalanga and English	2	0.09
8. Other languages (local and non-local)	192	8.39
Total	2 246	100

Please note: Missing frequency: 121

The results in Table 4.13 above show that Ikalanga and Setswana were home languages for the majority of the learners at 46% and 38% respectively; excluding the 8% who indicated Setswana or Ikalanga to be additional home languages. This is significant to the study that focuses on CS in the classroom between English as LoLT, and Setswana as the only local language taught in schools, as well as the main language involved in CS, yet the majority of the learners speak Ikalanga as a home language. The results also indicate that the proportion of the learners whose HL is Ikalanga is more than double the proportion of the *teachers* whose HL was also Ikalanga (18%). English, although a very important language in this study as the

LoLT, is a home language for fewer than 1% of the learners (16 learners). Among the learners who had more than one home language, Setswana and Ikalanga was the most common combination indicated by nearly 4% (87 learners) out of a total of 211 learners who were bilingual at home. Other languages treated individually were home languages for very few learners. As was the case with the teachers' HLs, the speakers of these languages were combined and accounted for 4% of the total (94 learners). HL was used as an independent variable to further determine its influence on the learners' views about the dependent variables. However, only the results of Setswana and Ikalanga were subjected to statistical tests. Other languages were excluded due to the low numbers of their speakers.

The results in Tables 4.14 below are subjective as they are based on the learners' self-rating on their proficiency in the four domains of language competence, namely speaking, reading, writing, and understanding.

Table 4.14: Learners' subjective proficiency rating in English and Setswana

Domains of language competence	Lang	Fluent		Moderately		*Not that well / Not at all		Total		M Frq
		N	%	N	%	N	%	N	%	N
1. Speaking	Eng.	742	35.27	1351	64.21	11	0.52	2104	100	263
	Sets.	1670	75.63	528	23.91	10	0.45	2208	100	159
2. Reading	Eng.	1606	73.23	584	26.63	3	0.14	2193	100	174
	Sets.	1673	75.36	535	24.10	12	0.54	2220	100	147
3. Writing	Eng.	1464	66.58	734	33.38	1	0.05	2199	100	168
	Sets.	1743	78.34	466	20.94	16	0.72	2225	100	142
4. Understanding	Eng.	818	37.22	1163	52.91	*214	*09.74	2198	100	169
						3	0.14			
	Sets.	1521	67.90	599	26.74	*119	* 5.31	2240	100	127
						1	0.04			

* Understanding only

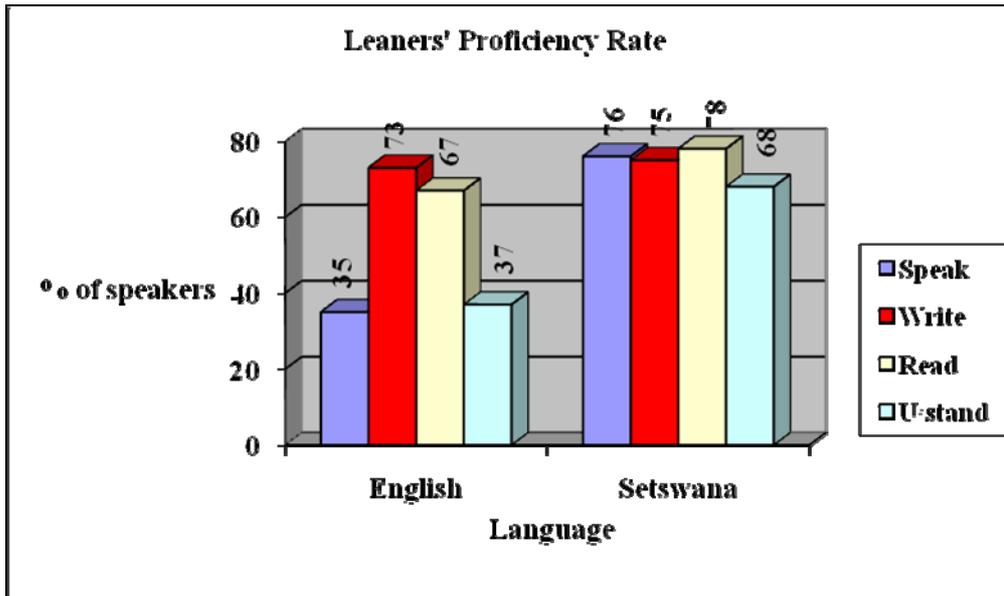
The results in Table 4.14 above show that the majority of the learners considered themselves to be more proficient in Setswana than in English. While there was no significant difference in self-rating of their reading and writing competence in the two languages, their self-rating in speaking and understanding was significant. For instance, almost 76% of the learners believed they spoke Setswana fluently but 64% thought that they were moderately fluent in spoken English. While almost 68% of the

learners believed they understood Setswana fluently, almost 53% thought that they moderately understood English. The results suggest that for the majority of the learners, before they enter the school system, Setswana is acquired before English is, either as a HL or as a second language. English is acquired mainly after learners have entered the school system.

