ENGLISH WRITTEN PROFICIENCY AS A CONTRIBUTING FACTOR TO ACADEMIC PERFORMANCE

by

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Declaration

I declare that the dissertation, which I hereby submit for the degree MEd at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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O E Channing

1 December 2017

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Ethics statement

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

Dedication

I dedicate this research to my family, friends and colleagues for all the moral support and motivation during this academic journey and especially to my father who taught me commitment, hard work and perseverance.

Acknowledgements

To have achieved this milestone in my life, I would like to express my sincere gratitude to the following people:

- My Heavenly Father, who provided me the strength, knowledge and perseverance to complete this study;
- Prof R Evans and Dr Y Woest, for their patience, invaluable advice and guidance during the research; and
- J Kellerman for editing and J Brown for assisting me with the formatting.

Abstract

Internationally English is increasingly being used as a language of instruction in education. This is also true within the South African context, a country with eleven official languages. Many non-native English speaking (NNES) students, for whom English might be their second, third or even fourth language, are studying through the medium of English.

Previous studies on this topic acknowledge that the level of English proficiency which NNES students have, affects their academic performance. The problem under investigation in this case study was the relationship between students' academic performance in particular modules and how their written responses in examinations contributed to them failing a module. The purpose was to establish to which extent limited English proficiency contributed to the poor academic performance of NNES preservice teachers studying through distance education.
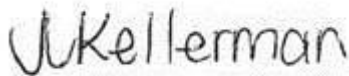
This study is underpinned by Cummins' theory of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency (1984). It is supported by related literature which emphasises the challenges NNES students experience in understanding academic content and responding to written assessment tasks in a language other than their home language.

A quantitative approach was used which focused on the written responses to examination papers of thirty undergraduate B Ed students who had failed a particular module, at a private higher education institution. The contribution of inadequate or incoherent English, as the reason why marks were not allocated to answers, was calculated and analysed. Results indicated that students' English grammatical proficiency does have an influence on their academic performance, though it is not the main contributing factor to students failing their modules. For this case study it was determined that the pre-service teachers' inadequate English written proficiency contributed almost a third (25,6%) of the reasons for their poor academic performance. This finding suggests the need to develop new teaching strategies to accommodate and offer language support to NNES students in higher education institutions that offer qualifications using English as the medium of instruction.

Key terms: academic performance, grammatical proficiency, language of instruction, Non-native English speaking students (NNES), written proficiency.

Language editor

I, Jessica Kellerman, hereby confirm that I have proofread the dissertation of O Channing, titled *English Written Proficiency as a Contributing Factor to Academic Performance*, and edited for proper English language, grammar, punctuation, spelling, and overall style. Neither the research content nor the author's intentions were altered in any way during the editing process.

JKellerman

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Jessica Kellerman

27 November 2017

List of abbreviations

BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
EFL	English as a foreign language
EMI	English as medium of instruction
HEI	Higher Education Institution
LoLT	Language of Learning and Teaching
NNES	Non-native English speaking

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1.   CHAPTER 1: INTRODUCTION TO THE STUDY

1.1   BACKGROUND

In Section 6 of the South African Language Policy for Higher Education (Foley, 2004), it is stated that "*The challenge facing higher education is to ensure the simultaneous development of a multilingual environment in which all our languages are developed as academic/scientific languages, while at the same time ensuring that the existing languages of instruction do not serve as a barrier to access and success.*" (South Africa, Department of Higher Education and Training, 2002). This challenge is part of the rationale for this study to research the contribution of language proficiency, specifically English language grammatical proficiency, to poor academic performance of students who have to study through English as medium of instruction although it is not their home language. In 2015, then South African Minister of Higher Education and Training, Blade Nzimande, made reference to the Language Policy for Higher Education and reiterated in his remarks in the Portfolio Committee for Higher Education and Training that higher education institutions must ensure that the existing languages of instruction do not serve as a barrier to access and success in Higher Education.

Within the South African context where there are eleven official languages and English is the medium of instruction at almost all higher education institutions (HEIs), the English language proficiency of students is key to their academic success. Higher education students who are non-native English speakers therefore might be challenged to succeed. For this reason I found it necessary to research to which extent inadequate grammatical proficiency in English contributes to the academic performance of NNES students. For the purpose of this study, academic success implies the ability to meet the minimum requirements to pass examinations. At the private higher education institution where this research was done, the minimum requirement for passing is 50%. To achieve academic success, students must be able to actively engage with the academic content through discussion, reading, writing, analysis and evaluation (Shahzad, Sajjad, Ahmed & Asghar, 2013).

According to Briguglio & Watson (2014) there is a growing massification and internationalisation in higher education which creates the need for universities to take into consideration the increasingly heterogeneous student cohorts. Dearden (2014) compiled a report on the implementation of English medium of instruction (EMI) in 55 countries and described it as a growing global phenomenon. In this study 90.9% of all private universities and 78.2% of all public universities implemented EMI. The implication of internationalisation is the creation of a global society. In this global society the implementation of EMI emerged as one of the major innovations in the international higher education environment with a fast-moving worldwide shift from English only being taught as a foreign language (EFL) to teaching academic subjects through EMI (Dearden, 2014).

Using English as medium of instruction does give higher education institutions more prestige in terms of being acknowledged internationally and for marketisation (Hu & Lei, 2014) yet, it poses a problem to non-native English speaking students (NNES) who experience a language barrier with English (Collins, 2010). Dearden (2014) concluded that teachers, parents, students and policy makers consider EMI as a passport to a global world with opportunities to join a global academic and business community.

1.2   PROBLEM STATEMENT

According to Briguglio & Watson (2014) students experience difficulties because satisfying the English language entry requirements to start their studies does not guarantee that they have the necessary English academic skills to complete their course without support.

Cummins (1984) distinguishes between basic and academic language skills and proficiency as: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS refers to basic conversational fluency in a second language where as CALP describes the language used in a decontextualised academic environment (Cummins, 1984).

This distinction leads to the problem statement of my study, since it is set against the background of students who have the basic English conversational skills which let them pass proficiency tests for enrolment purposes at higher education institutions, but lack CALP required for effectively engaging with academic content.

Students have better basic conversational fluency than academic language skills because they may use English within their social environment and are exposed to the use of English in social media. They may also use their basic interpersonal communication skills (BICS) in English as one of the global languages in an international environment. Evans and Cleghorn (2012) state that several virtual social networks for example Twitter, chat rooms, Facebook and blogs contribute to globalisation. These virtual social networks create platforms for communication in a global language such as English. However, most NNES students have limited exposure to English as an academic language. Research (Collier, 1995, cited in Wille, 2006) indicates that the most advantaged NNES students will reach the necessary level of academic language proficiency only after four to twelve years of second language development. It is during the period that this proficiency is still developing, that the lack thereof contributes to NNES students' poor academic performance.

In order to address the issue of students who experience difficulties with English as the medium of instruction, it is important to first establish to which extent English proficiency – expressed through students' written responses in assessment tasks - influence their academic performance. A better understanding of the nature of NNES students' language proficiency and the effect thereof on their academic performance, will enable HEIs to reflect on and possibly revise practice or policies to enable better support of NNES students in academic environments. Therefore the primary research question this study aims to answer is: *To which extent does inadequate grammatical proficiency in English contribute to the academic performance of NNES students studying through EMI?* Furthermore, in an attempt to answer my secondary research question, I also aim to identify the nature of NNES students' expressive language skills as evidenced in written examination responses.

1.3   RATIONALE FOR THE STUDY

1.3.1 Personal rationale

I am currently employed at a private higher education institution which focusses on teacher training. Students at the institution are predominantly non-native English speakers. An awareness of the influence of their language proficiency on assessment results emerged while I was doing moderation of assignments and examinations. This awareness was strengthened and confirmed by literature I reviewed on the problems NNES students' experience with English as a medium of instruction. It seems to be a universal problem at higher education institutions and suggests the need to investigate whether EMI can be one of the reasons why NNES students who failed, were unsuccessful in their studies.

This study will therefore focus on NNES students in higher education who could not meet the minimum requirements to pass their module(s). The study also aims to establish the extent to which EMI is a contributing factor to NNES students' poor academic performance.

1.3.2 Professional justification

Hurst (2015) stated that a unique complex linguistic setting exists in higher education institutions in South Africa. According to her research findings, students identified language difficulties relating to a broad range of academic literacies and she recommended targeted support for non-native students studying through English as a medium of instruction. Park (2016) found that academic acculturation through second language was the most challenging aspect for students who are not studying in their home language. It is evident in literature on internationalisation in higher education (Chen & Yang, 2017; Park, 2016; Han, 2014; Lee & Lee, 2013) that using English as a medium of instruction creates the need to establish language support structures and intervention programmes to assist NNES students. This resonates with my own concerns and experiences to find solutions to the difficulties NNES students have with

English as medium of instruction. It is important to find alternative ways of working with NNES students to eliminate language barriers which could possibly disadvantage them, negatively influencing their academic performance.

1.3.3   Conceptual motivation

Shamim, Abdelhalim and Hamid (2016) pointed out that NNES students' command of English is not adequate enough to always follow lecturers, read and understand content and answer examination questions. In his research and findings on the acquisition of a second language, Cummins (1980, 1981) provided a conceptual model to suggest how the integration of language and content instruction need to be considered. This conceptual model or framework promotes content-based language instruction which can possibly assist NNES students. Cummins (1984) also argues that it must not be assumed that students' ability to interact in everyday social situations will be sufficient for cognitive communication in an academic context.

This correlates with the findings of many research studies (Huang, 2012; Addow, Abubaka & Abukar, 2013; Binder & Smith, 2013; Jabulani, 2014) and supports the need to establish how EMI and students' English language proficiency affects NNES students' academic performance. It is therefore significant to explore the concept of inadequate grammatical proficiency in English contributing to NNES students' poor academic performance and the nature of NNES students' expressive language skills to arrive at a deeper understanding of this phenomena.

1.3.4   Scholarly motivation

In identifying the contribution of inadequate English writing skills in the poor academic performance of NNES students who failed, new approaches and strategies to teaching can be developed to support these students with their English written proficiency. This prompted me to explore to which extent low levels of English proficiency influence students' performance in assessment tasks. The abovementioned problem experienced by NNES students and the need to develop strategies to assist these

students at higher education institutions are crucial in ensuring their access to and success in higher education.

However, strategies can only be developed once we have a deeper understanding of the students' language barriers. In this study I will explore to which extent inadequate written proficiency in English is a contributing factor in the poor academic performance of NNES students who failed as well as the nature of their writing skills. Results of this study may add to the existing body of scholarly knowledge with regards to this question and inform policy and practice.

Furthermore, since language and all language-related issues are key to all learning, research in the field of academic performance as a function of language is vital, specifically in a unique South African context.

1.4   CLARIFICATION OF CONCEPTS

I now present, in alphabetical order, a clarification of concepts used in this study in order to enhance understanding.

1.4.1   English proficiency

Murray (2013) states that language proficiency is "something of a catch-all term", and is reflected in learning of a language which will include grammar, phonology, listening skills, vocabulary, reading and writing skills and communications strategies. Proficiency in a language is defined as a general communicative competence that will enable its users to "express and understand meaning accurately, fluently and appropriately" and comprises generic skills and abilities (Murray, 2013:299). De Kadt (2000) described language proficiency in terms of three components: intelligibility, the appropriate use of language and the use of language as a cognitive tool for learning. Intelligibility refers to the ability to comprehend a language and be comprehensible. The use of English as a cognitive tool, for example in academic writing, is apparent in most higher education institutions in South Africa and globally. For the purpose of this study, the English

proficiency skill I will focus on is the writing abilities of NNES students demonstrated through answering short questions in examination papers and exclude longer responses such as essays.

1.4.2 Language barrier

According to Garcia, Roeder & Saleh (2006) a language barrier implies the problems faced by an individual when he/she communicates with someone who speaks another language. For the purpose of this study, it refers to the difficulties NNES students experience in terms of achieving academic success at higher education institutions where English is the medium of instruction. These difficulties are indicated in related literature (Cheng, 2013; Lin & Scherz, 2014; Kagwesage, 2012) as difficulties in understanding academic content, limited vocabulary and an inability to express themselves adequately in spoken and written responses to academic content.

For the specific purpose of my study, *academic writing as a language barrier* also needs to be clarified. According to Lavelle (2003) little assistance is provided for students to improve their writing skills and knowledge of different forms of writing. Elton (2010) concurs with this and states that general writing skills are not taught often enough for students to produce well-structured and well-written tasks. Therefore academic writing can be a barrier for NNES students with inadequate English language proficiency who need to complete written tasks and assessments in English.

1.4.3 Medium of instruction

The Collins Dictionary (2014), defines a medium as a "way or means of expressing your ideas" or a means of "communicating with people." Civan and Coskun (2016) refer to medium of instruction as the language of instruction, in other words, the language used to deliver the curriculum or content to students. According to Channa, Memon and Memon (2016) the medium of instruction is a means of imparting knowledge and it plays a vital role in quality education. For the purpose of this study, the medium of instruction is defined as the language we use to teach, which at most higher education institutions

in South Africa, and also the private higher education institution from which data were collected for this study, is English.

1.4.4 Non-native English speaking (NNES) students

The term non-native English speaker is often used when English is not the native language of a student and is a language learned in addition to the student's first language (Torres, 2014). In South Africa, a country with 11 official languages, English might well be the second, third or even fourth language of some students who study through EMI. Hurst (2015) states that 35% of South African students' home languages include all of the official indigenous languages and about 54 other African, European and Asian languages. For the purpose of this study, NNES students will be defined as students whose home language is not English, and might have learnt English as a second, third or even fourth language.

1.4.5 Poor academic performance

Ward, Stoker & Murray-Ward (1996) defined academic performance as the outcome of education and the extent to which a student has achieved the educational goals. This concept is refined by Jayanthi, Balakrishnan, Ching, Latiff and Nasirudeen (2014) who argue that academic performance is indicated by the performance in an examination, in other words, the percentage gained in an examination. Gbollie and Keamu (2017) associate poor academic performance of students with a high failure rate. For the purpose of this study the term poor academic performance refers to students who have failed modules, therefore have achieved examination marks below 50%.

1.4.6 Receptive and expressive skills

There are two types of language skills: receptive and expressive skills. According to Olsen (2012) receptive and expressive language skills can be defined by the terms "input" and "output". Expressive language is indicated as the "output" of language and includes not only words, but also the grammar rules that dictate how words are

combined into phrases, sentences and paragraphs. Receptive language skills are defined as the understanding of language "input". I focused on expressive skills, specifically the ability to write clear comprehensible English sentences in short nonessay type answers in response to examination questions.

1.5   OVERVIEW OF RESEARCH METHODOLOGY

Hesse-Biber and Leavy (2011) describe methodology as the bridge that connects the philosophical standpoint and the research method. In the next section, I provide a brief summary of the meta-theoretical and methodological paradigms, the research design, data selection and the data analysis.

1.5.1   Meta-theoretical paradigm

Guba and Lincoln (1994: 105) define a paradigm as "a basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways" and classified meta-theories to distinguish between positivism, post-positivism, critical theory and related paradigms and constructivism. In this study a positivist research paradigm was used to establish to which extent the English written proficiency of NNES students contributed to their poor academic performance.

A positivist paradigm emphasises that research can only be considered meaningful if it is directly observed and measured (Okeke & Van Wyk, 2015). I observed NNES students' written responses to the end-of-year examination questions at a private higher education institution and assessed to which extent NNES students' English written proficiency contributed to them failing the module assessed. I categorised students' examination answers to determine factors contributing to incorrectness thereof.

Examinations were specifically chosen, as these are completed in an environment in which students could not make use of any resources to assist with or check their English writing (expressive) skills. It is therefore assumed that their written examination

answers reflect their own English writing abilities. This concurs with an ontology of an objective reality, associated with a positivist paradigm. In his definition of epistemology, Creswell (1994:6) refers to the relationship of the researcher to the researched and states that within a positivist paradigm there is "a clear distance and independence between the researcher and that which is being researched." This study focussed on 30 B Ed undergraduate students who wrote examinations at the end of 2016 at a private higher education institution. The data were analysed, calculated and represented in percentages and there was no interaction between the students who wrote the examinations and myself.

1.5.2 Methodological paradigm

Methods are the tools that researchers use to collect data and methodology is a bridge linking a philosophical standpoint and method (Hesse-Biber and Leavy, 2011). Quantitative research was chosen as method for this study that aimed to determine which percentage could be allocated to English writing skills as the reason for students having failed a module. According to Hopkins (2008) quantitative research quantifies the collected data to come to a conclusion and also attempts to quantify relationships between variables. I categorised and quantified the data (the answers and mark allocation for each question of the students' examination answer scripts) into percentages and focussed on what the percentage of incomprehensible English writing was per student in relation to other factors influencing their academic performance.

1.5.3 Research design

A research design includes the plan according to which the participants are selected, the data-gathering methods that are used and the ways in which data are analysed (Nieuwenhuis, 2016). Babbie (2010) states that there are two types of quantitative research designs: descriptive and experimental. When the research design is descriptive, the subjects or data collected are assessed only once (Babbie, 2010). The type of quantitative study I chose is a descriptive study. Hopkins (2008) defines a descriptive study as a study that measure things as they are, with no attempt to change

behaviour or conditions of the subjects being studied. The data I collected were interpreted and analysed without any changes being made to the answer scripts or the marks allocated. Babbie (2010) states that the aim of a descriptive research design is to establish associations or relationships between variables. My study sought to establish the extent to which students' academic performance was influenced by their English written proficiency. I acknowledge that there are several reasons why the students failed their module and identified these possible reasons. I quantified the data into percentages. In doing so, I could indicate the relationship between variables and establish if English written proficiency is the greatest contributor to students' poor academic performance, or not.

1.5.4 Textual data

Nieuwenhuis (2016:88) refers to textual data as all types of "written communications that may shed light on the phenomenon that you are investigating". The textual data I collected were the end-of-the-year examination answer papers of 30 B Ed undergraduate students who had failed a module. The textual data gave me the opportunity to explore the NNES students' writing (expressive) skills in order to determine the contribution thereof to the students having failed a particular module(s). The strategy to select the data must be relevant to the theoretical framework and the research questions (Curtis, Gesler, Smith & Washburn, 2000). For the purpose of this study, purposive sampling was used to select the textual data to fit the purpose of my research. The key criterion was NNES B Ed undergraduate students who achieved an mark of less than 50% in the final examination. Within this purposive sampling, random sampling was done to choose the answer papers of students who failed examinations of different modules. I first made use of purposive sampling to ensure that only answer papers of students who failed were sampled. Once I collected this specific data, I randomly chose 15 answer papers from different modules of students who achieved a total mark between 0% and 30% for Group 1. For Group 2 another 15 papers were randomly chosen from answer papers of students who achieved a total mark between 31% and 49%. These 2 groups were later collapsed as one group, numbering the answers papers from 1 to 30.

1.5.5 Data collection and data analysis

In total, 30 examination answer papers were collected as data for this study. These 30 answer papers were randomly selected from six different modules, namely Creative Arts, Teaching as a Profession, Social Science, School and Classroom Management, Learning Support and History. Data tabulation was used to analyse nominal data in percent distributions. Nominal data is basic classification data to identify groups into which data may be classified (Okeke & Van Wyk, 2015). A spreadsheet was created for each examination paper and the answers analysed and categorised according to six categories. The frequency distribution of answers identified as written in incomprehensible English, was calculated in percentage to establish which percentage of answers in total was influenced by the students' English written proficiency. Incomprehensible English in this context refers to written English that is difficult or impossible to understand.