Therefore, revisiting the two concepts of BICS and CALP (Cummins, 1979) already discussed, the results suggest that BICS in Setswana was acquired before BICS in English. However, at the level of CALP, it appears that there is no significant difference with respect to language-competency skills acquired in a formal learning environment, such as writing and reading. Of particular interest is the learners' self-rating in understanding Setswana. The proportion of learners who considered themselves to understand Setswana fluently was not as high as for the other language-competence skills. This is rather strange as usually one can understand a language before one can speak it and, for the majority of the learners, understanding Setswana is acquired primarily before they enter formal schooling. It can be deduced that these learners refer to formal Setswana taught in the classroom that may comprise some aspects of language such as proverbs and idiomatic expressions. The way English as a subject is taught to enable learners to function in it may also have implications for CS in the classroom. The results suggest that because the majority of the learners are of the view that they do not speak and understand English as well as they do Setswana, they are likely to CS in class to participate in the lesson and their teachers are also likely to CS in class to facilitate the understanding of the lessons.

The quantitative results in the next two chapters and the qualitative results in Chapter Seven will confirm or refute this assumption.

Graph 4.3: Learners' proficiency rate in English and Setswana



Please note: u/stand = understand

4.8.3 Learners' language use

In this section, the views of the learners on the functional domains of language use are presented.

Table 4.15: Learners' self-reports on preferred language for use by social domain

Lang	Family		Friends		C/mates		S/mates		Teachers		Strangers	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Sets.	1225	55	1203	54	1290	58	1441	66	269	12	1132	55
2. Eng.	56	3	459	21	485	22	349	16	1546	69	590	29
3. Other (MT)	644	29	127	6	31	1	37	2	2	0.09	151	8
4. Sets. & Eng.	155	7	331	15	355	16	313	14	400	18	169	8
5. Sets. & Other	82	4	35	2	14	0.63	22	1	1	0.04	8	0.39
6. Eng & Other	19	0.86	6	0.27	1	0.05	1	0.05	0	0	2	0.10
7. Sets., Eng. & other	37	2	47	2	34	2	33	1.5	8	0.36	16	0.77
Total	2218	100	2208	100	2210	100	2196	100	2226	100	2068	100
M Frq	149		159		157		171		141		299	

Please note: C/mates = Classmates; S/mates = Schoolmates

The results in Table 4.15 above show that Setswana is the main language of social communication with different categories of people inside and outside the school, except when speaking to teachers. English is the most preferred language when communicating with teachers. This is expected given that, in the classroom, English is the LoLT used to explain, describe, define, ask and answer questions, and to summarise the main points of a lesson. It is also used, to a lesser extent, within other social domains but hardly used at family level. At family level, speakers would normally use their MT. Dual use of languages such as Setswana and MT, or English and MT, or Setswana, English and MT was rare in all categories of people.

The results suggest that the use of English is confined to the classroom during teaching and learning. Outside the school, learners prefer to use their home language (beside Setswana). MT is hardly used in the classroom. The results also suggest that the speakers of other languages also use Setswana as HL as indicated by 55% who said they use it within the family, as opposed to 38% who indicated it to be their HL. The use of more than one language, although limited, signals that a few learners are bilingual or even multilingual at home.