The data were then explored by disaggregating the data across the different categories identified. For example, if the examination paper had 23 questions and 11 answers were marked incorrectly because of incomprehensible written English, 47.9% of the examination mark acquired, could possibly be influenced by the student's limited English writing skills. Percentages were calculated and allocated to each of the identified categories in relation to the number of questions for each question paper. In doing this, it could be established to which extent a certain category contributed to each student's examination failure.

1.6   RESEARCH ASSUMPTIONS

Wargo (2016) refers to assumptions as those statements that are presumed to be true regarding the research which is done. Leedy and Ormrod (2010: 62) point out that "assumptions are so basic that without them, the research problem itself could not exist." The following assumptions, relating to the primary and secondary research questions can be made:

(i) *NNES students experience language and academic challenges because of low levels of language proficiency in the medium of instruction - English.* (Lin & Scherz, 2014; Al-Kahtany, Faruk & Zumor, 2015)

(ii) *NNES students experience difficulties with their English writing skills in assessment tasks* (Teemant, 2010, Cheng, 2013, Lin & Scherz, 2014).

1.7   QUALITY MEASUREMENT CONSIDERATIONS

Heale and Twycross (2015) report that quality quantitative research needs to be valid and reliable. The goals of reliability and validity are precision of measurement and measurement where bias is reduced (Apuke, 2017).

1.7.1 Validity

Heale and Twycross (2015) define validity as the "extent to which a concept is accurately measured in a quantitative study." This implies that I need to focus on the written proficiency of NNES students in my research and not measure any other factors which might contribute to students' poor academic performance. To ensure validity, I focussed only on the English written (expressive) skills in the examination scripts of NNES students who had failed a module.

Another measurement for validity is theory evidence (Heale & Twycross, 2015). The theoretical underpinning of Cummins' concept of BICS and CALP which makes a distinction between NNES students' basic, social English proficiency and their ability to master English academic language provides a framework for the validity of my research.

1.7.2 Reliability

Reliability is concerned with the consistency of a measure (Heale & Twycross, 2015). My research intended to analyse two different assessment tasks of NNES students, one being an assignment, the other the examination. During my data analysis I realised

that for the research to be reliable, the NNES students' English written proficiency cannot be analysed in their written (expressive) language skills in assignments, because students typed their assignments and used spelling and grammar checkers to correct their English writing. The true English written proficiency could only be measured reliably when the writing was done under controlled examination conditions where the students cannot rely on any help from other language users or technological tools or applications which could assist students to write flawless English.

1.8   ETHICAL CONSIDERATIONS

Stevens (2013) refers to ethical principles for research and emphasises respect for persons, honesty, no harm and justice. He also proclaims that researchers have a responsibility to benefit society through their research. My research respects the anonymity of students whose examination answer papers were collected as data. The data were not linked to any individual participant's name and did not affect their assessment results in any way. This is in line with Orb, Eisenhauer and Wynaden (2001) who stated that the protection of human subjects is imperative in any research study.

An awareness of ethical principles like autonomy, beneficence and justice are also explained by Orb, Eisenhauer, & Wynaden (2001). Autonomy is not applicable to my study because I collected textual data and no consent was needed because the students were not active participants in the research. Beneficence means the research is doing good and prevents harm. No harm was done to any of the students whose examination papers were randomly sampled. My study or findings did not impact on their academic results in any way, students were not identified and no adjustment of marks were done or proposed. The principle of justice refers to no exploitation or abuse of participants. There were no active participants in this study and only textual data were used to explore the contribution of English written proficiency on students' poor academic performance, my research was fair and no injustice was done to anyone. I followed the required procedures to apply for ethical clearance for my research which was approved by the ethics committee of the University of Pretoria's Education Faculty.

Maree (2016) emphasises the protection of the participants' identities and the importance of permissions which need to be obtained. McMillan and Schumacher (2001) propose ethical guidelines for research in education to ensure that participants will be at no risk when part of research. To comply with the ethical considerations I ensured transparency in terms of all role players and conducted my research with the applicable consent. I obtained written permission of the institution to randomly select and use the examination papers of Creative Arts, History, Teaching as a Profession, Social Sciences, School and Classroom Management and Learning Support of the B Ed undergraduate students at the private higher education institution and I adhered to the guidelines in the Ethics and Research Statement of the Faculty of Education of the University of Pretoria.

1.9   DELIMITATIONS OF THE STUDY

White (2011: 241) points out that delimitations are the "*parameters set by the choices the researcher made.*" The data for this research were gathered from a small group (30 students) of the B Ed undergraduate students who failed some of their modules. The sample was taken at a single distance higher education institution and is not fully representative of students at all universities in South Africa.

Only the students' answers in examination papers, written in English, were taken into consideration to evaluate how English may have contributed to their poor academic performance. Their reading, verbal and communicative English skills were not included in this research and therefore their interaction with the content within the class situation is not measured. The content, level and formulation of questions in the exam papers were not analysed either. Only textual data were used and no questionnaires or interviews were conducted.

1.10   OUTLINE OF STUDY
To ensure a well-structured research report in which the content flows in a logical order and the research aims and questions are addressed, the chapters are outlined as follows:

Chapter 1

In this chapter, the background of the study was discussed. The rationale, clarification of concepts, research questions and methodology, research assumptions, quality measurement considerations, ethical considerations and the delimitations of the study were explained.

Chapter 2

The review of existing literature related to the focus of my research and the different theoretical views are presented in this chapter, together with the conceptual framework chosen for my study.

Chapter 3

The third chapter deals with the quantitative research design, the selection of participants and collection of data. My role as researcher and methods used to analyse the data are also explained in this chapter.

Chapter 4

Chapter four presents the data in relation to the research questions. The five categories which were used to categorise the data, are defined. Documents one to thirty are presented according to the total mark awarded, the number of questions asked and each question's analysis through reference to the identified descriptors. The percentages and relationship between the categories are calculated and identified with specific focus on the contribution of EMI and the students' language proficiency.

Chapter 5

This chapter concludes my study with a presentation of the significance and implications for policy and practice as well as recommendations. I also suggest further areas for research in order to support NNES students.

1.11 CHAPTER SUMMARY

In this chapter, I introduced my research topic, discussed the context in which my study is located and clarified relevant concepts. I attempted to justify the reasons why I thought this topic is relevant and worthy of research. I also explained how I intended to do the research by giving a brief overview of the research design and referred to the research assumptions, quality measurement considerations, ethical considerations and the delimitations of the study. At the end of this chapter, an outline and brief summary of all the chapters have been provided. The next chapter will focus on a review of relevant and recent literature to provide insight into the research topic. The theoretical framework of Cummins' BICS and CALP will also be explained.

2.   CHAPTER 2: OVERVIEW OF THE LITERATURE

2.1   INTRODUCTION

This chapter will focus on perspectives from literature on the extent to which English written proficiency contributes to NNES students' academic performance in a globalised academic community. I also reviewed literature on the medium of instruction and how it is linked with Cummins' (1984) conceptual framework of language acquisition with special reference to BICS and CALP. I discuss research done in higher education institutions with English as the medium of instruction regarding NNES students' academic performance. I also provide information regarding literature on distance education and finally the context of the private higher education institution my research is located in. I funnelled this review of literature from the international landscape down to the local landscape and specifically the educational space of the higher education institution my research is situated within. The reasoning behind, and link between the reviewed concepts in this literature review, are represented in the following conceptual map:
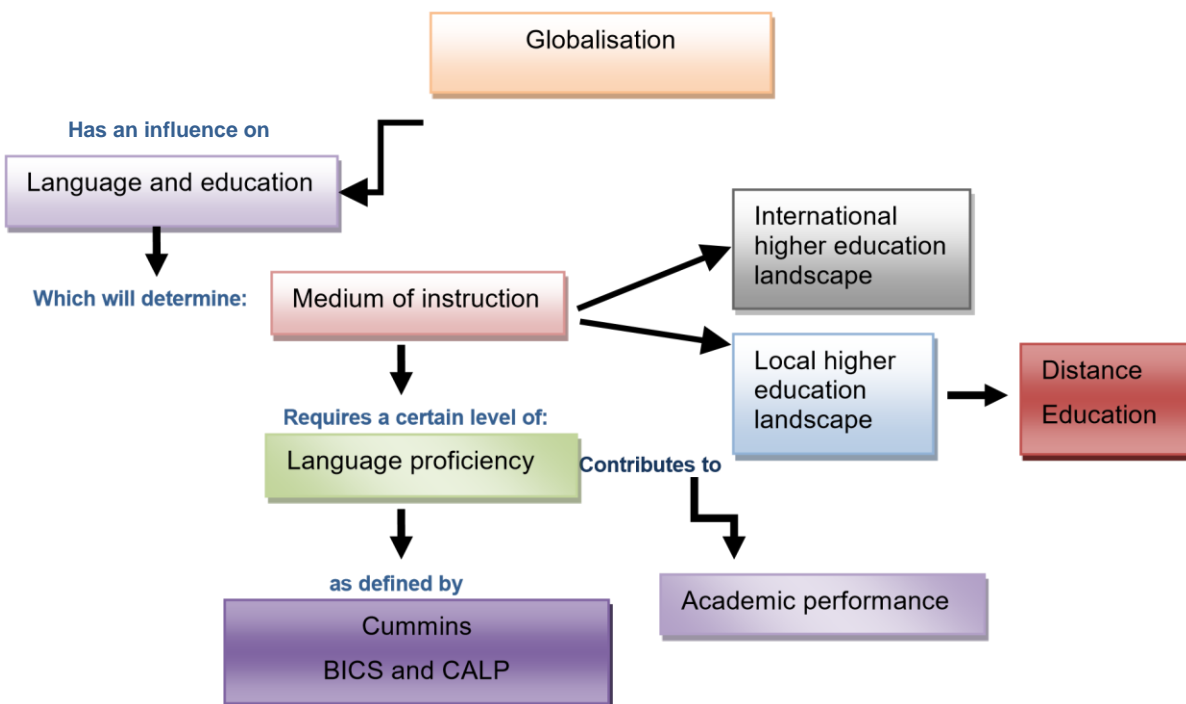
Figure 1: Outline of literature review

2.2 GLOBALISATION OF KNOWLEDGE AND THE MEDIUM OF INSTRUCTION IN HIGHER EDUCATION

In much of the literature related to English as the medium of instruction I refer to in this literature review, reference is made to globalisation or internationalisation of the world community as one of the reasons why English is so widely used as a medium of instruction. An increased number of higher education institutions have adopted English as medium of instruction to enhance their stance in the international market and global community (Park, 2016; Gatwiri, 2015; Dearden, 2014; Hu & Lei, 2014). Beerkens (2006) describes globalisation as the processes by which a single world society is created and the peoples of the world are incorporated into a global society. This phenomenon is also referred to as internationalisation.

When people are incorporated into a single world society, they need to speak a mutual language to ensure effective communication, therefore a mutual language is also needed as a medium of instruction, which in turn impacts on language and education. Evans and Cleghorn (2012) state that adequate proficiency in the language of learning and teaching (LoLT) is critical and it provides access to the language needed for higher education and global participation. The reasons why English is specifically chosen as one of the mediums of instruction in a globalised academic community is complex and it is suggested by Evans and Cleghorn (2012: 112) that it is part of a "world-wide tendency to learn about 'what works' elsewhere" – to borrow it with the hope that it will also work for everyone else or at other institutions. A need to be recognised internationally in higher education is another reason why English is chosen as a medium of instruction (Le Ha, 2013).

Briguglio and Watson (2014) refer to the intensification of internationalisation of higher education that highlights the need for students to develop proficiency in English around the globe. Because of globalisation, the international community needs to adopt a common language to generate knowledge. Therefore to be recognised as an 'international' institution, English is introduced as the medium of instruction. (Le Ha,

2013). More and more higher education institutions rapidly expand their English language teaching, without consultation with students or lecturers and this leads to substantial problems at the pedagogical level, for example linguistic incompetency (Al-Kahtany et al, 2016).

Globalisation is the reason why higher education institutions have to adopt English as a medium of instruction for them to survive in the international market and to provide the country with an academic advantage in the international market (Collins, 2010). Milligan, Clegg and Tikly (2016) state that because of globalisation, almost all low and middle income postcolonial countries now use English as the medium of instruction. However, Zlatkin-Troitschanskia, Pant and Coates (2016) point out that globalisation and the harmonisation of educational structures also raises concerns regarding the quality and outcomes in higher education and creates the need to develop instruments for fair and valid assessments of student competencies.

Dearden (2014) defines EMI as the use of English language to teach academic subjects in a country in which the majority of the population does not speak English as their first language. This also complicates students' academic involvement, learning and giving feedback in the same language. Kirkgöz (2009) describes English as the language of international communication. According to Hu and Lei (2013) there is an increased adoption of English as medium of instruction at universities across the world. Shahzad *et al.* (2013) state that English as medium of instruction is central in students' learning at university level in the global society. In the available literature, the advantages (Addow *et al.*, 2013; Huang, 2012; Buyn, 2010; Collins, 2010) and disadvantages (Park, 2016; Shamim *et al.*, 2016; Briguglio & Watson, 2014; Hu & Lei, 2013) of the use of EMI are clearly distinguished.

The implementation of English as the medium of instruction has shown that it is not without problems in practice (Hu & Lei, 2013) and that it presents challenges for students in environments of low competence in the English language (Shamim *et al.*, 2016). Nyika (2015) states that the use of a second language - mainly English - as a

medium of instruction at universities is a contributing factor to poor academic performance of some indigenous students at universities in developing countries.

Collins (2010) researched the dilemma and problems in English medium higher education and according to the respondents' opinions, they consider English as the leading international language which increases a person's status and employability - if they are fluent in English. However, Van Deventer and Fredericks (2008) stated that communication in English can be a daunting experience to students whose mother tongue is not English.

During my involvement with assessment tasks of B Ed undergraduate students at a private higher education institution, I realised that NNES students do experience barriers with EMI. They sometimes write incomprehensible answers that influence their academic performance negatively. Therefore I consulted literature to explore if this is a worldwide phenomenon due to the globalisation of knowledge.

2.3   INFLUENCE OF GLOBALISATION AND EMI ON STUDENTS' ACADEMIC PERFORMANCE

Globalisation and the influences thereof on education and language in higher education institutions with English as a medium of instruction, also impacts on the academic performance of students (Gatwiri, 2015, Al-Kahtany *et al.*, 2015). Teemant (2010) researched the assessment challenges faced by NNES higher education students at Indiana University in Indianapolis and identified seven language-related problems. These problems can be summarised as 1) limited English vocabulary, 2) difficulty in understanding the questions, 3) memorisation, 4) expressing knowledge in writing, 5) time limits, 6) having content knowledge "trapped" in their home language and 7) difficulty in keeping pace with the lecturers from a language perspective.

Gatwiri (2015) stated that one of the most critical issues facing international students, are the language difficulties they experience. Aligned with this are the findings of Binder and Smith (2013) from their research on the language phenomenon and concluded that the language proficiency of students may affect an individual's ability to learn and

develop, because it plays a key role in the transmission of information and in the cognitive processes. English as the medium of instruction was also researched in Saudi Higher Education and linguistic incompetency was found to result in lower student achievement (Al-Kahtany et al., Faruk & Al Zumor, 2015).

The research of Addow *et al.* (2013) contradicts the above viewpoints. They found that there are other factors which are better predictors of academic performance of Somali higher education students. I acknowledge both the stances of Binder and Smith (2013) and Addow *et al.* (2013) on what the reasons for students' poor academic performance may be, while my intended focus of this study was only to establish to which extent the NNES students' inadequate English writing skills - specifically their skills to write comprehensible well-structured sentences as answers to examination questions - contribute to their poor academic performance.

In the literature above it is clear that globalisation and EMI do have an influence on the academic performance of NNES students, although the view of this influence differs among different researchers in different countries. The influence of EMI on the academic performance of students will be illustrated and discussed in more detail by referring to research in from the international and the local higher education landscapes.

2.4   INTERNATIONAL LANDSCAPE OF EMI IN HIGHER EDUCATION

The international landscape will be discussed according to countries that are traditionally non-English speaking and the countries that are traditionally English speaking.

2.4.1 Traditionally non-English-speaking countries

In funnelling my literature review, I will first discuss how NNES students experience the use of EMI at universities in the international landscape, then in Africa and finally in South Africa. The perspectives obtained from literature, referring to the use of EMI

internationally, will now be discussed. Because of internationalisation, the use of EMI in higher education is a growing global phenomenon (Dearden, 2014).

Literature on EMI in higher education in Asia (Turkey, Malaysia, China and Saudi Arabia) suggests that it is problematic for NNES students to comprehend the academic content. In **Turkey**, research done at a private university with approximately 11 000 students, showed that 24% of the students felt their English proficiency was not sufficient to learn subjects in detail, 31% did not feel comfortable to take part in class discussions in EMI and 30% experienced difficulties in following lecturers who presented content through EMI (Collins, 2010). According to these students, they tend to memorise content without understanding it.

Collins (2010) also found different perspectives relating to EMI from students and lecturers: the barriers they experienced aside, students felt proud to be educated in an English-medium university and thought it would make them more employable and increase their status. The lecturers on the other hand, found fault with EMI education because they felt that to a degree, their role changed to being a language instructor which lead to the subject matter and content being diluted. According to Ismail, Hussin & Darus (2012) the problems and needs experienced by NNES students at a higher education institution in **Malaysia** are that students experienced problems with critical thinking and could not produce in-depth essays in terms of content, which results from insufficient understanding and under-developed writing skills in a language other than the mother tongue. A case study done by Hu and Lei (2014) at a university in mainland **China** and research done by Mahboob & Elyas(2014) at Hong Kong universities with EMI both identified the problem with EMI as students' inability to comprehend content and their limited speaking and listening skills in English. Students felt they may not be able to fully understand the content when they are taught in English (Hu & Lei, 2014). If students cannot understand content, they can also not respond to it, thus offering poor English answers in assignments and assessments.

The research done by Al-Kahtany *et al.* (2015) and Shamim *et al.* (2016) at higher education institutions in **Saudi Arabia** also confirm students' difficulties to understand academic content and give feedback in EMI. Shamim *et al.* (2016) stated that EMI is

implemented because of economic and social demands for learning English, but EMI seems to have a negative influence on the students' motivation levels because they do not have an adequate English language proficiency to follow lecturers, read and understand content and answer examination questions in English. Al-Kahtany *et al.* (2015) investigated the consequences of imposing EMI without consultation with students and lecturers and found English language teaching programmes were inadequate and caused EMI to be an obstacle to students. To summarise, in all of the abovementioned countries, students indicated that inadequate English language proficiency contributed to the difficulties they experience in mastering the content as NNES students.

In Korea and Taiwan, the English proficiency of the lecturers was indicated as a common difficulty for students. Students felt that they could not be supported sufficiently because of the lecturers' proficiency in English. In **Korean** higher education, there have been a number of side-effects, despite general positive outcomes of EMI, for example the lack of an essential support system and instructors capable of conducting EMI classes (Byun, 2011). Higher education institutions in Korea are encouraged to offer EMI and universities that wish to receive financial support from the government, must implement EMI (Byun, 2011). Huang (2012) did research at a private **Taiwanese** university and the findings correlate with the difficulties experienced in the Korean universities. Huang (2012) stated that lecturers needed more time for their lesson preparation to be able to teach the content in English and the students felt they needed more support because they were concerned that they could not learn effectively because of their limited English language proficiency.