Table 4.16: Learners' perceptions about the value of English and Setswana

	Very Imp			Imp		Not Imp		Total		M Frq
	Lang.	N	%	N	%	N	%	N	%	N
1. To develop self-confidence and abilities	Eng.	1709	76	467	21	60	3	2236	100	31
	Sets.	1026	46	866	39	330	15	2222	100	145
2. To be respected at home	Eng.	406	19	934	43	838	38	2178	100	189
	Sets.	673	31	824	37	707	32	2204	100	163
3. To be respected by friends	Eng.	438	20	1119	52	611	28	2168	100	199
	Sets.	364	17	1047	48	785	36	2196	100	171
4. To be respected in the community	Eng.	710	32	910	42	575	26	2195	100	172
	Sets.	779	35	927	42	508	23	2214	100	153
5. To follow radio programmes	Eng.	1628	73	523	24	69	3	2220	100	147
	Sets.	1149	52	884	40	190	9	2223	100	144
6. To follow TV programmes	Eng.	1662	75	489	22	54	3	2205	100	162
	Sets.	956	43	955	43	304	14	2215	100	152
7. To get a job in Botswana	Eng.	1962	88	262	12	13	0.58	2237	100	130
	Sets.	966	43	932	42	326	15	2224	100	143

The results in Table 4.16 above show that the majority of the learners valued competence in both English and Setswana. However, they attached more importance to English than to Setswana in the three domains of psychology (self-confidence and abilities) -- (97% vs. 85%); entertainment and information (radio -- 73% vs. 52%; and television -- 75% vs. 43%), and in the HFFC such as employment prospects (88% vs. 43%). The results suggest that English is undoubtedly a fully-fledged HFFC language. Setswana is also a HFFC language but it is considered a semi-HFFC language in some respects. This observation is significant and will have an effect on how learners perceived the role of both languages in education when the researcher reports on the research questions in Chapter Eight.

The results also indicate that the majority of the learners rated competence in English and Setswana as important at a social level (to be respected by family, friends, and the community). However, at friendship level, competence in English was valued more than competence in Setswana as 52% of learners preferred English when compared to 37% who preferred Setswana. This suggests that English is regarded as a prestigious language to speak. At family level, the difference was insignificant, even though slightly more learners preferred speaking Setswana instead of English (48% vs. 43%). This suggests that within the family, one's MT is more important than English. The status of Setswana as a national language also has an effect on the use of Setswana at family level. At community level, the same proportion of learners (42%) equally valued competence in both languages. This signifies the role both languages play at this level. As previously explained, both languages are used by Government to inform communities about government plans and projects. The results suggest that at family and friendship levels, both languages are LFIC languages, but at community level, both are LFFC languages. Further, how they are perceived in each domain has implications on how they are used in the education system, which may have implications for CS in the classroom.

Table 4.17: Importance learners attach to Setswana in education and public life

	V Imp		Imp		Not Imp		Total		M Frq
	N	%	N	%	N	%	N	%	N
1. At primary school	1401	63	659	30	153	7	2216	100	151
2. At secondary school	954	43	1109	50	149	7	2212	100	155
3. *At college	919	42	777	35	514	23	2210	100	157
4. At university	872	40	582	26	752	34	2206	100	161
5. At Govt. offices	962	44	787	36	460	21	2209	100	158
6. At shops	410	19	1009	46	787	36	2206	100	161

Please note: Govt = Government

*College is a tertiary-education institution offering certificates and diplomas but not at the level of a university.

The results in Table 4.17 above show that, although the majority of the learners attached importance to competence in Setswana at all levels of education, they attached more importance to it at primary-and secondary-school levels than at college and university levels (93% vs. 77%, 66%); with the most importance attached to Setswana at primary-school level than at secondary-school level. This suggests that learners' lack of proficiency in English influenced their opinion. As with the teachers, the learners viewed the role of Setswana as decreasing as they go up the educational ladder. The results on the learners' views about the use of Setswana at secondary-school level may have an effect on the use of CS at this level of education.

Because English already plays an important role at all levels of education, the learners were not asked about their views on it. However, their views on English usage in the classroom are specifically presented in Chapter Eight, as these views form part of the responses to the research questions.

The results also show that, although the majority of the learners attached importance to competence in Setswana for visiting both government offices and the shops (80%, 65%), Setswana was considered more important for visiting government offices than for visiting the shops (44% vs.19%). The results suggest that in government offices, Setswana can either be a HFIC context when workers interact with one another, or a LFFC language when a member of the public visits to seek assistance. This is partly

due to its status as the national language. Similarly, at the shops, it is a LFFC language when a customer interacts with sales assistants, but a LFIC language when workers interact with one another. It is assumed that the research location was a contributory factor to these views because the local language (Ikalanga) is used more than Setswana as implied by the results that more learners (36%) considered knowledge of Setswana as more *unimportant* at the shops than at government offices (21%).