Shahzad *et al.* (2013) emphasise the radical change and impact of EMI on learning. They researched this phenomenon at the University of Gujrat in **Pakistan** and support the argument that NNES students' academic achievement largely depends on their English language abilities. The importance of having a full command of the language in which a person learns, is also stated (Shahzad *et al.,* 2013).

Based on the above discussion of some of the literature on EMI, it is clear that countries in Asia do implement EMI in their higher education institutions. Even though the advantages thereof are realised, there are also concerns regarding learning and teaching content efficiently through EMI.

According to Dimova, Hultgren and Jensen (2015) information regarding the use of EMI in countries all over Europe, was reported on following the project: *English in Europe: Opportunity or Threat*, which ran from January 2012 to October 2014. The findings of this project make it clear that EMI prompted different reactions in different contexts. Although most countries experienced EMI in higher education with some negative influences, Spain and Croatia were two of the countries who responded positively. Lasagabaster, Cots & Mancho-Barés (2013) did research on the implementation of a new multilingualism programme at the Basgue University in **Spain**. He found that both lecturers and administrators had little concern regarding the inclusion of English in their multilingualism programme and were mostly positive about it. In **Croatia**, Margić and Vodopija-Krstanović (2015) researched the response of lecturers at a Croatian university regarding the implementation of EMI and found they thought it is possible and desirable even though they do identify several potential problems, for example their own feelings of not being competent enough to teach through EMI.

In **Germany** and Italy the main concerns were the proficiency of lecturers in EMI. Gürtler and Kronewald (2015) did a large-scale survey at different higher education institutions in Germany and identified two main themes in responses. Firstly, the lecturers who had a background in foreign-language teaching, chose to engage in EMI. Secondly, the lecturers who had only taught in the local language, opposed EMI because of the students' low levels of proficiency in English. However, in **Italy**, great resistance was shown when the decision was made to adopt EMI at the Politecnico di Milano University in 2014 (Santulli, 2015). The university was sued by a group of lecturers and researchers who felt their freedom in teaching was violated by the implementation of EMI. According to Gallix (2013) similar resistance against EMI was met in **France** because it was felt that English poses a threat to the French language and identity.

Arkin and Osam (2015) did their research in **Cyprus** and concluded that NNES students still experienced learning difficulties despite attempts by lecturers to accommodate student learning during EMI lessons. The research of Airey (2015) also confirms the findings of Arkin and Osam (2015) in stating that problems faced by lecturers and students in EMI will not be easily resolved because of the varied literacy needs of students.

In **Iceland**, Ingvarsdóttir and Arnbjörnsdóttir (2014) asserted that the growing use of EMI influenced higher education institutions and emphasised that national curriculum and language policies of universities must be adopted because compulsory education does not prepare students adequately for the high levels of reading and writing skills and English proficiency needed to succeed in higher education, especially when learning through an unfamiliar language.

The varied findings of the project on EMI in Europe, summarised above, can be concluded in the following statement of Dimova *et al.* (2015: vii):

> "*The biggest language challenge in the world today is English. Once at university or college, students across the globe are increasingly finding that their teaching is being delivered through the medium of English, making the learning process more onerous. Universities unquestioningly strive for a greater level of internationalisation in teaching and in research, and this is in turn equated with greater use of English by non-native speakers.*"

2.4.2 Traditionally English-speaking countries

In countries where English is the home language, the situation regarding the use of EMI pertains to immigrant students studying in these countries. Although these students are exposed to the use of English in their daily lives, they also experience difficulties with English as the language of learning and teaching as indicated by literature reviewed on this issue.

In the United States of America (USA) the number of international and immigrant NNES students continue to grow. Teemant (2010) focussed specifically on NNES students' perspectives on assessments in EMI. These students felt that their English language proficiency in the medium of instruction jeopardised their ability to demonstrate content knowledge in assessments because they felt their content knowledge was "trapped" in their native language. They experienced difficulties to adequately access that knowledge and give feedback in English in assessment tasks (Teemant, 2010). The research of Crose (2011) supports these findings and asserts the academic success of NNES students in the USA is influenced by language barriers and the reluctance to participate in discussions.

According to Cheng (2013) China, India and South Korea are the top three destinations from where the USA receives international students and these students have varied English abilities. Students who experience difficulties in comprehending lectures in English and struggle to speak, write and take essay exams, are disadvantaged academically because of the language barrier (Cheng, 2013). In comparing statistics from previous research (Lin & Scherz, 2014; Park, 2016) the number of international students in the USA is continuously growing. In 2008 - 2009 the USA accommodated 671 616 international students of which Asian students represented 62%. This reflected an overall increase of eight percent (Lin & Scherz, 2014).

According to statistics released by the Institute of International Education, the growing numbers of international students in the USA escalated from 564 766 students in 2005 -2006 to 1 043 839 in the 2015 - 2016 academic year as indicated below:
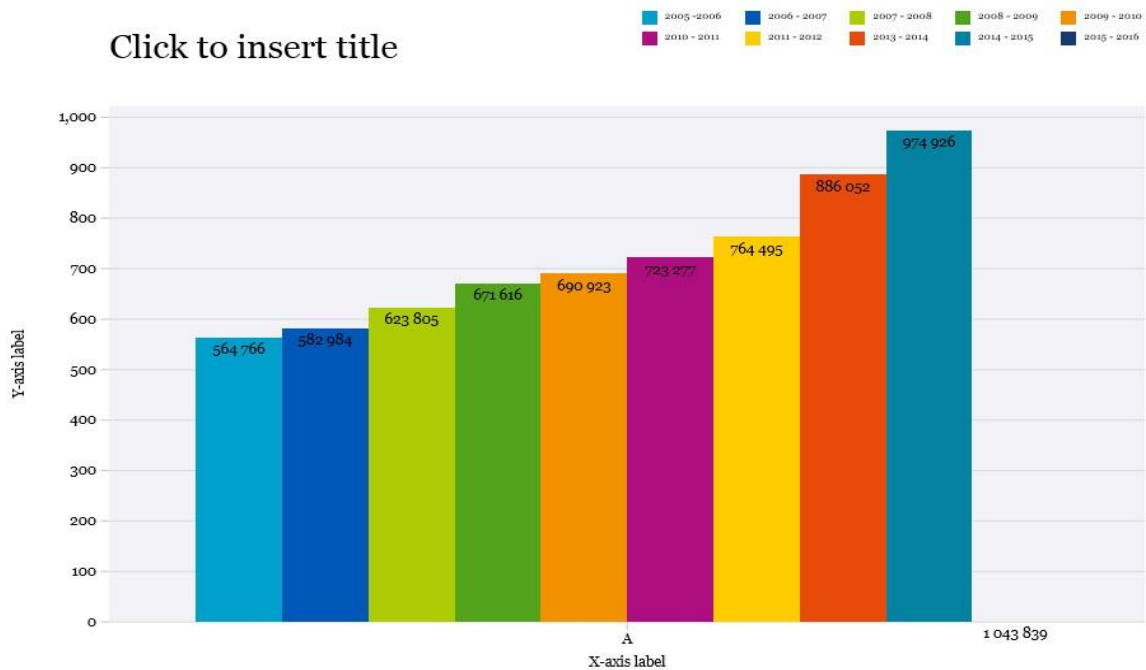
Figure 2: Number of international students in the USA

As indicated in Figure 2, the number of international students is growing every year. This implies that an increasing amount of NNES students are studying in EMI and might have difficulties to understand and interact with the academic content, due to a lack of English proficiency (Martirosyan, Hwang & Wanjohi 2015).

In 2015 the USA reported the highest growth in the number of international students in 35 years. Of the total number of students enrolled in higher education in the USA, approximately 4.8% were international students, showing an increase of 10% in the year 2014 - 2015 (Park, 2016). According to Lin and Scherz (2014) these students experience linguistic challenges and they struggle with academic language, learning content in English and understanding conceptual structures. This also poses a challenge to lecturers to facilitate effective teaching and learning through EMI for NNES students.

In the research of Park (2016) it is concluded that 68% of NNES students found academic acculturation through EMI as the most challenging factor they experienced. Low English language proficiency attributed to their lack of academic adaptation. Park (2016:900) maintains that the "most crucial factor of improving academic acculturation is still an adequate level of language proficiency in the academic setting".

In **Australia**, growing internationalisation caused concern among academics regarding the lack of necessary linguistic skills of international students to complete their studies successfully (Briguglio & Watson, 2014). According to Briguglio and Watson (2014) the need exists for embedding support for language development by providing strategies and opportunities within the curriculum because of increasing student diversity. The views of Gatwiri (2015) support this argument in stating that language difficulties are the most critical issue facing international students today and also pointed out that the participants in the research measured their academic achievement by their ability to speak English (Gatwiri, 2015).

The above discussion illustrates that higher education institutions in the international landscape experience the implementation of EMI on different levels with different responses, difficulties and enthusiasm. Next, the implementation of EMI in Africa will be discussed.

2.5   LOCAL LANDSCAPE OF EMI IN HIGHER EDUCATION

EMI is also being introduced in higher education institutions throughout Africa. Nyika (2015) indicates the main language of instruction in educational systems in Africa is English, even though it is a barrier for some students with regard to accessing high quality education in developing countries. Earlier research revealed that in most African countries EMI is unfamiliar to both lecturers and students (Alidou. 2003; Heugh, 2013; Brock-Utne & Holmarsdottir, 2004; Bamgbose, 2005).

The use of English as the sole medium of instruction at a university in **Rwanda** was investigated after Rwanda's cabinet decision to join the English-speaking East African

Community (Kagwesage, 2012). Kagwesage (2012) found that many participants experienced difficulties in understanding courses offered through EMI and this problem was mainly caused due to their limited vocabulary in English. Another problem identified was students' inability to take notes from their lecturers' explanations because they felt the lecturers' speed and pronunciation while teaching in EMI made it difficult for them to understand. Despite the fact that the respondents in this study maintain that EMI limits their understanding of the academic content, they conveyed a readiness to work hard to succeed.

Addow *et al.* (2013) investigated the relationship between students' English language proficiency and their academic achievement at the SIMAD University in **Somalia**. This research showed that although it confirmed that there is a relationship between NNES students' English proficiency and their academic achievements, proficiency in English does not guarantee academic success. This finding contradicts my assumption that language is the main factor that influences the academic performance of students.

Since the end of apartheid, policy-makers in **South Africa** have been involved in ongoing debates about language in higher education and the influence of EMI on NNES students. This debate links with the focus of my research question: to see the link between NNES students' English written proficiency and poor academic performance in the examinations they failed. According to Hurst (2015) several institutions are involved in support programmes to provide access to higher education for NNES students. Hurst (2015) did research to explore the impact of language on students at a South African university and also solicited the view of students on how they felt their studies are influenced by EMI. The title of her study referred to "*The thing that kill us*"[sic] as the students' perspective on language in a South African university, which in itself indicates the problematic situation of EMI in a country with 11 official languages. In this study the students indicated that vocabulary limitations put them at a disadvantage in terms of their ability to interact with and understand content; and communicate both orally and in writing (Hurst, 2015). This resulted in them also experiencing problems in understanding the phrasing of questions in tests and exams (Hurst, 2015). This aspect was not included in my analysis and interpretation of the

exam scripts as data for my study. The focus was not on the students' ability to comprehend, only on their grammatical proficiency in English. The importance of parental and community attitudes in the establishment of EMI is emphasised by McKay (2014) who indicated that in South Africa, increasingly more families and communities view EMI as a key factor in individual educational and economic success. This unfortunately does not mean that NNES students studying in EMI do not experience difficulties with academic content. Hurst (2015) states that in South Africa, NNES students are currently disadvantaged in English-medium higher education and emphasises the need for support for these students. She concludes that the medium of instruction has a significant impact on both the student's chances of success and their ability to excel. Hurst's (2015) stance and the conclusion she came to in her research, supports the research question I want to answer through my study: *To what extent does inadequate grammatical proficiency in English contribute to the academic performance of non-native English speaking students studying through EMI?* As indicated by several researchers (Byun, 2011; Ismail, 2012; Teemant, 2010; Cheng, 2013; Park, 2016) it has been established that English as the medium of instruction has an influence on the academic success of NNES students, but the extent to which it contributes to students' poor academic performance still needs to be researched.

McKay (2014) proclaims that there are reasons for seriously considering whether or not English is the best language to use as medium of instruction. She substantiates this by referring to the University of the Free State and the fact that English is the second language of 65% of the student population and they do not have the English language proficiency to successfully understand content knowledge offered in English. McKay (2014) also emphasises that in South Africa, students need to be proficient in English to attain a degree, because the majority of higher education institutions use EMI.

Musitha and Tshibalo (2016) investigated the possibilities of promoting African languages (indigenous languages of black people in South Africa) as media of instruction at South African universities. Black Africans constitute the majority of students and English and Afrikaans are mostly used as media of instruction in the 25 universities in South Africa. This contradicts the constitution that declares all of the 11

languages equal, but still an African language used as a medium of instruction in higher education institutions is the exception and not the rule. An example thereof is the dualmedium BA degree in English and Sesotho sa Leboa at the University of Limpopo (Josephs & Ramani, 2006). Musitha and Tshibalo (2016) point out that it is interesting to note that the historically Black universities never offered instruction in any African language. The students at these universities favour English above their own African languages.

The research of Musitha and Tshibalo (2016) also indicates the medium of instruction at traditionally Afrikaans universities (universities whose students are mostly Afrikaans home language speakers), but their language status has since changed and will be discussed next:

At the University of Johannesburg and the University of Stellenbosch the full-time undergraduate and postgraduate tuition programmes up to doctoral level are presented in Afrikaans and English. English is the main medium of instruction in UJNOX evening programme of the University. At the University of Pretoria, meanwhile, English has been phased in as the primary medium of instruction and assessment. Sepedi, is the dominant other language used for communication, but it is not a medium of instruction.

The academic sessions starting in 2017 at the University of the Free State were also, for the first time, conducted through English as the main language of instruction. All first-year students are being taught in English, while those who enrolled prior to the decision being taken, continue their degrees as per enrolment in Afrikaans. This is an example of yet another traditional Afrikaans university that reviewed its language policy and, after a unanimous vote, decided that English would be the primary medium of instruction of undergraduate and postgraduate students at its Bloemfontein, QwaQwa and South campuses.

The University of North West is the only university currently stating Afrikaans as their primary medium of instruction, although their students can have Afrikaans interpreted to English and English to Afrikaans. In some modules separate English and Afrikaans

classes are presented in parallel. Setswana is their 3rd language of communication and is not a medium of instruction.

English is also the sole medium of instruction used at the private higher education institution I did my research at. The language policy of this institution states the following:

> *"Any prospective students applying for admission to a programme should be proficient in the language of instruction, which is English. Notwithstanding the above admission criteria, the Academic Board may set an English Language Proficiency Test conducted by the Institution or any other English Language proficiency test that is recognised or an applicant may otherwise satisfy the Academic Board as to his/her proficiency in English".*

The language profile of the students' home language at this private higher education institution can be represented as follows:
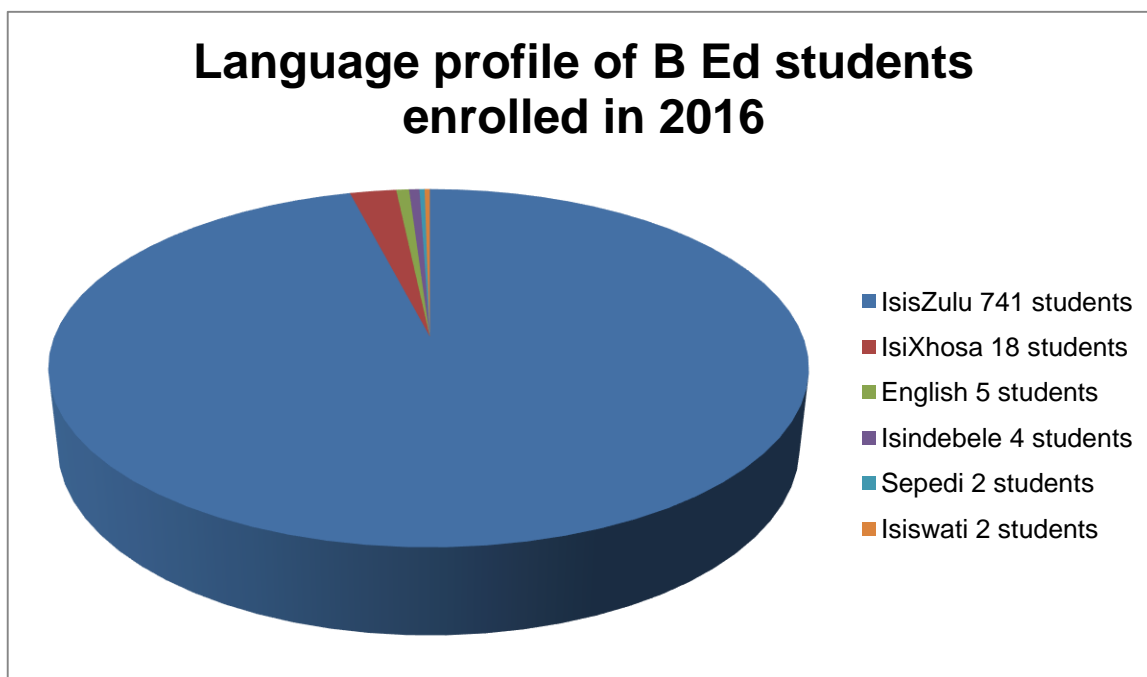
Figure 3: Language profile of B Ed students enrolled in 2016

These students are primarily from rural and socially disadvantaged contexts and studies through a distance education mode. Their exposure to English is limited and although they study through a distance education mode, face to face contact support sessions

with tutors are available to them. Except for the five students who are enrolled as English native speakers, all these students indicated English as their first additional language.

During contact sessions the LoLT is English, but tutors find it necessary to code switch to the native language of the students to support them in understanding the academic content provided in their Curriculum and Learning Guides. These guides are written in English according to the language policy and medium of instruction of the institution.

2.6   ACADEMIC PERFORMANCE

Van Rooy and Coetzee-Van Rooy (2015) hold the position that there are a variety of factors that contribute to poor academic performance, but point out that language is regarded as one of the most important issues in this debate around academic performance of students. This finding is supported by Jordaan and Moonsammy (2015) who also established that there is a relationship between students' skills in academic literacy and their writing skills in answering examination questions. Ward, Stoker and Murray-Ward (1996) define academic performance as the extent to which a student achieved his/her short or long-term educational goals, commonly measured through examinations or continuous assessments.

2.7   ACADEMIC LITERACY AND ENGLISH LANGUAGE PROFICIENCY

Seligmann (2012:61) states that for students to be proficient in academic literacy, they need to be "linguistically competent and be able to use language effectively as communication and learning tool". The importance of being proficient in the language of learning cannot be emphasised enough, because in engaging with academic content, whether it be in the lecture hall, with textbooks, online learning or writing an assignment or examination, language is the meditation tool in the academic setting (Seligmann, 2012). The view of Nelson, Devardhi and Panigrahi (2013) support Seligmann's statement in referring to language proficiency as the "extent to which the individual's language proficiency is functional within the context of typical academic tasks and activities". Nelson *et al.* (2013) researched cognitive academic language

proficiency at university level and state that academic language proficiency does not only refer to the individual's expertise in language, but also to their ability to use and understand the specific language used in the educational context and the language ability required to complete academic tasks within that context. Thomas and Collier (2002) add another viewpoint in linking academic language proficiency to academic literacy and argue that academic language proficiency cannot be developed in a short space of time and that it is often literacy dependent. The abovementioned authors (Seligmann, 2012; Nelson *et al.*, 2013 and Thomas & Collar, 2002) each draw our attention to the link between language and learning I need to emphasise in my study.