Having described both the teachers' and the learners' views according to their demographic details, their home languages, fluency in English and Setswana, and the domains in which they use these two languages, a comparison between the two groups of participants based on the above is presented in the following section. This is meant to highlight their perceptions about the two languages, and also has an effect on how they responded to the research questions as reported in the subsequent chapters. Their responses ultimately were used to address the central question of the study, namely CS in teaching and learning.

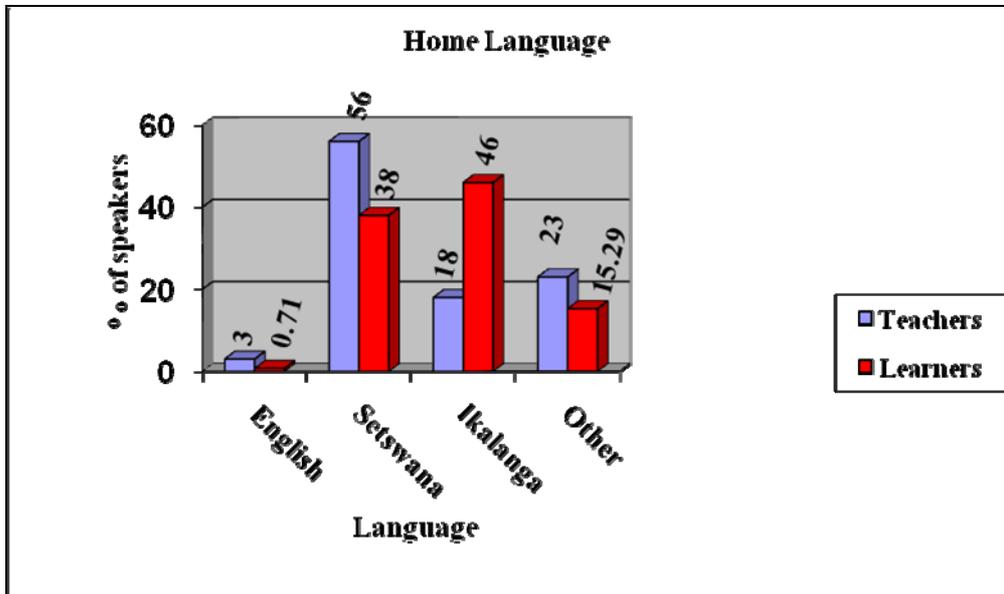
4.9 A COMPARISON OF TEACHERS' AND LEARNERS' DATA ON DEMOGRAPHIC DETAILS, LANGUAGE PROFILE AND THEIR VIEWS ON THE FUNCTIONAL DOMAINS OF ENGLISH AND SETSWANA

4.9.1 Home language

There were more teachers than learners who spoke Setswana as a home language (56%) vs. (38%). Conversely, there were more learners (46%) than the teachers (18%) who spoke Ikalanga as a home language. These results are consistent with the explanations given earlier in this chapter (cf. 4.4.4 e) viz. that the teachers may be from different linguistic communities. Despite the large number of Ikalanga speakers among learners, language interaction between the teachers and the learners is not problematic as Setswana is widely spoken owing to its status as a national language; and also as it is taught at school as a subject. In addition, very few teachers (3%) and learners (0.71%) spoke English as a home language. Therefore, English is hardly spoken in the majority of the homes of both the teachers and learners. In addition, 23% of the teachers spoke other local languages or had more than one HL; 15.29% of the learners also spoke other languages (local and non-local), including those who had

more than one HL. The graph below illustrates the language landscape of the participants in the study.

Graph 4.4: Teachers' and learners' home language



4.9.2 Proficiency in Setswana and English

According to self-evaluation responses by both the teachers and learners, as expected, more teachers than the learners were proficient in both Setswana and English with respect to the four domains of language competence as languages that are used in schools. Over and above, Setswana is a HL for the majority of the teachers (56% as opposed to 38% for the learners). This is significant in that, should the learners lack competence in the two languages, CS is likely to occur during lessons.

Furthermore, both the teachers and learners learnt Setswana at home, and English at school. However, for the majority of the learners, Setswana was learnt as a second home language as 46% of them spoke Ikalanga as a home language.