In a study conducted by Collins (2010), the difference between language proficiency levels in an English Proficiency Exam to fulfil the admission requirements of a particular course at a higher education institution, and the actual academic language proficiency needed to understand and interact with academic content, is emphasised. Although students passed the proficiency exam, their proficiency in English was still too low for them to understand the academic content in detail. They felt that the proficiency exam only tested them on basic English skills and did not evaluate their readiness to understand and use the necessary academic field-related vocabulary. These students reverted to memorising parts of textbooks without clearly understanding, so they depended on rote learning without having a true understanding and conceptualisation of the academic content. They also were not actively engaging with the content in class discussions; they remain passive due to their lack of language proficiency and confidence. These findings of Collins's research align with the theory of Cummins (1984), who differentiates between social, conversational language and language of the academic classroom.

In 2015 at the conference of university leaders in South Africa, multilingualism in higher education and the issues of language policy, development and implementation were interrogated. Mr Mduduzi Manana, Deputy Minister of Higher Education and Training, said that government had been grappling with the issue of multilingualism in learning, but is not achieving the desired results and needs strong participation from academic sectors. He also stated that currently only 10% of South Africans call English their

mother tongue and that it is necessary for South African universities to work together in the search for ways to solve this problem. The language profile of the total number of B Ed students at the higher education institution where I collected my sample of data represented in Figure 3, confirms that multilingualism is also evident in the population from which data was collected for my study. This justifies and strengthens the purpose of my study to establish what the extent is to which inadequate English written proficiency contributes to NNES students' poor academic performance.

2.8   DISTANCE EDUCATION

The context of my study is situated within a private higher education institution that delivers the curriculum through distance education with English as the medium of instruction. The kind of support and interaction between students and lecturers are therefore different to that of students who have everyday face-to-face contact sessions. Logan, Lundberg, Roth & Walsh (2017) points out that both ability and motivation may influence the academic performance of students studying through distance education. Distance education is defined as education that is provided to geographically diverse students (Logan *et al.*, 2017) and is described by the South African Institute for Distance Education (SAIDE) as a collection of methods to provide structured learning to students who discover the curriculum without attending class everyday (SAIDE, n.d.).

2.9   THEORETICAL FRAMEWORK

The purpose of creating a theoretical framework is to use it as a lens through which researchers look at their research (Anfara & Mertz, 2006). Maxwell (2009) argues that one should have knowledge of the theories and prior research findings which guide one's research and help you understand the people or issues you are studying. Maree (2016) states that the researcher must have a firm understanding of the theories, beliefs, and prior research findings that will guide or inform the research. In this study Cummins' differentiation between BICS and CALP (1984) provides a theoretical framework for investigating the extent of English written proficiency in academic performance - specifically those students who do not pass their examination paper.

2.9.1 Explanation of the theory

Jim Cummins (Cummins, 2008) created a distinction between conversational fluency and academic language proficiency. This resulted in identifying conversational fluency as BICS (Basic Interpersonal Communicative Skills) and academic language proficiency as CALP (Cognitive Academic Language Proficiency). According to Roessingh (2005), BICS is the tip of an iceberg - 10% of the overall language proficiency of a learner viewed as academically competent - and CALP would be the larger part and rest of the iceberg. A student's basic conversational ability can be developed through interactions as a speaker or listener. However, CALP requires students to be proficient enough to succeed in cognitively demanding tasks that require higher order cognition and tasks that are cognitively challenging (Maher, 2013).

2.9.2 Application of the theory to this study

The following representation attempts to show the theoretical framework as lens for this study:
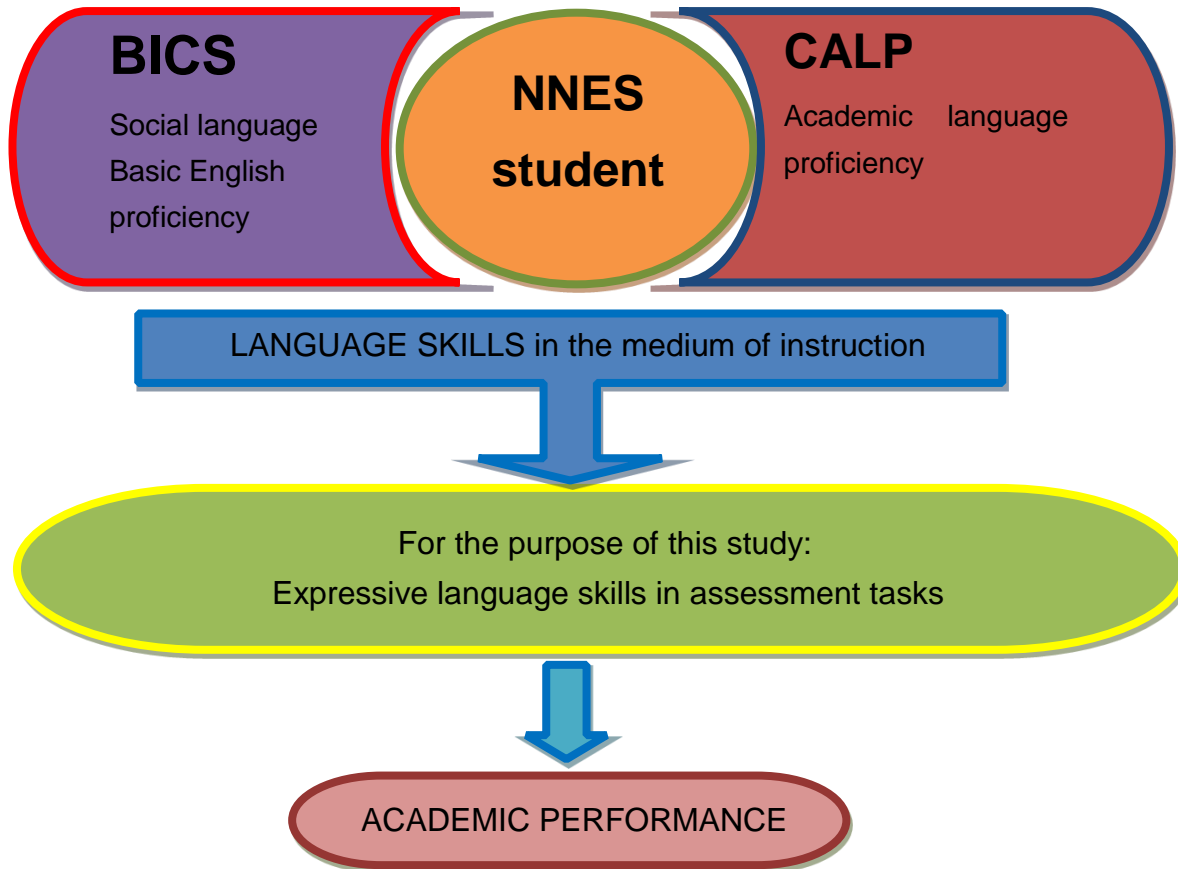
Figure 4: Visual representation of the theoretical framework

The NNES student's language proficiency takes centre stage in the theoretical framework of this study. The language proficiency referred to, is proficiency in the medium of instruction. Students' academic performance may be influenced by the extent to which they can use their expressive skills in assessment tasks. The representation therefore attempts to show the possible link between adequate/inadequate written proficiency in the medium of instruction and the academic performance of students.

According to Cummins (1984) the assumption cannot be made that a non-native speaker who is fluent and accurate in everyday spoken English, also has the same level of proficiency in academic language. There are numerous studies supporting Cummins' stance. Shahzad *et al.* (2013) researched the role of radical change in a medium of instruction and its impact on learning and concluded that students' academic achievement depends largely on their English language abilities. According to Lin and Scherz (2014), NNES students often experience difficulties in learning content and conceptual structures. This supports the focus of my research: the extent to which written language proficiency in English contributes to NNES students' poor academic performance. Students may qualify for enrolment and have the prerequisite language skills required by a higher education institution, though some students still struggle to master academic content, despite their fluency in everyday spoken English.

Cummins' (1984) concept of BICS and CALP is significant because of the way in which a distinction is made between basic social English proficiency and academic language proficiency. BICS can be comprehended by observing speakers' non-verbal behaviour and reactions, using voice cues, observing pictures and concrete objects and asking for statements to be repeated. On the other hand, with academic language of the classroom, non-verbal clues are absent, the academic language is often abstract and the literacy demands are high (Cummins, 1984).

Since I researched to which extent academic language proficiency - specifically grammatical proficiency in English of NNES students - contributes to their poor academic performance, Cummins' differentiation is the suitable framework to ground the focus of my study. Many NNES students pass the basic English proficiency tests at their higher education institutions to fulfil the language proficiency requirements, but they still experience difficulties to master content and academic vocabulary in a language that is not their home language (Gatwiri, 2015, Shamim *et al.*, 2016, AlKahtany, 2015). In the admission policy of the private higher education institution where I sampled my data, it is stated that any prospective students applying for admission to any of their academic programmes, should be proficient in the language of instruction, which is English. Notwithstanding this admission criteria, the Academic

Board may set an English Language Proficiency Test conducted by the institution or any other English Language proficiency test that is recognised as a standardised tool for measuring language proficiency.

Cummins (1984) also designed a model to categorise the different tasks which are expected from students, ranging from cognitively undemanding to cognitively demanding. To link Cummins' distinction between BICS and CALP, it can be explained as follows: BICS refers to students' context-embedded, cognitively undemanding use of language and CALP is the context reduced, cognitively demanding use of language (Genesee, 1984). Cummins (1981) recommends that language proficiency assessments for entry and placement in classes/courses should include cognitivelydemanding context-embedded measures.

Genesee (1984) states that Cummins' conceptualisation of language use isolates language in an academic environment from the social context and places too much emphasis on the non-social aspects of academic performance. However, for the purpose of my study, the focus was only on students' written proficiency in English and how it might have contributed to them not passing their modules. Cummins and Swain (2014) argues that it is crucial to teach the nature of academic language to students who are at risk of underachievement.

Cummins (2005) distinguishes between three dimensions of language proficiency and refers to the first as conversational fluency which generally develops within two years of exposure to a language. This links with the listening and speaking skills of students. The second dimension is discrete language skills indicated by the *specific acquisition of the phonological grammatical aspects of the language* and refers to students' ability to apply conventional spelling, appropriate punctuation, correct use of capital letters and grammatical rules. The third dimension is academic language proficiency indicated by students' ability to use professional vocabulary and understand and produce coherent, meaningful texts for different purposes.

Cummins (1984) argues that CALP should be one of the criteria used for entry requirements in a bilingual education environment as it will be more predictive of the academic achievements of a student. Nelson *et al.* (2013) describe BICS as not cognitively demanding and CALP as "cognitive linguistic competence". Shoebottom (2016) studied Cummins' theory and interprets BICS as the skills which are typically acquired quickly by students in social interaction and which only require basic communicative language skills. CALP is described as the ability to cope with the academic demands of language use in decontextualized academic situations (Shoebottom, 2016). Nunn, Deveci, Mansoor and Babu (2014) argue that the language proficiency of all students, including the students who are developing their cognitive academic ability, can be classified under BICS and that CALP only applies to students who are pursuing academic goals. Cummins (1992) also argues that the connection between language and cognition is interrelated and that academic achievement can only be accomplished, once language proficiency develops from BICS (social language proficiency) to CALP (academic language proficiency). The following representation aims to explain this concept:
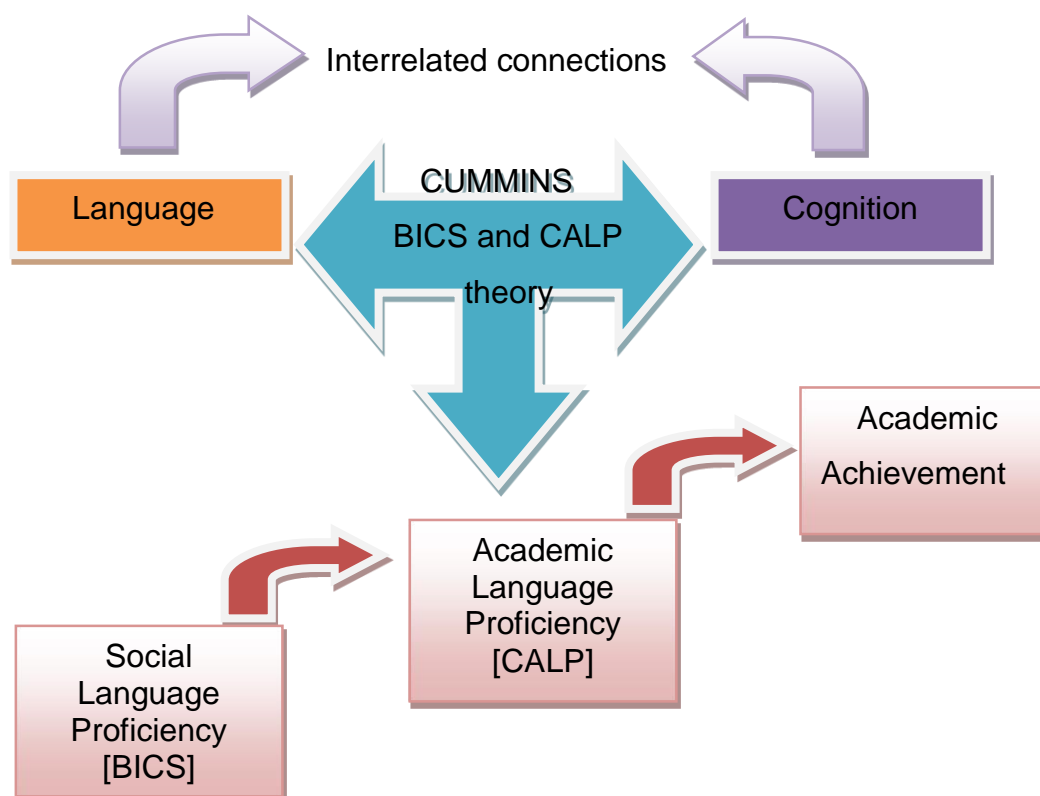
Figure 5: Interrelated connections between language and cognition

As indicated in the literature (Collins, 2010), students pass the English Proficiency exams to enter courses, but they do not have the level of language proficiency required to interact with the academic content. This is where the theory of Cummins (1984) gives a framework to my study. The implication of the distinction made between BICS and CALP, is that lecturers should not assume that NNES students with fluent everyday spoken English, have the corresponding academic language proficiency. According to Van Wyk (2014), CALP is critical for successful academic learning and many students in South Africa are forced to first make a transition from their mother tongues to English to acquire CALP.

2.10   SYNTHESIS

In the process of investigating current literature on the use of EMI, it became clear to me that both students and lecturers in higher education experience challenges (Collins, 2010; Buyn, 2011; Crose, 2011; Ismail et al., 2012; Hu & Lei, 2013; Shamim *et al.*, 2016; AlKahtany *et al.*, 2015) when NNES students are being taught through a language that is not their home language. These challenges include understanding academic content and writing assessment tasks in English (Teemant, 2010; Cheng, 2013; Lin & Scherz, 2014). These challenges therefore are applicable to the input (receptive skills) and output (expressive skills) of students' language use. It was also established by Addow *et al.* (2013) that there is a gap between being able to speak and interact socially through the medium of English, and interacting with academic content in English.

Although research indicates an overall positive attitude towards English as a medium of instruction, there is also resistance and EMI is not positively accepted at all higher education institutions (Al-Kahtany *et al.*, 2015). Another concern raised is the influence of EMI on the identity and culture of students and the higher education institution (Pulcini & Campagna, 2015). The literature review therefore did not only indicate positive responses to EMI, but also some resistance and concern because EMI is

forced to enhance international status of the higher education institution and to receive state subsidies.

The literature review (Collins, 2010; Buyn, 2011) revealed that English as an international language is implemented at higher education institutions to enhance their status and recognition globally. The literature review funnelled down from the international perspectives on EMI, to the continent of Africa and finally to the South African context and provide a view on English as a medium of instruction as a universal phenomenon that influences the academic experiences of students. The link between language proficiency and academic performance is also clearly emphasised and cannot be ignored as a major consideration for student academic success - especially NNES students situated in a higher education institution using EMI. Cummins' theory on language acquisition, the relationship between BICS and CALP and how this might influence the academic performance of students was made clear.

2.11   CHAPTER SUMMARY

The literature discussed in this chapter provides the background for this study which focused on the extent to which inadequate English written proficiency contributes to the poor academic performance of NNES students who failed a module(s) in their examinations. I therefore consulted literature on globalisation and EMI at higher education institutions internationally and in South Africa, to explore the influence thereof on students' academic performance. Because my research question focusses on students' English written proficiency, I also studied literature on the link between academic literacy and language proficiency - which includes writing skills. I also reviewed literature on Cummins' theory of language acquisition which serves as the theoretical framework to build my research on. Cummins' distinction between BICS and CALP and how it is linked to context and cognitive demand was explored. In the following chapter, I will explain the research design and methodology for my study.

3. CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter deals with the research design and methods used to establish the contribution of NNES students' English written proficiency on their poor academic performance. I explain how I dealt with all aspects of my research during my study. I elaborate on my research design by explaining the quantitative approach and positivist paradigm of my study. I also discuss the research process of this case study. My role as researcher is described as well as how I complied with ethical requirements.

3.2 RESEARCH DESIGN

The research design comprises everything involved in planning and executing a research project – the whole process from identifying the problem through to publishing the results (Punch, 2013). The research design I decided would be appropriate for this study is a quantitative, non-experimental, correlational design. Quantitative research presents data numerically and a non-experimental method focuses on variables that are studied as they exist. Variables are therefore not manipulated in any way (Belli, 2009). A correlational design is appropriate for my study because a range of related variables were measured (Punch, 2013).

3.2.1 Case study

A case study allows for the researcher to look at a real-life phenomenon with the opportunity to discover why certain phenomena occur (Maree, 2007). The real-life phenomenon in my study is NNES students studying and completing assessment tasks through EMI, although not all are achieving academic success.

I drew on certain tenets of a case study design, since a fairly small and limited sample was collected and represented a specific unit of analysis - 30 students who had failed their examination in a particular module. Case studies can be qualitative and/or quantitative. It is probable, as Stake (1995) points out, that researchers doing case study research can use a variety of terminology. Case studies, as a research design, are also being conducted across multiple disciplines (Cohen & Crabtree, 2006). Case studies have been considered a research strategy or design, an evaluation method, and a reporting mode.

Of the three types of case studies (intrinsic, instrumental and collective) suggested by Stake (1995), an instrumental case study was conducted. An instrumental case study was appropriate for this research study, because the aim was to "provide insight into an issue or problem" (Stake, 1995: 239), namely the extent of the influence of written proficiency on academic performance.

More recently, Zaidah (2007) defines a case study as a method used by researchers who want to focus on and examine data within a specific context. My study examines limited textual data from one private higher education institution delivering the curriculum through distance education and English as medium of instruction.

Okeke and Van Wyk (2015) explain the rationale for using a case study design and I linked this to my research. The first rationale for using a case study is to explore a general problem within a focussed setting (Okeke & Van Wyk, 2015). I am exploring the problems NNES students experience in responding to their examination questions at a private higher education institution.