4.9.3 The importance and functional uses of Setswana and English

(i) **Social domain:** The majority of both the teachers and learners used Setswana socially to speak to family members, friends and peers outside the classroom, but used

English in the classroom. The latter is expected, given that English is the LoLT. Here Setswana functions in a LFIC as well as a HFIC context and; English is a HFFC language. When speaking to strangers, teachers used English, whilst learners used Setswana. Both languages are used as LFFC languages. Therefore, in social domains, learners use Setswana much more than English but teachers use both, depending on to whom they are talking.

Furthermore, while learners viewed competence in both English and Setswana as important to be respected by family members, friends and the community, in the teachers' views, both English and Setswana were unimportant at family level; Setswana was unimportant for respect by friends; but English was important. However, at community level, competence in both English and Setswana was important. Therefore, the results suggest that the respondents' *proficiency* in the two languages determined the importance that they attached to them. To the learners, competence in Setswana was important as the language in which they were more proficient, but for the teachers, English competence was more important than competence in Setswana because of its status as the official language; a marker of social prestige; and the language of career and employment opportunities.

(ii) Psychological function (confidence-building and abilities)

The majority of the teachers and learners considered English competence as **very important** for the development of self-confidence and abilities. Setswana was also **very important** for learners but it was only **important** for teachers. The results are significant in that both the teachers and learners regard English highly because of its status as a language of educational and professional opportunities. However, learners also highly value Setswana because they are more fluent in it than in English.

(iii) Entertainment and information acquisition

Both the teachers and learners attached great importance to competence in English to follow radio and television programmes, but teachers did not attach as much importance to Setswana in this regard as learners did.

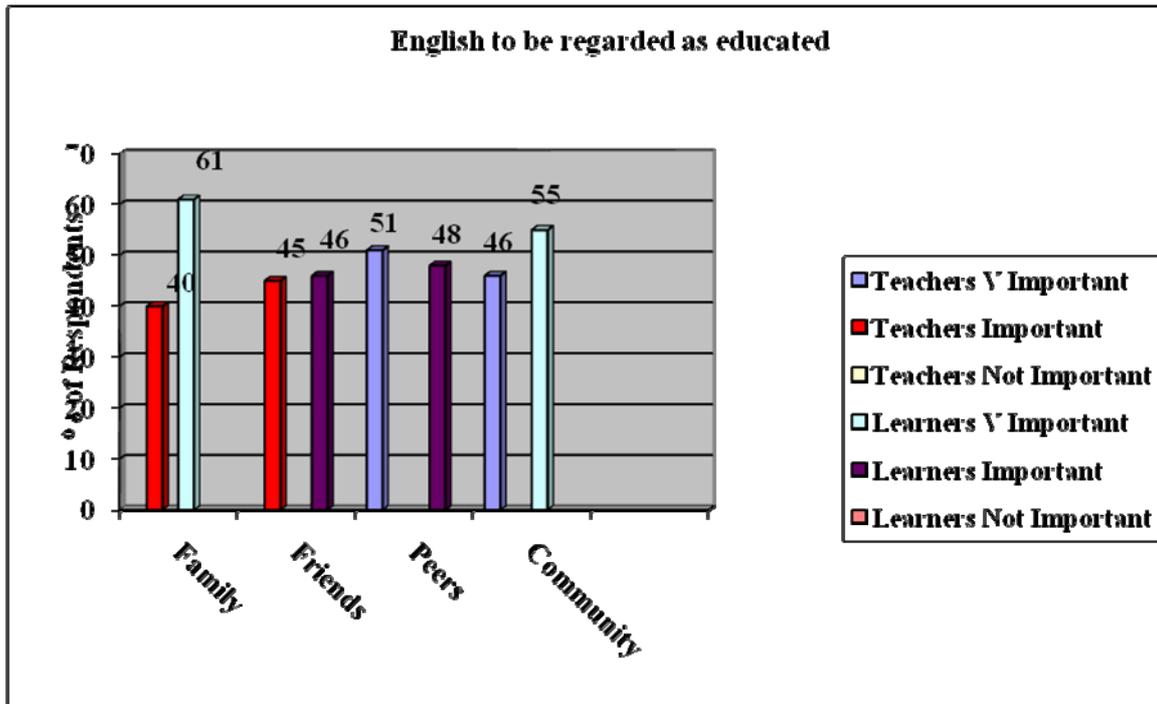
(iv) Economic value and public address

The majority of both the teachers and learners regarded English competence as **very important** for employment opportunities. However, the majority of the teachers viewed Setswana only as **important**, but the learners' views were divided about competence in Setswana as half of them indicated that it was **very important**, and the other half said it was **important**. In addition, the majority of the teachers viewed both English and Setswana as **very important** for public discussions. The learners' views on the importance of the two languages in public discussions were not solicited due to their limited opportunities to partake in public discussions. The results suggest that to the teachers, English had a higher economic value than Setswana did, but for the learners, their lack of experience in working life jeopardized their judgement on the roles of the two languages at HFFC level.