The second rationale for the use of a case study is to generate theoretical insights in developing new knowledge (Okeke & Van Wyk, 2015). I researched the possible contribution of inadequate written proficiency in English on the poor academic performance of NNES students. There are various factors which might contribute to students failing their examinations, though I specifically researched what the extent of inadequate English written proficiency is on students' failure.

Lastly, the third rationale as explained by Okeke and Van Wyk (2015), is to test existing theory in reference to the case. Cummins' theory on language acquisition and his distinction between BICS and CALP underpinned my inquiry into poor academic performance of NNES students. I chose this based on my hunch that the students' limited English proficiency contributed to them not passing their examinations.

3.2.2 A quantitative methodological approach

The quantitative approach chosen for my research is defined by Maree and Pietersen (2015: 162) as a "process that is systematic and objective in its ways of using numerical data from only a selected subgroup to generalise the findings". The focus of my descriptive quantitative research, as viewed through a narrow-angle lens, is therefore the link between NNES students' expressive writing skills and their academic performance.

Babbie (2010) points out that quantitative research is an approach that focuses on numerical data gathered across groups of people. It is also used to explain an identified phenomenon and aims to classify features and count them to explain what is researched. I followed a quantitative research approach focussing on the phenomenon of NNES students' written proficiency in assessment tasks, where the data were obtained from an analysis of examination scripts written by NNES students studying through EMI.

I will now refer to the characteristics of quantitative research and how it was applied to my research. In quantitative research, information is assessed through numbers (Goertzen, 2017). The data in my study were indicated in numbers and were arranged in tables. Another characteristic of quantitative research is that the data can be measured and quantified. In my study, the data were quantified in percentages to indicate the relationship between the variables.

Aiming to be objective is also a characteristic of quantitative research and in analysing the data. The conclusions I came to were made strictly according to the percentages calculated in order to get an objective answer to the research question posed. Lastly, in quantitative research, complex problems are represented through variables. The complex problem of NNES students' inadequate written English proficiency is represented by numbers and percentages.

My research is therefore a descriptive design as explained by McMillan and Schumacher (1993: 35) who define it as research that "simply describes an existing phenomenon by using numbers to characterise individuals or groups." A quantitative variable is the measurement on the units in the sample. (Maree et al., 2015). The variable in my study is the extent to which the students' English written proficiency contributed to their failing a module and thus performing poorly in their assessment task. I also followed a deductive approach, which is commonly associated with quantitative research (Burney, 2008). A deductive approach is aimed at testing theory and I attempted to test Cummins' (1984) theory on BICS and CALP to establish to what extent students' academic language proficiency contributes to poor academic performance. Taking the nature of my quantitative research into account, I decided that a case study design was best suited for my research.

3.2.3 A positivist paradigmatic stance

Rossman and Rallis (2011) defines a paradigm as the shared understanding of a reality, while Lamb (2013) states that it is a set of assumptions, concepts and practices that constitutes a way of viewing the reality. The positivist paradigm chosen for this research views research as objective and argues that only observable facts can be the basis for research and science (Jansen, 2015). The view of Okeke and Van Wyk (2015: 60) concur with Jansen's (2015) definition by describing positivism as an "*evidencebased approach*" that focusses on a single reality. Lamb (2013) listed the advantages and disadvantages of positivist research. These are that it is based on precise methods and it enhances the validity and objectivity of research. It assumes

that knowledge is objective and measurable and that the world can be objectively experienced and described (Lamb, 2013).

In my study the data is measured by objectively calculating and awarding percentages to the available information. Disadvantages of positivism may be the lack of in-depth understanding of the phenomenon or context which is researched. In my study I analysed only the reasons why a specific mark was allocated to a student's answer. I did not do an in-depth analysis of all the other factors, e.g. students' reading ability and skills which might also play a role in the students' failing the examinations of their modules. In embracing a positivist paradigm, I have chosen to conduct this research in my own working environment – a private higher education institution focussing on training of educators. I wanted to objectively determine to which extent NNES students' written proficiency in English contributed to them failing one or more modules.

3.3   RESEARCH SITE AND STUDENT PROFILE

The research site was a private higher education institution for teacher education in a large urban metropolitan area with approximately 7500 students studying through distance education. This institution focuses on the needs of the diverse South African education system with particular emphasis on rural and marginalised contexts. The mission of this institution is to reach and attract students from diverse and, primarily but not exclusively, rural and socially disadvantaged contexts.

These students are supported during student academic support sessions facilitated by tutors during which opportunity is provided for students to explain and discuss conceptually demanding theories and concepts, do lesson simulations and use scenarios and case studies to understand content and pedagogical content knowledge. The head office from where I conducted my research is in a large metropolitan area, but because this is distance education, students are spread all over South Africa. These students are supported by tutors at support centres in Gauteng, KwaZulu-Natal, Limpopo, the Free State, Eastern Cape and the North West Province. The language of

instruction is English, which is not the home language for the majority of students. Their language profile was described in Chapter 2.

The institution offers a Diploma for Grade R Teaching, B Ed Foundation phase and B Ed Intermediate phase. The B Ed students are mainly situated in the KZN rural areas and of the 772 students, 767 students indicated English as their first additional language with African languages, mainly IsiZulu (741 students) as their home language. Other African languages indicated as their home language were Xhosa (18 students), Ndebele (4 students), Sepedi (2 students) and Swazi (2 students). Only 5 students were enrolled as native English speakers.

3.4   THE RESEARCH PROCESS

Hesse-Biber and Leavy (2011) state that the methodology serves as a guide throughout the research and that it also describes methodology as the bridge that connects the philosophical standpoint and the method.

I registered for my Masters' degree at the end of 2015 and decided to research the contribution of language proficiency to the academic performance of the students at the private higher education institution where I am currently employed. This was narrowed down to the contribution of students' English grammatical proficiency on their poor academic performance and I focused only on students who had failed a module. I defended my proposal in July 2016 and my ethical clearance was approved in December 2016. The complete research process is discussed in detail in Chapter 4.

3.4.1 Data collection

As the researcher I was able to obtain reliable data to answer my research question from the examination scripts made available to me at the head office of the private higher education institution where I did my research. The examination scripts collected as data were in line with my research questions as I could analyse the students' written responses to the examination quesitons. Textual data in the form of 30 randomly

selected examination scripts were selected from 772 B Ed undergraduate students who were enrolled in 2016.

Curtis, Gesler, Smith and Washburn (2000) state that the strategy to select the data must be relevant to the theoretical framework and the research questions. The data selection was therefore done to fit the purpose of my research: I received 202 examination answer papers of all NNES undergraduate B Ed students who failed their modules.

3.4.2 Sampling

Purposive sampling was used, as is typical of case-study research (Yin, 2009). Purposive sampling is defined as a sampling method to select the participants to represent a phenomenon in relation to key criterion (Ritchie & Lewis, 2003). Because the data were collected only from the examination scripts of students who had failed, and it represented the phenomenon I intended to study, the data can be considered as reliable.

The research questions focus on the extent to which English grammatical written proficiency contributes to NNES students' poor academic performance and the nature of students' expressive language skills as evidenced in written examination papers. Not the influence thereof in general. I specifically selected the examination papers of only the students who had failed. Therefore, the assessment tasks of 30 B Ed undergraduate students who failed the final examination were selected from 6 different modules in the B Ed Programmes. The assessment tasks were end-of-the-year examination papers and students had to answer questions ranging from two to a maximum of twelve marks. The examination papers counted out of 100. Candidates had to fill in the answers on the paper in a certain number of lines provided and therefore only simple sentences were expected as responses from the students. No questions required longer answers, such as essays.

Data were collected in January 2017 after the students had written examinations in December under typical exam conditions and after the examination papers were assessed by appointed markers and moderated internally and externally. After the purposive sampling was done, the 30 examination scripts were selected randomly from the sample according to two groups: 15 scripts with a percentage between 0% and 30% were selected for Group 1. Group 2 consisted of 15 examination scripts with a percentage between 31% - 49%. The reason why the sampling was done in these two groups was to establish if the students' English writing skills are worse if the academic performance is lower. By sampling the data in these two groups, an opportunity to explore this relationship was made possible. I did however collapse the two groups as the data analysis proceeded, because I found the comparison not to be significant enough and it complicated the analysis unnecessary.

3.4.3 Data capturing

Miles and Gilbert (2007) emphasise the importance of data being organised systematically in order and for the researcher to easily locate information in the data set. To analyse this data, several measures can then be used. Cohen, Manion and Morrison (2007) discuss one of the measures as the percentage difference and define simple asymmetric measure of association and symmetric measures. The type of percentage difference applicable to my study is asymmetric measure because it is a one-way association. Cohen, Manion and Morrison (2007: 529) explain it as a measure that "estimates the extent to which one phenomenon implies the other, but not vice versa".

In my study I attempted to identify the extent to which English grammatical proficiency contributes to NNES students' poor academic performance. I organised the data into two folders, one for Group 1 (0% - 30%) and one for Group 2 (31% - 49%). I designed a data tabulation for this study. It was used to capture nominal data in percentage distributions. Nominal data is basic classification data to identify groups into which data may be classified (Okeke & Van Wyk, 2015). The data were captured per examination script. The document number, module, mark allocation and mark achieved by the

student for each question and for each examination paper were indicated. The data from all 30 exam papers are attached in Annexure A. An example of the data capturing is displayed next:

Table 1: Example of data collection

Data collection   [0% - 30%]

A = student didn't answer   B = incorrect answer   C = partially correct   D=incomprehensible English writing   E = did not comprehend question

Document	Module	Question	Mark	Example of English writing as reason for no mark allocation	Reason
1 23%	Creative arts	1.1	4/5		C
		1.2	5/9		C
		1.3	1/6	I will tell learners that 2D art are those element but artistic element that does not sides those flat element.	C, D
		2.1	1/5	It also include the Process of broduct in Creative art.	C, D
		2.2.1	0/3	When you teach role-play you have to acquire skills and knowledge to Promote the original to your learners.	D
		2.2.2	0/3		B
		2.3	0/6	Incubitation, illuminitations, contuity	B, D
		2.4	0/4		B
		2.5	1/6	While learners they doing this combination they have to move using their body actions.	B, D
		3.1	4/4		FM
		3.2.1	0/3	Harmony are the lines that can be a contrast and curved.	B, D
		3.2.2	0/3	Variety is the element that is flexible in creative art also insight of.	B, D
		3.3.1	0/2	this is where the Point of anything you Pointed that is called Plot	D
		3.3.2	0/2	Is the Product of a Story at the end of the story	D
		3.3.3	1/2		C
		3.3.4	0/2	Are the aspect of the story or the People who are looking for something	D
		3.3.5	1/2		C
		3.4	4/12		C
		4.1	0/2	Is to develop learners creative, imagination and assessment is make teacher to show learners that how they doing in creative arts.	D
		4.2.1	0/2	Is a creativity which is the process of product.	D
		4.2.2	0/4		B
		4.3	1/3		C
		4.4	0/6	Ethistics skill	B, D
		23			13 D's

Only the answers that had incomprehensible sentences were captured. For other answers, the categories were indicated. No reference was made to the students' identity in the capturing of data.

For each examination script, the total percentage allocated by the marker and the module name was indicated. The different questions' mark allocations were also captured with the specific mark awarded to the student. The reason why the student was awarded the specific mark per question, was also identified and captured according to five categories briefly named here and discussed under *data analysis* later in this chapter as well as in Chapter 4. The categories were captured according to a symbol for each category:

A =   The student did not answer the question at all.
B =   The student gave an incorrect answer.
C =   The students answer is partially correct.
D =   The student answered in incomprehensible English.
FM = The student received full marks for the answer.

In general, students were not penalised for incorrect grammar, because the modules chosen for my study were not language modules. The focus was on answering the question correctly and in such a manner that was logical and comprehensible. This implies that the student would be allocated all the marks if the content of the answer was correct, even though there were some grammar errors. Students were only penalised when the answer was incorrect or incomprehensible and did not make sense.

3.4.4 Data analysis

The data collected were captured, coded and analysed simultaneously. Each of the examination papers were numbered from one to thirty and coded according to the focus of the research questions. Coding was done manually on the examination scripts and later added electronically, meaning the reason why a certain mark was allocated was first established and a category A, B, C, D or FM was awarded and written on the data

sample and later this coding was captured in a table electronically on my computer. In order to capture the data according to the five identified categories, the answers and awarded marks per answer had to be analysed. This analysis was done according to the reason why a certain mark was allocated to a specific answer. The five categories identified and awarded are now clarified:

Category A: The student did not answer the question at all

This first category was easy to identify and only allocated to questions where the student did not write an answer. Therefore, for category A to be awarded, there was a blank space and zero awarded for no answer.

Category B: The student gave an incorrect answer

The second category was allocated according to the marks awarded by the marker. One of the conditions applied here, was that the student had written a complete answer, related to the question. It must be clear that the student had understood the question, but did answer it correctly. Another condition is that the student was allocated a zero mark, because the answer was totally incorrect.

Category C: The student answer is partially correct

For an answer to be categorised as C, the marker allocated a mark for the answer, but not full marks. This was the only condition. Partially correct could be one out of five or ten, or even four out of five or nine out of ten. If the answer received just one mark, or almost full marks, it was categorised as partially correct.

Category D: The student answered in incomprehensible English writing

According to the Oxford Dictionary (2007), the word incomprehensible can be explained as "not able to be understood". This category was awarded if it was clear that the marker did not understand the answer because it was written in such a way that it did

not make sense. Without claiming that an in-depth grammatical error analysis has been done, the reasons why the answers were grammatically incorrect or incomprehensible were indicated in an attempt to answer my second research question which focuses on the nature of NNES students' expressive language skills as evidenced in written examination responses. These reasons were indicated as follows:

- Semantically incorrect (SE) - the meaning of the word has been misunderstood, or the incorrect word was used in a certain context.

- Syntactically incorrect (SY) - Syntax refers to the way words are arranged to make phrases or sentences. Therefore if it is incorrect, the word order did not make sense or signalled meaning not intended, which caused the answer to be marked as incorrect. It also includes sentences with an incorrect or incomplete sentence structure because words were left out.

- Spelling - some words are spelled wrong to the extent that they are unidentifiable. Although students were not penalised for spelling, some words are written in such a way, that it is incomprehensible to the marker and no mark could be awarded.

Other language errors such as the incorrect use of capital letters and punctuation, tenses and the incorrect form of the word (singular and plural) were also detected, but because these errors did not influence the meaning and mark allocation, they were not specifically indicated.

Category FM: The student received full marks for the answer

This category was awarded according to the mark allocation of the memorandum. Although some language errors were still noticed, the marker did not penalise the student and I did not engage in contesting the awarded mark.

Allocating more than one category

During the analysis, relationships between categories were identified and it was clear that the same answer could be categorised under more than one category. It can be explained as follows:

Category B (The student gave an incorrect answer.) **linked with Category D (**The student answered in incomprehensible English writing.)

Some of the answers were not allocated full marks because not only was the answer incorrect, it was also written in incomprehensible English. In some instances the same answer could be categorised both under B and D, because one sentence could be incorrect and another incomprehensible, in an answer comprising of five or ten sentences.

Category C (The student answer is partially correct.) **linked with Category D** (The student answered in incomprehensible English writing.)

An answer could be categorised under C because it was only partially correct, while the rest of the answer was written in incomprehensible English. Then both C and D could be allocated to the same answer, because both reasons resulted in the student not receiving full marks.

In analysing the data, using a quantitative method, I linked this information to numbers. For each document, I calculated the total number of D's allocated per question and the percentage it presented in relation to the total number of questions.
The data were then further analysed to establish the relationship between the different categories allocated to a single answer paper:

If we look at the same example, it can be indicated as follows:

Table 2: Example of relationship between different categories in percentages

Exam paper 1 Mark allocated: 23% Module: Creative arts

Total number of questions: 23

A No answer	B Incorrect answer	C Partially correct answer	D Grammatically incorrect or Incomprehensible English writing	FM Full marks
0	8	8	13	0
0%	34,8%	34,8%	56,5%	0%

After I had analysed the above data, it was clear that although the student had attempted to answer all the questions, writing in English was a barrier to his/her academic success. 56,6% of the answers were grammatically incorrect because of incomprehensible English writing. Examples of these are the following:

Table 3: Example of grammatically incorrect or incomprehensible English writing

Question	Mark	Example of English writing as reason for no mark allocation	Semantically incorrect: SE Syntactically incorrect: SY Spelling: SP
1.3	1/6	I will tell learners that 2D art are those element but artistic element that does not sides those flat element.	SE, SY
2.1	1/5	It also include the Process of broduct in Creative art.	SE, SP
2.2.1	0/3	When you teach role-play you have to acquire skills and knowledge to Promote the original to your learners.	SE
2.3	0/6	Incubitation, illuminations, contuity	SP
2.5	1/6	While learners they doing this combination they have to move using their body actions.	SE
3.2.1	0/3	Harmony are the lines that can be a contrast and curved.	SE
3.2.2	0/3	Variety is the element that is flexible in creative art also insight of.	SE, SY

3.3.1	0/2	this is where the Point of anything you Pointed that is called Plot	SE, SY
3.3.2	0/2	Is the Product of a Story at the end of the story	SE
3.3.4	0/2	Are the aspect of the story or the People who are looking for something	SE
4.1	0/2	Is to develop learners creative, imagination and assessment is make teacher to show learners that how they doing in creative arts.	SE, SY
4.2.1	0/2	Is a creativity which is the process of product.	SE
4.4	0/6	Ethistics skill	SP

So in analysing the data, I calculated percentages to distinguish to what extent inadequate English proficiency contributes to students' poor academic performance and if a contribution was established, to what extent it existed. I also grouped the reasons why the English writing was incomprehensible according to different categories, but did not do an in-depth analysis thereof because the focus was on how inadequate English proficiency affects the academic performance of NNES students. Error analysis is not the main focus of my study.

3.5   QUALITY MEASURES

3.5.1 Validity

To ensure validity of this study, I focused only on the written proficiency of NNES students as a possible reason why these students had failed a module. Although language proficiency entails more than only the writing skills of a student, I consistently focused only on the written responses and not take any of the other skills, for example their reading or speaking skills into account.

As students are not allowed any assistance during examinations, (personally or through any electronic devices and applications), their true grammatical proficiency was displayed in their answers in their examination scripts. This further ensured that I

measured what I had intended to measure. The students' writing was not enhanced in any way and displayed their true written proficiency in English in an authentic situation.

The data collection was done through purposive sampling which ensured that data were collected only from examination papers of NNES students that had been awarded less than 50%. Another measurement for validity is theory evidence (Heale & Twycross, 2015). The theoretical underpinning of Cummins' concept of BICS and CALP which makes a distinction between NNES students' basic, social English proficiency and their ability to master English academic language provides a framework for the validity of my research.

3.5.2 Reliability

Reliability is concerned with the consistency of a measure (Heale & Twycross, 2015). My research intended to analyse two different assessment tasks of NNES students, one being an assignment, the other the examination. During my data analysis I realised that for the research to be reliable, the NNES students' English written proficiency cannot be analysed in their written (expressive) language skills in assignments, because students typically typed their assignments and used tools such as spelling and grammar checkers to correct their English writing.

The true English written proficiency can only be measured reliably when the writing is done under controlled examination situations where the students cannot rely on any help from other language users or technological tools or applications which can assist students to write flawless English. The measurement of NNES students' English written proficiency is therefore reliable because only their expressive language skills in their examination answer papers were analysed.

3.6   COMPLIANCE WITH ETHICAL STANDARDS

I followed the required procedures to apply for ethical clearance for my research which was approved by the ethics committee of the University of Pretoria's Education Faculty. Maree (2016) emphasises the protection of the participants' identities and the

importance of permissions which need to be obtained. McMillan and Schumacher (2001) propose ethical guidelines to ensure that participants are at no risk due to being part of the research. To comply with the ethical considerations I ensured transparency in terms of all role players and did not conduct any research without the applicable consent.

The data I collected was not linked to any individual participants' name and did not influence their assessment results in any way. I had written permission to use the examination papers of the B Ed undergraduate students at a private higher education institution and I adhered to the guidelines in the Ethics and Research Statement of the Faculty of Education of the University of Pretoria.

3.7   CHAPTER SUMMARY

In this chapter I have discussed the detail of the research methodology that I used to establish the contribution of English grammatical proficiency on the poor academic performance of NNES students. I only selected one method of data collection through documents/texts in the form of students' examination scripts. In using a case study research design, I could focus on the phenomenon of students' English grammatical proficiency at a private higher institution and how it contributes to their poor academic performance. I also described the data analysis process. In the next chapter I will present the analysed and interpreted data that were collected.

4. CHAPTER 4: DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

In the previous chapter, the research methodology of this quantitative study was discussed. I motivated the reasons for my methodological choices and paradigmatic stances. In this chapter, I first present the data obtained and then provide an in-depth discussion of the data analysis. Thereafter, I interpret the results of the data in an attempt to provide insight into the primary research question: *To which extent does inadequate grammatical proficiency in English contribute to the academic performance of non-native English speaking students, studying through EMI?* Last, I extend the interpretation of results by responding to the secondary research question which deals with the nature of NNES students' expressive language skills as evidenced in written examination responses. Throughout, I engage with existing literature in the field, drawing certain similarities and differences between results from previous studies and my own.

4.2 DATA PRESENTATION

The recorded data, tabulated and categorised are summarised according to the main reasons why the students had failed their examinations. From the data, deductions and comparisons were made. I specifically attempted to identity the main contributing factor to poor academic performance. I also analysed Category D in more detail in response to the primary research question. The following table presents the quantitative data according to the different categories (cf. Chapter 3, 3.4.4)

Table 4: Summary of data from 30 exam papers

Exam paper	A No answer	B Incorrect answer	C Partially correct answer	D Incomprehensible answer	FM Full marks	Total mark achieved by candidate	Total number of exam questions
1	0	8	8	13	0	23%	23
2	2	7	12	4	1	27%	22
3	9	3	8	4	1	25%	22
4	2	7	6	8	3	39%	18
5	0	6	8	7	4	33%	18
6	1	9	11	8	1	20%	22
7	5	2	10	6	1	25%	18
8	3	7	7	3	1	28%	18
9	3	11	2	11	1	10%	18
10	5	8	6	6	0	18%	18
11	4	2	14	2	2	42%	22
12	0	7	8	7	3	35%	18
13	0	14	8	10	3	23%	23
14	0	7	12	11	2	30%	22
15	2	10	10	6	3	30%	23
16	0	8	12	8	5	38%	23
17	3	5	12	10	2	33%	22
18	0	17	6	19	2	18%	23
19	2	5	11	4	1	33%	19
20	4	5	11	3	2	34%	22
21	0	8	6	6	4	29%	18
22	0	3	15	11	0	29%	18
23	1	8	12	8	1	22%	22
24	2	14	6	4	3	14%	24
25	0	17	6	14	1	13%	24
26	2	7	11	1	3	30%	24
27	3	7	8	2	6	39%	24
28	1	7	6	5	5	43%	24
29	1	5	4	6	2	32%	18
30	0	4	6	4	4	30%	18
	55	228	262	211	67		628

4.3   DATA ANALYSIS PROCESS

4.3.1 Introductory phase of analysis process

In my study I sought to explore to what extent NNES education students studying through the distance mode were failing due to their limited English proficiency. Initially I had intended to collect and analyse both assignments and examination papers of students who had failed modules. I planned to analyse their answers and determine the reasons why marks were or were not awarded for their responses. Because the assignments were available first, I started reading the students' responses and soon realised that the typed assignments were not a true reflection of the students' English writing ability as they had admissibly used grammar and spellcheckers available on the Word programmes of their computers to correct their work prior to submission. After receiving ethical clearance from the various institutions involved, I requested access to all the examination papers that had been awarded less than 50% i.e. examination papers of students who had failed a module in the final examination of November 2016. The administration department made a total of 202 answer papers, packed in four boxes and drawn from 7 modules in the B Ed programme, available to me.

4.3.2 Rationale for inclusion and exclusion of modules

It is important to state that apart from the exclusion of language-related modules, I purposefully did not take into account the type of modules selected. Since the focus was on the students' overall English grammatical proficiency and to what extent it affected their academic performance, the content of each module would not have had any bearing on results of this specific study. Although it could have been possible, I did not sample multiple exam papers written by the same student. I therefore randomly selected thirty papers from the boxes containing various modules' papers. I purposefully excluded all language-related modules because the students' responses in these modules are usually penalised specifically for grammatically incorrect English. I selected 15 exam papers with a total mark between 0% and 30% and 15 exam papers with a total mark between 31% and 49%. After making my random selection, I noted

that I had drawn papers from six modules. As can be seen in Table 5, during the selection process, I did not select any papers from Economic Management Science further validating the complete random nature of my selection – I did not select per module. I randomly selected 30 examination papers based purely on the total mark awarded by the marker. I did not select a specific number of exam papers per module because the purpose of my study was not to compare the effect of their English grammatical proficiency across modules.

The total number of answer papers per module and the number extracted by chance per module for this case study is presented in the following table:

Table 5: Number of answer papers per module

Modules	Number of answer papers with a mark below 50%	Number of answer papers selected as data for the study
Creative Arts	56	10
History	58	7
Social Sciences	29	1
Teaching as a profession	27	9
Learning Support	18	2
School and Classroom Management	10	1
Economic Management Science	4	0
Total	**202**	**30**

The above totals show that 15% of the data available was randomly selected for this case study. These examination papers enabled me to analyse the students' authentic English hand-written responses as provided under controlled examination conditions. Each examination paper had a total of 100 marks.

I initially intended to see whether those who had higher marks had fewer errors but after a first round of analysing, this was not significant enough and I collapsed the two data sets and did further analysis on a single set of 30 papers.

4.3.3 Development of the analysis process

I again randomly numbered the answer papers from 1 to 30. This was done to protect the identity of students and the data set is henceforth referred to as Exam paper 1, Exam paper 2, etc. I scrutinised each script and highlighted any examples of grammatically incorrect or incomprehensible English. I then analysed each answer, question per question, to determine the reason why the specific mark had been allocated. This was explained in detail in Chapter 3 and I recap on this analysis below.

4.3.4 Further refining of the analysis process

I first counted and eliminated all the answers with full marks, as they were acceptable answers, matching the memorandum. The students' English grammatical proficiency had obviously not influenced the marker's decision. The code **FM** was allocated to these answers. I then counted and indicated all the questions where students had not attempted to answer at all. Here I assigned the **Category A** to these responses.

I placed all questions which had been answered, but had no mark awarded (thus entirely incorrect), into **Category B**. **Category C** was allocated to all answers which received a mark, but not full marks - whether it was, for example, only 1/5 or 4/5. **Category D** was allocated to all answers where I had highlighted incorrect or grammatically incorrect answers.

4.3.5 Overlapping categories

In the process of analysing the data, some answers showed an overlap between the different categories. One such an example is Category B and Category D. In some answers the content was wrong (Category B), but in other answers the response was written in incorrect or incomprehensible English (Category D) which did not make sense and that was the reason why the answer was marked as incorrect. Another example is Category C and Category D. Some answers could be allocated Category C and Category D because the student's incorrect or incomprehensible English writing was in certain cases the reason why the student had not been awarded full marks. The above

data were recorded through tabulation and only the answers with a Category D (incorrect or incomprehensible English) - which is the focus area of my study - were indicated.

4.3.6 Analysis of the nature of grammatical responses

I then analysed all the answers allocated a Category D (incorrect or incomprehensible English answer) to determine the reason why the answer was written in incorrect or incomprehensible English. This approach to the analysis allowed me to link results to the secondary research question, namely the *nature* of NNES students' grammatical skills as evidenced in written examination responses. In order to identify the grammatical nature of responses, I designed the following leading questions:

- Was the sentence structure incorrect and it thus did not make sense? (SY: Syntactically incorrect).
- Did the student use a word incorrectly or in the wrong context? (SE: Semantically incorrect).
- Did the incorrect spelling of a word make it incomprehensible, for example, "contuity","ethistics","speapte"? (SP for incorrect spelling was allocated.)

Table 6: Key to category tabulation

Category A	No answer
Category B	Incorrect answer
Category C	Partially correct answer
Category D	Grammatically incorrect or incomprehensible English Category D is indicated as: SE: Semantically incorrect; SY: Syntactically incorrect; SP: Spelling
FM	Full marks

Where more than one category was applicable, the colour code for grammatically incorrect or incomprehensible English writing was used because it was the focus of my study. For example, when an answer was incorrect because of the content (Category B) and because of grammatically incorrect or incomprehensible English (Category D), I only colour coded Category D (purple). The following table illustrates the analysis of one exam paper. All analysed papers can be found in Annexure A.

Table 7: Example of one analysed exam paper

Exam paper 1   Mark allocated: 23%   Module: Creative arts   Total questions: 23

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	4/5		C
1.2	5/9		C
1.3	1/6	I will tell learners that 2D art are those element but artistic element that does not sides those flat element.	C,D (SE,SY)
2.1	1/5	It also include the Process of broduct in Creative art.	C,D (SE, SY)
2.2.1	0/3	When you teach role-play you have to acquire skills and knowledge to Promote the original to your learners.	D (SE)
2.2.2	0/3		B
2.3	0/6	Incubitation, illuminitations, contuity	B, D (SP)
2.4	0/4		B
2.5	1/6	While learners they doing this combination they have to move using their body actions.	B, D (SE)
3.1	4/4		FM
3.2.1	0/3	Harmony are the lines that can be a contrast and curved.	B, D (SE)
3.2.2	0/3	Variety is the element that is flexible in creative art also insight of.	B, D (SE, SY)
3.3.1	0/2	this is where the Point of anything you Pointed that is called Plot	D (SE, SY)
3.3.2	0/2	Is the Product of a Story at the end of the story	D (SE)
3.3.3	1/2		C
3.3.4	0/2	Are the aspect of the story or the People who are looking for something	D (SE)
3.3.5	1/2		C
3.4	4/12		C
4.1	0/2	Is to develop learners creative, imagination and assessment is make teacher to show learners that how they doing in creative arts.	D (SE, SY)
4.2.1	0/2	Is a creativity which is the process of product.	D (SE)
4.2.2	0/4		B
4.3	1/3		C
4.4	0/6	Ethistics skill	B, D (SP)

4.4   DISCUSSION OF RESULTS

In using a quantitative method, the percentages for each category were then calculated in relation to the total number of answers. Table 8 provides a summary:

Table 8: Total percentages of all categories from 628 questions

A No answer	B Incorrect answer	C Partially correct	D Incorrect or incomprehensible English writing	FM Full marks
55	228	262	211	67
8,6%	36,3%	41,7%	33,6%	10,7%

4.4.1   Results drawn from Table 8 (all categories)

The 30 exam papers resulted in a total of 628 answers being awarded categories according to the different reasons why the marker had allocated the specific mark. Because the same answer could be placed in two categories simultaneously, answers were categorised a total of 823 times.

The category with the highest frequency was Category C (Partially correct answer): 262 of a total of 823 times. This accounts for almost a third, 31,8% and indicates that Category C was the reason that contributed the most to students failing their modules. Category C was awarded where students did attempt to answer a question, but the marker could not allocate full marks for the answer. There were several possible reasons for partially correct answers. First, the students' answers did not fully match the memoranda or only part of the answers was correct or applicable to the question. The following example was taken from Exam paper 12, Module: School and Classroom Management:

> 3.2 A teacher must create a good teacher-learner relationship with the learners in the class to create a positive learning experience.
>
> Explain FIVE (5) **ways** in which a teacher can **create an atmosphere of respect and support** in the classroom. (5)
>
> - The Teacher can develop the classrules for the learners to follow
> - Teacher Should set boundaries for the Learners
> - Learners Should respect each other
> - every learner must not fear other learners
> - Bullying is allowed within the classroom

Second, the students' answers were incomplete and did not present sufficient content. The following example was taken from Exam paper 7, Module: Teaching as a Profession:

> 1.3 In 2001, the South African **Manifesto on Values in Education** (DoE, 2001) was released. It stated: *In a democracy, public education is one of the major vehicles by which the values of a people are acquired by the children and young adults who make up our schools' population.*
>
> Identify and briefly explain THREE (3) important **values** referred to by the Manifesto on Values in Education. (6)
>
> Identify your learners fgirratly
> - Treat all your learner equa
>   Equity
> - Treate all your learner equal and be friendly and show openines
> * Openness — your must be friendly and open to your learner Your must listen to them with empathy.

This shows how the students answer included only two values while the question clearly required three. The mark allocation was six marks and thus required more detail.

Partially correct answers might be the result of one of the seven language-related problems identified by Teemant (2010): limited English vocabulary, difficulty in understanding the questions, memorisation, expressing knowledge in writing, time limits, having content knowledge "trapped" in their home language and difficulty in keeping pace with the lecturers from a language perspective.

If compared to the other categories, Category C had the highest frequency in 18 of the 30 exam papers.

The category with the lowest frequency was Category A (No answer): 55 of a total of 823 awards of category. This accounts for 6,7% of incorrect answers. Category A was awarded where students did not answer a question. In 11 of the 30 exam papers students attempted to answer all questions and therefore had a 0% awarded for Category A. If compared to the other categories, Category A had the lowest frequency in 17 of the 30 exam papers. An overall comparison between all categories shows that Category A is the least significant reason why students failed their modules. This indicates that students did not fail because they did not answer the questions, they did attempt to answer in 93,3% of all questions.

Category B (Incorrect answer) was awarded 228 times out of a total of 823. This accounts for 27,7%. Category B was awarded where students did attempt to answer a question, but the marker did not allocate any marks. The reason why these answers received a zero mark could be interpreted in different ways. The first reason is obviously because of incorrect content. The following example was taken from Exam paper 16, Module: Creative Arts:

2.4 Indicate FOUR (4) **ways** how you, as a teacher, will **stimulate** your learners' creative thinking in the performing arts. (4)

I will stimulate learners creative thinking in performing thinking by:
> allow them enough time to think.
> give them the change to think, perform, dance and sing.
> allowing them to use their critically thoughts.
> allow them to be creative in their thinking skills.

Another reason was the answer being written in grammatically incorrect English which made it incomprehensible. The following example was taken from Exam paper 18, Module: Creative Arts:

3.2 The way in which the elements of art are arranged on the blank space is referred to as the principles of design.

Distinguish between **harmony and variety** as principles of design.

3.2.1 Harmony (3)

Harmony the elements of art are arranged on the blank space is referred to as the principles of design. help learners to Creative Involve in special
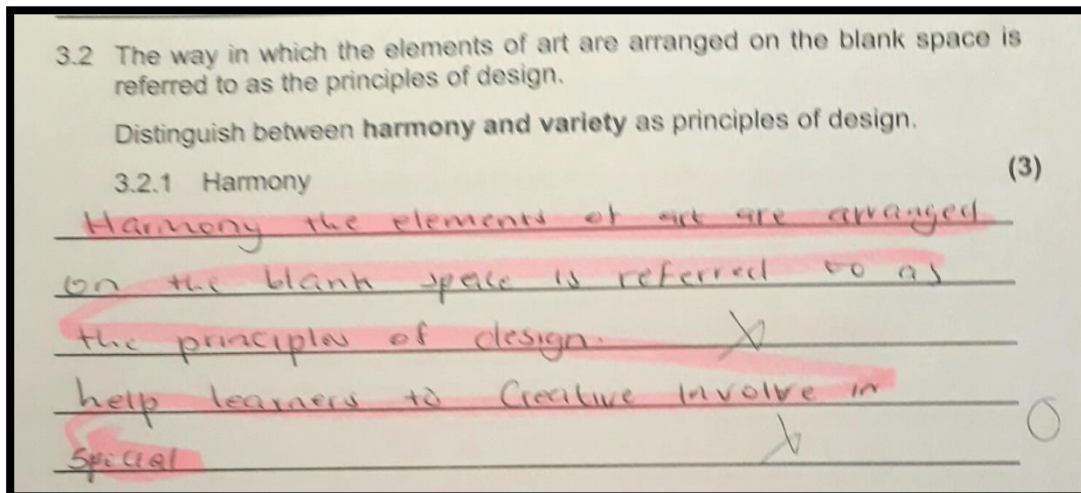
The above reasons for incorrect answers may relate to the research of Hu and Lei (2014) who state that students may not be able to fully understand the content when they are taught in English and therefore they can also not respond to it, thus offering poor English answers in assignments and assessments.

Several answers were categorised under Category B and D simultaneously. In this case study, Category B is the second biggest contributor (27,7%) to students failing their modules. However, it must be acknowledged that the following factors were not taken into account in awarding Category B: the possible different standards of exam papers and the different marking standards of different markers. I also did not comparatively analyse the possible correct answers in the memoranda with how the answers were

assessed by the markers. The different type of questions and instructions were also not taken into account.

If the categories are compared overall, the category which contributed the most significantly to students failing their module, was Category C (Partially correct). However, of the 92 answers awarded a Category C, (14%) were also awarded Category D, as some answers were partially correct not only because of insufficient or wrong content, but also because of grammatically incorrect or incomprehensible English and therefore the marker could not award marks for the students' answers.