4.9.4 English knowledge for prestige

The majority of the teachers did not attach much importance to English competence at personal levels (family and friends), but attached more importance to it at professional and public levels when dealing with colleagues and the community. To the contrary, learners attached more importance to English competence at all levels -- personal, friendship and public. The results suggest that the status of English as the official language for education, job opportunities and business was an influential factor on the respondents' views and was regarded as a marker of social status.

Graph 4.5: The importance that teachers and learners attach to English for prestige



Please note: V = Very

4.9.5 Setswana in education

The majority of both the teachers and learners stated that Setswana has a very important educational role at primary- and secondary-school levels; hence competence in it was crucial, especially at the first level during the formative years of education as discussed earlier in this chapter. Their views about the role of these two languages have implication on this study as it investigates CS in education at the level of secondary schools.

However, at college and university levels, the majority of the teachers indicated that Setswana was **unimportant**, but the learners considered it to be **very important**. The lack of life experience at university among the learners contributed to their view as they may not be aware of what the practice is at tertiary level with respect to the use of Setswana in education.

4.9.6 Setswana in public life

The majority of both the teachers and learners attached importance to competence in Setswana for visits to the shops and to government offices. However, learners attached more importance to Setswana when dealing with government officials than the teachers did. In addition, teachers said Setswana was important for their spiritual and religious purposes (worship).

From the above, it is clear that both the teachers and learners recognized the importance of competence in both English and Setswana in various spheres of their lives, except in a very few instances. Teachers attached more importance to English than to Setswana; while English was unimportant only at family level, Setswana was unimportant at family and friendship levels, as well as in education at college and university levels.

On the contrary, learners did not consider any of the two languages as unimportant. Like the teachers, they considered English to be more important than Setswana, but they also attached more value to Setswana than the teachers did because, as a national language, they were more fluent in it than in English. Therefore, the respondents' level of fluency in a language influenced their attitudes towards it. The teachers, who were more educated, preferred English to Setswana.

The views above reflect the status that English in Botswana enjoys as the official language used virtually in all spheres of life such as in education, the judiciary, the media, and in the vocational environment. English is mainly a HFFC language. However, Setswana is largely regarded as a LFIC or LFFC language or HFLFC language. In education, Setswana is a HFFC language at primary- and secondary-school levels.

4.10 CONCLUSION

This chapter has given an overview of the statistical package used in the analysis of the data pertaining to the teachers' and learners' responses to the research questions. The data subjected to statistical tests are presented in the next two chapters. The chapter

also presented an analysis of the data that will provide background to the study to better comprehend the views of the respondents. The data include the teachers' and learners' demographic details that include their personal and professional / academic details. The respondents' language profile that includes home language as well as their proficiency in English and Setswana has also been described. Their views on the functions of these two languages in different domains have also been presented. These revealed the importance that respondents attached to English and Setswana. The data derived from the analysis made are important as they shed light on the occurrence of CS in the classroom, which is central to the present study.

It is significant from the respondents' views that both the teachers and learners attached a high value to English, yet CS occurred in the classrooms in Botswana. This suggests that there is an underlying problem in communicating in English. The question therefore is: does CS facilitate English proficiency among learners and assist them to learn in English, or does it impede the acquisition of English and consequently stifle learning?

The thrust of this study therefore is in two-fold. First, the study is focused on the effect of CS on the acquisition of proficiency in English; hence answering the following questions is important: Does CS contribute to better understanding of the lesson content and promote knowledge acquisition? Does CS decrease when CALP is fully acquired or does CS affect negatively future academic development due to lower level of CALP? Second, the study is also focused on the effect of CS on the social and academic development of Setswana. Consequently, the impact of the aforementioned on teaching and learning is addressed.

In the next two chapters, an analysis of the teachers' and learners' responses to the research questions that address the study problem is presented. These deal with the roles of English and Setswana, including CS between them in teaching and learning. In addition, although not central to this study, their views on the role of the local language, Ikalanga, and / or CS to it in teaching and learning, are presented.