Analysis of the exam papers according to the category that contributed the most to the student failing, can be presented as follows:
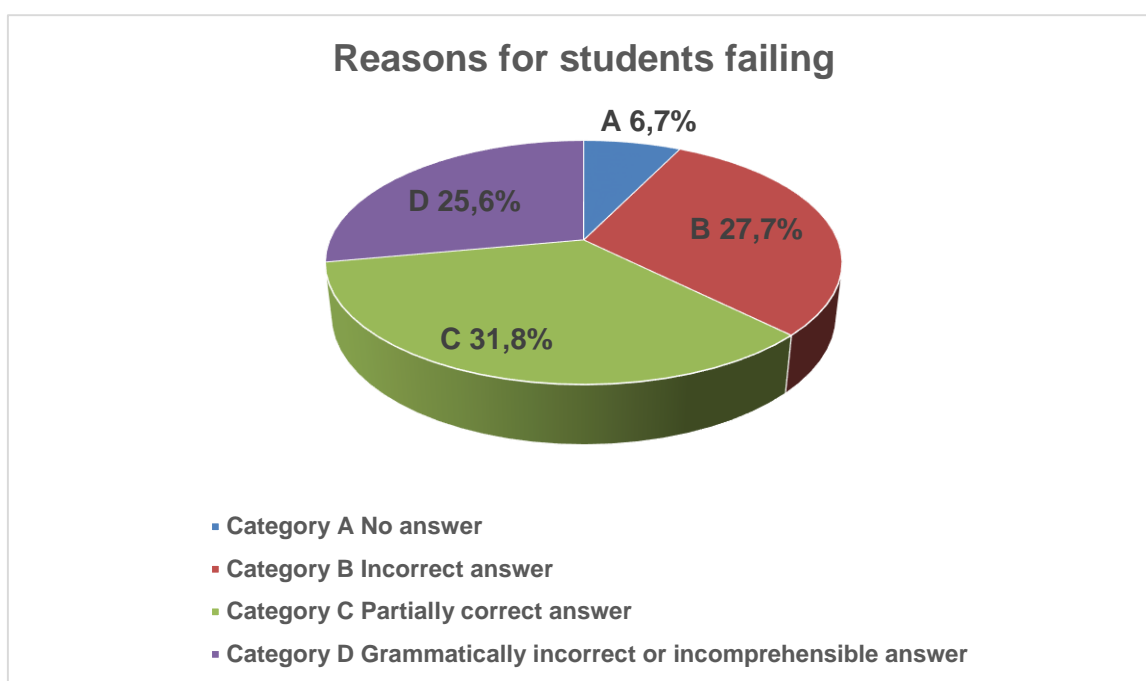
Figure 6: Percentage representation of reasons for students failing

4.4.2 Results from Category D

Nelson *et al*. (2013) emphasised the importance of students' ability to use and understand the specific language used in the educational context and the language ability required to complete academic tasks. In line with the secondary research question, Category D clearly showed the nature of the grammatical responses. In this

category, the students' answers were written in syntactically or semantically incorrect ways, or were incorrectly spelled in such a way which made the answer grammatically incorrect or incomprehensible and the marker could not make sense of what the student attempted to answer. I also calculated the percentages of the different reasons why Category D was allocated. I present this information in the following pie chart in Figure 7:
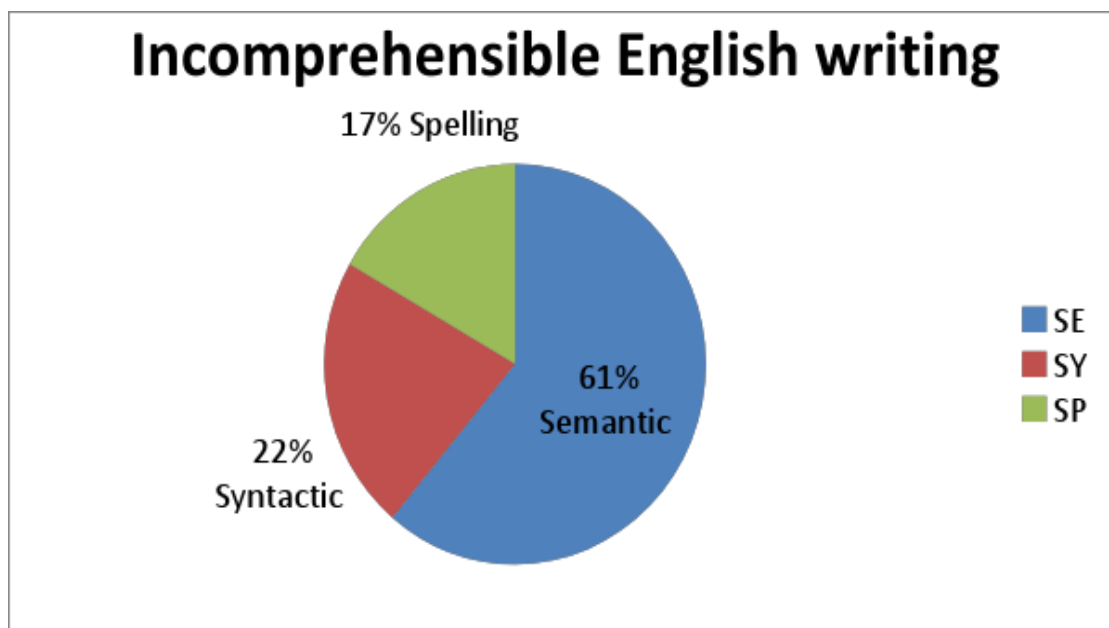
Figure 7: Grammatical nature of incorrect responses

Category D (Grammatically incorrect or incomprehensible English) was awarded 211 of a total of 823 times. This accounts for 25,6%. Category D was awarded where students wrote their answers in grammatically incorrect English (semantically, syntactically or spelling) or in incomprehensible English. This category was difficult to analyse because of several contributing factors. Grammatical incorrect English did not always imply an incorrect answer because of incomprehensible language use. Some of the answers were still comprehensible, even though not grammatically correct. Depending on the markers' discretion, one marker could understand an answer written in grammatically incorrect English and award a mark, while another might assess it as incorrect.

The students' English grammar was analysed according to semantic errors (SE), syntactic errors (SY) and incorrect/unrecognisable spelling (SP). Six of the exam

papers had an equal number of different errors. Exam papers 8,13 and 26 had an equal number of syntactic and semantic errors. Exam papers 18 and 25 had an equal number of syntactic and spelling errors and exam paper 27 had an equal number of syntactic, semantic and spelling errors. In 21 of the remaining 24 exam papers, syntactic errors which could affect the comprehensibility of the sentences were most evident in answers. Only three exam papers had semantic errors as the most significant reason why answers could be regarded as incomprehensible. Incorrect spelling was not a significant contributor in any of the exam papers.

The grammatically incorrect or incomprehensible English writing identified as Category D in some answers could influence the meaning and acceptability of the answer, and in other answers it did not affect the comprehensibility of answers. This can be illustrated by examples of answers on Question 3.5 taken from the Creative Arts exam papers. Question 3.5 asked the students to explain why they think it is important to teach music in the Foundation Phase.

Exam paper 16:
> *"Music can promote the learners performance of master the lesson. music can also promote the skills of language and listening talking skills towards learners."*

Exam paper 18:
> "as *a teacher we need to see that learners can experee their feeling and coodination.*"

Exam paper 25:
> "*Teach music: the learners will be understand the music and difference that you sing. The learners will be actor when and they know to sing and skill of music must perform."*

Exam paper 28:
> *"it because help learners to see talent of music and help learners to enjoy their self if they something doing well. it help learners even the community because becomes with different telent and learners enjoying to using music even learners in foundation phase assebly learners sing very nice."*

In the above examples it is evident that writing grammatically correct and meaningful answers in English is a challenge to NNES students and that it could negatively influence their academic performance.

Although grammatically incorrect or incomprehensible English answers were indicated in 33.6% of the total of 628 answers that were analysed, it is not the most significant contributor to students failing their modules. The students did attempt to answer, they only struggled to express this in grammatically correct English.

From another angle, the data can be interpreted by comparing the relationship between scripts with a higher assessed mark compared to scripts with a lower assessed mark. The overall average of incorrect or incomprehensible English writing in examination answers, was calculated as follows:

Table 9: Average of grammatically incorrect or incomprehensible English writing per exam paper

Answer papers with a final mark between 0 - 29%			Answer papers with a final mark between 30 - 49%		
Exam paper	Module	Overall average of Category D in %	Exam paper	Module	Overall average of Category D in %
1	Creative Arts	56,5%	4	Teaching as a profession	44,4%
2	History	18,2%	5	Teaching as a profession	39%
3	History	18,2%	11	Social Sciences	9.1%
6	History	36,4%	12	School and classroom management	39%
7	History	33%	14	History	50%
8	Teaching as a profession	16,7%	15	Creative Arts	26%
9	Teaching as a profession	10%	16	Creative Arts	35%
10	Teaching as a profession	33%	17	History	45,5%
13	Creative Arts	43,5%	19	Learning Support	21%
18	Creative Arts	83%	20	History	13,6%
21	Teaching as a profession	33%	26	Creative Arts	4%
22	Learning Support	44,4%	27	Creative Arts	8%

23	History	36%	28	Creative Arts	21%
24	Creative Arts	17%	29	Teaching as a profession	33%
25	Creative Arts	58%	30	Teaching as a profession	
Average: 39.2%			Average: 27,5%		

From the above data it can be deduced that the students who achieved a lower mark, experienced more difficulty with writing acceptable and correct English answers, than the students who achieved a higher mark, but still failed. The students who achieved a mark between 0 - 30%, had 11.7% more incorrect or incomprehensible English answers in their examination papers which indicate that their English written proficiency is a bigger contributing factor to their failing their modules. If all the data are calculated in percentages, incorrect or incomprehensible English writing was evident in 33.6% of the 628 answers analysed.

Full marks were awarded to 8,6% of 628 answers and obviously did not contribute to the fact that the students failed the modules.

4.5   SUMMARY OF RESULTS

In analysing the available data for this case study, I investigated English grammatical proficiency as a contributing factor to poor academic performance. I therefore only focussed on modules that students had failed - with a final examination mark less than 50%. Several answers could be awarded two categories as reason why the student did not get full marks. This was usually a combination of Categories B and D or Categories C and D. Categories B and D indicate that the student answered incorrectly and in grammatically incorrect or incomprehensible English, and Categories C and D indicate that the student's answer was partially correct, but there were also grammatically incorrect or incomprehensible English answers that contributed to the student failing the module. Category A (Student did not answer) was the least significant and had the lowest contribution to the fact that the students in this case study failed a specific module.

It was clear that students who performed poorer (0 - 30%) also showed a more significant contribution of grammatically incorrect or incomprehensible English. They were less proficient in answering their exam papers in grammatically correct English writing. The answers of Category D were further analysed and it was clear that the students struggled the most with syntactic errors which made their answers grammatically incorrect or incomprehensible.

However, contrary to my initial expectations, the analysis of the data indicated that English grammatical proficiency was not the most significant contributing factor why NNES students failed modules. Incorrect or incomprehensible English was evident in a third (33,6%) of the answers analysed in this case study. Although answers were not assessed according to their grammatical correctness, many examples of incomprehensible English writing caused by syntactic (*You must let you learn see and tought in order for them to know.)* or semantic errors (*Encoding means to help learner according to his lackage.)* and words spelled unrecognisably incorrectly, (*bhsicall, baeriefier, stanle, cretelinity)* contributed to the fact that students failed a given module.

These findings concur with Cummins' distinction between BICS and CALP which states that NNES students have a basic ability to communicate in cognitively undemanding language, but that they do experience difficulty in context reduced, cognitively demanding use of language. The English writing in their answers showed that the students had a basic understanding of English, but they struggled with academic content and terms and did not have the ability to use this cognitively more demanding language in correct English responses in their answers. This was evident in answers where sentence structure and incorrect use of vocabulary impaired the comprehensibility of the answer. The statements of Seligmann (2012) and Nelson *et al.* (2013) are also confirmed by the findings of my study as they referred to language proficiency as the extent to which language is functional within the context of completing academic tasks and activities.

4.6   CONCLUDING REMARKS

In this chapter I have presented my research results after analysing 30 examination papers of B Ed undergraduate students who failed particular modules. I analysed the possible reasons why a specific mark was allocated to the answers in the examination scripts and identified categories accordingly. These categories were colour coded (See Annexure 1). I then analysed each category and specifically Category D *(Incorrect or incomprehensible English writing)* in more detail to indicate how the English writing in the answer contributed to the student not receiving marks for their answers. The contribution of English proficiency to academic performance was calculated and indicated in percentages. The data were then analysed and discussed.

5.   CHAPTER 5: SIGNIFICANCE AND IMPLICATIONS OF THE STUDY

5.1   INTRODUCTION

This study explored the contribution of NNES students' inadequate English grammatical proficiency to the academic performance of such students who had failed a module. The results cast some light on the English written proficiency of NNES students in their answering of examination questions. In this chapter I will give an overview of this study before I discuss the significance and implications thereof. I will also discuss areas for further research and make recommendations for support strategies for NNES students who are obliged to study through the medium of English.

5.2   OVERVIEW OF CHAPTERS

With this study I intended to get a better understanding of how NNES students' English written proficiency in examination papers contributed to the fact that they failed a particular module - especially because they had to answer examination papers in English - a language which is not their home language. Results have been categorised according to the reasons why students did not receive marks per question in examination papers.

Chapter 1
In Chapter 1 I presented the background and orientation, and contextualised my study within the language domain of non-native English speaking students. As an employee in the academic department of a private higher education institution which offers distance education, I came to believe that English as the only medium of instruction and the students' language proficiency in English influenced the assessment results while I was marking and moderating assignments and examinations of students who are predominantly non-native English speakers who must study and write exams in English. I also briefly discussed the research methodology, quality measurement and ethical considerations. The chapter was concluded with an outline of the study.

Chapter 2

Chapter 2 focussed on the literature available regarding the context of academic performance and English proficiency of NNES students, from an international as well as a national perspective. In doing my literature review, I attempted to situate the NNES student internationally in traditionally non-English-speaking countries, traditionally English-speaking countries and in the local South African context. I also reviewed literature on academic performance and distance education and on Cummins' distinction between BICS and CALP as the theoretical framework for my study.

Chapter 3

In Chapter 3 I elaborated on the research design and methodology and identified the positivist paradigm for my quantitative research. I explained my case study research process of how data were collected, captured and analysed according to five categories. I also discussed the validity and reliability of my study. This chapter was concluded by indicating how I complied with the ethical standards required.

Chapter 4

In this chapter the data analysis process was explained and the outcome of the analysed data was presented. The frequency of categories was indicated and a comparison between categories was discussed. The analysis showed the percentage according to which grammatically incorrect or incomprehensible English writing, in relation to other reasons, was the cause for the student failing the module. Category D (grammatically incorrect and incomprehensible English writing) was also further analysed according to the occurrence of syntactic, semantic and spelling errors. The main finding of my study, that partially correct answers was the biggest contributor to students failing their module, was also indicated.

Chapter 5

In Chapter 5 I discuss the significance of the study and highlight the reasons why students in this case study had failed their specific modules. I also elaborate on the possible implications of the study for policy and practice, make recommendations and identify potential further areas for research in order to support NNES students. I

conclude with limitations of my study and a personal reflection on this academic research journey.

5.3   SIGNIFICANCE OF THE STUDY

This study highlights reasons why students in this case study failed their specific modules and also focuses on the extent to which NNES students' academic performance is influenced by the fact that they do not have full command of the LoLT and need to study and write assignments and examinations in English which is not their home language. The possible reasons why students failed were identified as incorrect or partially correct answers, not attempting to answer a question and writing grammatically incorrect or incomprehensible English answers. The literature (AlKahtany *et al*., 2016; Shamim *et al*., 2016; Park, 2016) on this topic emphasises that students experience difficulties when they are NNES students at higher education institutions with EMI, but tends not to give specific information on how the students are affected in their academic performance.

This study provides a quantitative perspective on the extent to which students' academic performance is influenced because of their grammatically incorrect or incomprehensible English responses in examinations papers. It is important to understand how this affects students, not only to state that is does affect them on different levels. This study also supports Cummins' (1981) stance on language acquisition and development which differentiates between students' basic social language proficiency and their academic language proficiency. Students are mostly accepted and admitted to academic programmes because of their basic social language proficiency, but as NNES students, they experience difficulties with the academic language demands of a programme offered in English. Because of globalisation of the education landscape in higher education, this study provides an important perspective on how language and the medium of instruction (in this case study, English, as one of the world languages) and specifically the students' poor written command of the language, contributes when NNES students fail a module.

5.4   IMPLICATIONS OF THE STUDY

This study has implications for admission and language policies and support programmes at higher education institutions, but also for basic education which is responsible for preparing and producing students who will be able to meet the demands of higher education.

Higher education institutions could revise their minimum language requirements and/or the language proficiency evaluations of prospective students for the purpose of admitting them to academic programmes. The focus should be more on the academic language proficiency of students during the selection process of qualifying NNES students.

The language policy of higher education institutions should be revised to give students the opportunity to also study in their home language. This however will have major implications for a country like South Africa with 11 official languages, unless the LOLT is decided demographically according to the language most spoken in a specific region. It also has major implications for the appointment and language proficiency of lecturers at higher education institutions. Another aspect which should be taken into account regarding this matter, is the international status of higher education institutions offering, or not offering, their academic programmes in English.

This study also has implications in terms of practice such as academic support programmes for NNES students at higher education institutions. If a higher education institution with English as their medium of instruction does not have language support programmes for NNES students, it is imperative to add this to their curriculum. Higher education institutions with language support programmes, might revise the support they are currently providing to NNES students.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

After I had analysed the data and carefully studied the results of my research, the following pertinent questions arose as potential areas for further research:

- Does the current language curriculum in schools equip Grade 12 learners sufficiently to succeed as NNES students in higher education?
- How can the gap be filled between learners' English language proficiency in Grade 12, and the English academic language proficiency required in higher education?
- How should language support programmes be introduced to efficiently support NNES students at higher education institutions with EMI?
- How should language proficiency tests, as part of the selection process of students, be structured to sufficiently determine the academic language proficiency of potential students?
- What are the practical implications for lecturing and supporting NNES students in higher education institutions with EMI?

5.6 LIMITATIONS OF STUDY

I analysed 628 answers in total, but only focussed on a small sample of 30 students' responses to questions in exam papers. I can therefore not present findings on NNES students overall English writing proficiency, but only on how their poor written responses in English contributed to their failing the examinations of particular modules. The fact that the answers were mainly shorter answers to a maximum of twelve marks, and not essays, prevented this study from analysing the students' English writing skills in more depth.

This study does not claim to have done an in-depth analysis of the grammar errors, but incorrect English or incomprehensible English answers were categorised according to semantic, syntactic and spelling errors. Furthermore the students' reading ability was not taken into account. This could also have affected the students' ability to answer the questions correctly, because they might not have understood the question correctly.

The link between reading and writing skills cannot be denied and if both these skills had been researched, the reasons for students failing their modules might have been different. I also did not do a cross-comparison between the different modules to establish whether the module content contributed in any way to students failing. An indepth analysis of the standard and formulation of questions in the exam papers was also not done or taken into consideration.

5.7   PERSONAL REFLECTION

As a student who completed my research methodology module in my B Ed qualification more than twenty years ago, this was an academic journey which refreshed, developed and improved my research knowledge, skills and competencies. The process of reviewing literature, as well as collecting and analysing data, assisted me to re-think my view of the research topic. In undertaking this research I assumed that NNES students were struggling to perform academically because of EMI at higher education institutions. My literature review confirmed this assumption, but the actual findings of my study indicate that English written proficiency is not the most significant contributor to poor academic performance of NNES students. The literature review opened a new perspective and broadened my horizons regarding the language issues in higher education.

I have also benefited personally from this research experience through the improvement of my time management skills and balancing my time between work, studies, family and routine responsibilities. It was also challenging being shifted between three supervisors and having to make constant changes from mixed methods, to qualitative and eventually quantitative research, but overall it was a positive learning experience which helped me to grow as a person and as an academic.

5.8   CONCLUSION

This chapter concludes my study on inadequate English written proficiency as a contributing factor to poor academic performance. In this chapter I summarised the

content of the five chapters and provided information on the significance and implications of my study. I also made recommendations for further possible research relating to my study.

The quantitative findings of this case study, situated in distance education, indicate that NNES students are in need of significant language support to be more proficient in English academic language. Grammatically incorrect or incomprehensible English writing contributed 33.6% of the reasons why the NNES students in this study, had failed their specific module. This justifies my researching this topic and also indicates a gap in the support given to NNES students in higher education institutions. As incomprehensible English writing comprises a third (33.6%) of the reasons that contributed to students failing a module, there needs to be more research done on strategies to support NNES students and language support programmes. English as medium of instruction and the growing numbers of NNES students in higher education institutions is a universal factor which cannot be ignored. This important issue and the influence thereof is emphasised by the following quote of Roger Bacon:

"The conquest of learning is achieved through the knowledge of languages."

— Roger Bacon

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7.   Annexure A: Analysis of 30 examination papers

Exam paper 1   Mark allocated: 23%   Module: Creative Arts

Total number of questions: 23

Question	Mark			Example of English writing as reason for no mark allocation	Reason
1.1	4/5				C
1.2	5/9				C
1.3	1/6			I will tell learners that 2D art are those element but artistic element that does not sides those flat element.	C,D (SE,SY)
2.1	1/5			It also include the Process of broduct in Creative art.	C,D (SE, SY)
2.2.1	0/3			When you teach role-play you have to acquire skills and knowledge to Promote the original to your learners.	D (SE)
2.2.2	0/3				B
2.3	0/6			Incubitation, illuminations, contuity	B, D (SP)
2.4	0/4				B
2.5	1/6			While learners they doing this combination they have to move using their body actions.	B, D (SE)
3.1	4/4				FM

3.2.1	0/3		Harmony are the lines that can be a contrast and curved.	B, D (SE)
3.2.2	0/3		Variety is the element that is flexible in creative art also insight of.	B, D (SE, SY)
3.3.1	0/2		this is where the Point of anything you Pointed that is called Plot	D (SE, SY)
3.3.2	0/2		Is the Product of a Story at the end of the story	D (SE)
3.3.3	1/2			C
3.3.4	0/2		Are the aspect of the story or the People who are looking for something	D (SE)
3.3.5	1/2			C
3.4	4/12			C
4.1	0/2		Is to develop learners creative, imagination and assessment is make teacher to show learners that how they doing in Creative Arts.	D (SE, SY)
4.2.1	0/2		Is a creativity which is the process of product.	D (SE)
4.2.2	0/4			B
4.3	1/3			C
4.4	0/6		Ethistics skill	B, D (SP)

After analysing Exam paper 1, it was clear that although the student attempted to answer all the questions, writing in English was problematic since 56,6% of the answers had evidence of incorrect or incomprehensible English. The answers with incorrect or incomprehensible English were further analysed and categorised:.

The above information shows that the student experienced more difficulty with using words in the correct context (meaning) (SE = 61,1%), than with problems in sentence structure (SY = 22,2%) and spelling (SP = 16,7%).

Incorrect or incomprehensible English writing

| 11.1 % Spelling | 27,8% Syntactic | 61,1% Semantic | SE | SY | SP |
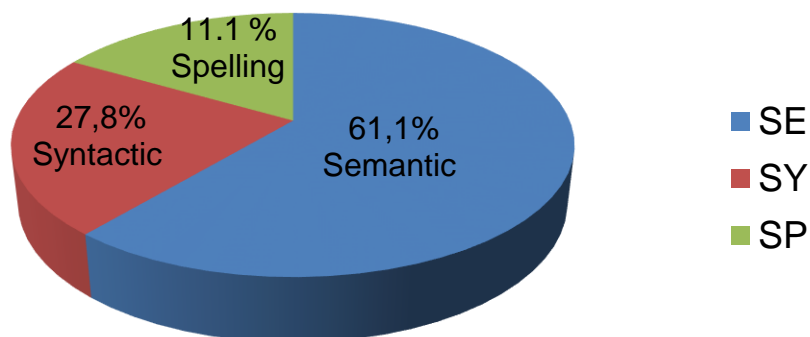
Exam paper 2   Mark allocated: 27%   Module: History

Total number of questions: 22

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	1/4	These two subject that is social science and geography they requires the curriculum of the school. They separate to this cups curriculum to require the skills, knowledge and methods in teaching. The CAPS document for social sciences explains on based of back to knowledge like starting to known to move to the unknown	B,D (SE,SY)
1.2.1	2/4		C
1.2.2	1/2		C
2.1.1	1/2		C
2.1.2	2/2		FM
2.2	1/7		C
2.3	4/8		C
2.4.1	1/3		C
2.4.2	0/3		B
3.1	3/6		C
3.2.1	0/3		B
3.2.2	0/3		B
3.3.1	0/3	Sphinx statues were the same like the lion feet and built like a lion.	B, D (SE)
3.3.2	0/3		A
3.3.3	0/3		A
3.4	0/4	I will let them discuss with together in the classroom during the lesson.	B, D (SY)
4.1	0/8		B
4.2	1/8		C
4.3	5/8		C

4.4	1/6	I ask them that at your community have some people who have infection.	C, D (SY)
5.1	3/4		C
5.2	4/6		C

The analysis of this examination paper indicated that incorrect or incomprehensible English writing was the third biggest contributor to the student's poor academic performance. The answers with incomprehensible English were further analysed and categorised to establish why these answers were incomprehensible.

The above information shows that the student experienced more difficulty with sentence structure (SY = 60%), with less problems in using words in their correct context (SE = 40%).
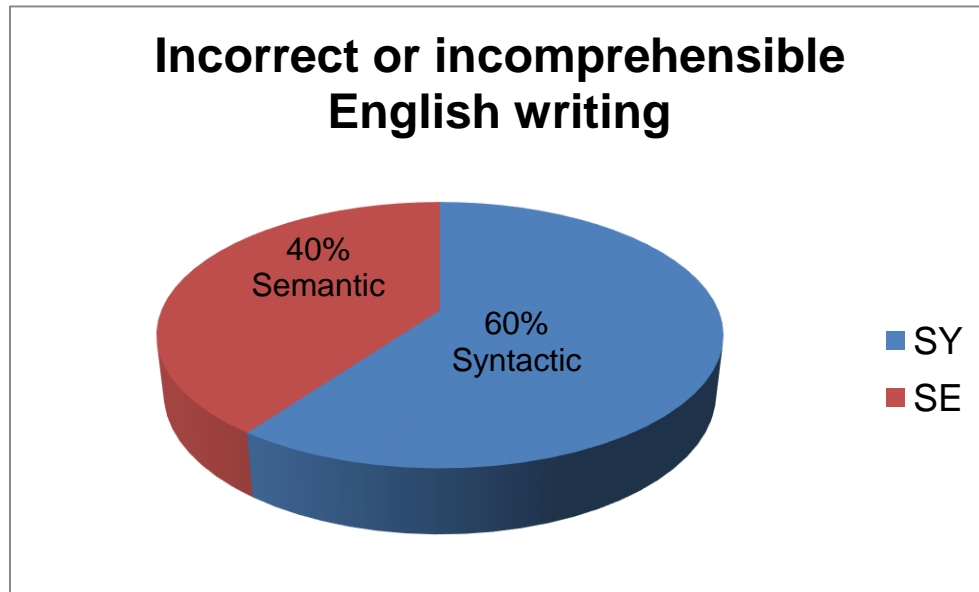
Exam paper 3 Mark allocated: 25% Module: History

Total number of questions: 22

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	4/4		FM
1.2.1	1/4	Use must know that what is your purpose	C,D (SY, SE)
1.2.2	1/2		C
2.1.1	0/2		A
2.1.2	0/2		A
2.2	6/7		C
2.3	1/8	Canous was build with logs that are liglkhly together For the person To seat	C, D (SY, SP)

2.4.1	0/3	People they use letters to communicate by sending in the post office	B, D (SE)
2.4.2	1/3		C
3.1	0/6		A
3.2.1	0/3		A
3.2.2	0/3	In the Symbolic they use pictures. E.g. Road Sign this is onther example because Stop Sign are painted.	B,D (SY, SE, SP)
3.3.1	0/3		A
3.3.2	0/3		A
3.3.3	0/3		A
3.4	1/4		C
4.1	0/8		E
4.2	0/8		A
4.3	7/8		C
4.4	0/6		A
5.1	3/4		C
5.2	0/6		B

Exam paper 3 showed that 41% of the questions were not answered and it was the main reason why the student failed this module. Incorrect or incomprehensible English writing was only the third biggest contributor to the student's poor academic performance. The answers with incorrect or incomprehensible English were further analysed and categorised to establish why these answers were incomprehensible. The above information shows that the student made almost the same number of syntactic (37%) and semantic (38%) errors with fewer spelling errors (25%).

Incorrect or incomprehensible English writing

25% Spelling — 37,5% Syntactic — 37,5% Semantic

- SE
- SY
- SP
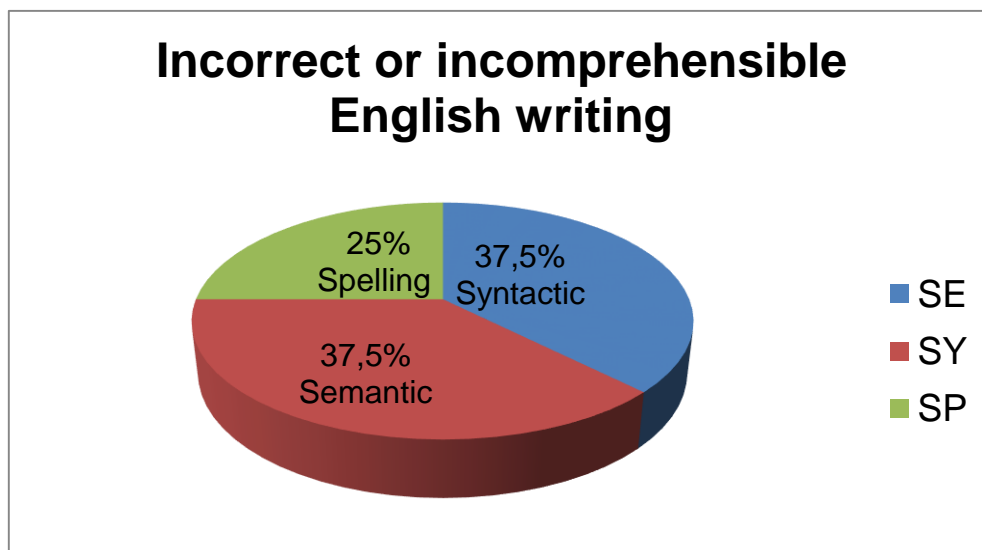
Exam paper 4   Mark allocated: 39% Module: Teaching as a Profession

Total number of questions: 18

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	3/3		FM
1.2	0/2	Is the value of importand belief that people use to be creative.	B, D (SY, SE)
1.3	6/6		FM
1.4	6/8	Organise a teaching meeting that moral value discussed and strive to live up to it. Have Outstanding pictures of people in the wall of the Classrom and read it to learners to achieve.	C, D (SY, SE)
1.5.1	0/3	The teacher Should be followed the rule of sace. Have an copied of good particulars of your own. Get learners reflected On their Own.	B, D (SY, SE)
1.5.2	0/5		B
2.1	3/6	Warmth and honour = Is frequently Persist, task and incresses learning satisfactory.	C, D (SY, SP, SE)
2.2	3/5		C
2.3	8/12	Not all learners reach the different academic. Teacher should accommodate learners to reach all academic they learned. These are the duty of you a teacher to create different learners from different culturese and they will be respected.	C, D (SY, SE)
3.1.1	3/4	In this issue faced to Mr NGweni, he need to implement discipline problem for learners in school.	C, D (SY, SE)
3.1.2	5/12	He need to implent the problem. Evaluate to implemented transformation Mr Ngweni need to evaluate the solution faced On schools. He is aware of what happening through disciplined of the learners in schools.	C, D (SY, SE)
3.2	0/4		A
3.3	0/4		B
4.1	2/2		FM
4.2	0/3	How would you reflect learning? Why reflection focus On academic?	B, D (SY)
4.3	0/4		B
4.4	0/5		B
4.5	0/12		A

The analysis of this examination paper showed that the student's proficiency in English writing was the biggest contributor to poor academic performance. In 8 of the 18 questions, Incorrect or incomprehensible English writing prevented the student from achieving better marks. These answers were further analysed and categorised:

Incorrect or incomprehensible English writing

- 6,2% Spelling
- 43,8% Semantic
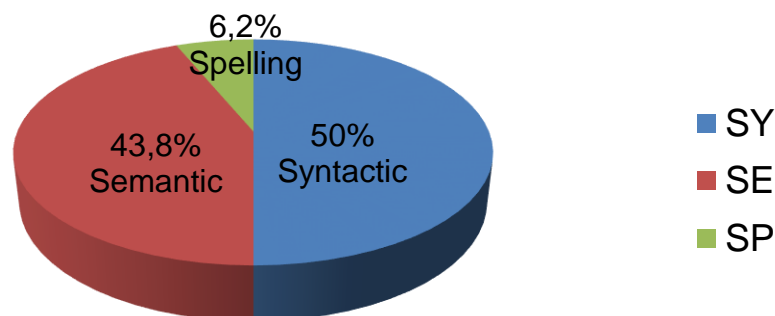- 50% Syntactic
- SY
- SE
- SP

Exam paper 5   Mark allocated: 33%   Module: Teaching as a Profession
Total number of questions: 18

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	3/3		FM
1.2	0/2	Is what you believe in or what want do to do. Is to Know the ega of your level	B, D (SY, SE)
1.3	0/6	Cretelinity – Is to cretede to your work Warmth and honour - Is to do your work with	B,D(SY,SE,SP)
1.4	0/8	Must crite all learner with a same Must a teacher know all learners in a school. The teacher must know the subject that a teach. The teacher must profetional to all learners. The teacher must give learners acceptable the moral	B, D (SY, SE, SP)
1.5.1	2/3		C
1.5.2	0/5	Always must in schools.	B, D (SY)
2.1	0/6	Respect learners – a teacher must take a learners with the same. The teacher must respect a opion of learners.	B, D (SY, SE, SP)
2.2	4/5		C
2.3	3/12	a learners sametime have to bold in the classroom must. Coroll that to that learner not disable the learning and teaching and learner they love to meet a new learner in the school. a learner they have different body in the class must apply to them different things of they body. The learner is not a same in language or take thing the same.	C, D (SY, SE, SP)
3.1.1	2/4		C
3.1.2	3/12	To combined them to talk a problem or a school, to get a solution of problem in a school.	C, D (SY)
3.2	2/4		C
3.3	4/4		FM
4.1	1/2		C
4.2	3/3		FM
4.3	4/4		FM
4.4	2/5		C

4.5	0/12		B

The analysis of this examination paper showed that the student's proficiency in English writing was the second biggest contributor to poor academic performance. In 7 of the 18 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers were further analysed and categorised. Incorrect and dysfunctional sentences are this student's largest challenge.

Incorrect or incomprehensible English writing

- SY
- SE
- SP

25% Spelling
31,2% Semantic
43,8% Syntactic
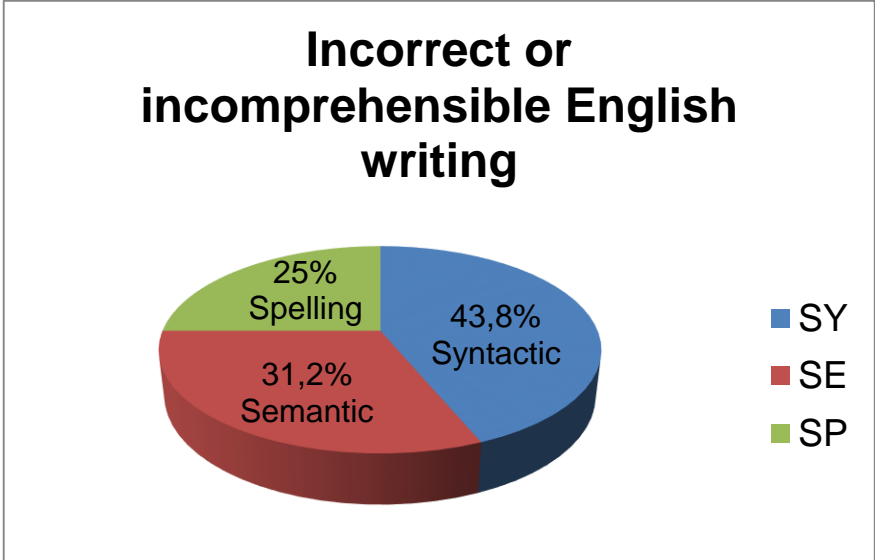
Exam paper 6   Mark allocated: 20%   Module: History

Total number of questions: 22

Question	Mark		Example of English writing as reason for no mark allocation	Reason
1.1	0/4		It was depend on twings that happens in year ago. It was for the people or the straggles people had for the freedom of the people in our days	B, D (SY, SE, SP)
1.2.1	3/4			C
1.2.2	2/2			FM
2.1.1	1/2			C
2.1.2	0/2			B
2.2	4/7			C
2.3	2/8			C
2.4.1	0/3			C
2.4.2	1/3		I will tell them that telephone it was used to communicate with the person who far away then you. it used to speapte and it	C,D (SY, SE, SP)

			is very fast because the respond you get at the sametime.	
3.1	2/6		it is information that you get from the person who did or original person who own that particular thing you want information to. its when you find information with the person who did or were not the situation place take place	C, D (SY)
3.2.1	0/3		the 2 hand figures it show the togetherness of the South African.	B, D (SY)
3.2.2	2/3			C
3.3.1	0/3			B
3.3.2	0/3			B
3.3.3	0/3		its was very fast then the pyramid and it was using air. it were carrng many people and its was made up of tyres so that it can't seenk in a water	B, D (SY, SP)
3.4	0/4		it the way of how did they ware their cultural way. it also how did they speak and also what kind of food did they eat.	B,D (SY, SP)
4.1	0/8			A
4.2	0/8		The way of communicating with through the different types of communication. How did they do to order to help those who were struggling.	B, D (SY)
			the different transport they using to move one place to another.	
4.3	2/8			C
4.4	0/6		I will also explain to them that he was very interested to be a heart transplant. He learn heard to discovery his goal and he was talented.	B, D (SE, SP)
5.1	1/4			C
5.2	1/6			C

The analysis of this examination paper showed that the student's proficiency in English writing was the third biggest contributor to poor academic performance. In 8 of the 22 questions, Incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers were further analysed and categorised to establish why these answers were incorrect or incomprehensible. The student experienced more difficulties with correct sentence structures (SY=47%) and less with the meaning of words and spelling.

Incorrect or incomprehensible English writing

■	SY
■	SE
■	SP

46,7% syntactic
20% Semantic
33,3% Spelling
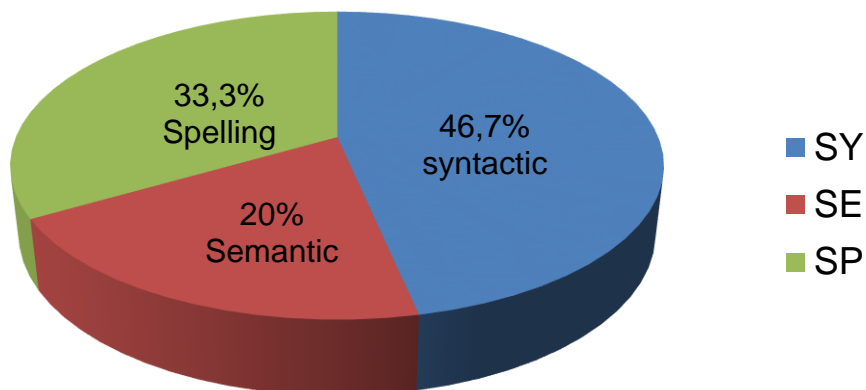
Exam paper 7 Mark allocated: 25% - Module: Teaching as a Profession

Total number of questions: 18

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	2/3		C
1.2	1/2	They must look at your personality and they will imitate your as there teacher if you do or behavoir in good manner.	C,D (SY, SP)
1.3	3/6		C
1.4	5/8	Have poster where other people and tell/teach learner about their achieve ment. Help individual learner and the class to identify acedemic.	C,D (SY, SE)
1.5.1	1/3		C
1.5.2	1/5	All teacher must behavour in the proffesional manner. You must not found in the process of abuse. At list teach them home language or three languages at the school.	C, D (SY)
2.1	3/6		C
2.2	1/5	You must be expact in your subject.	C, D (SP)
2.3	0/12		A
3.1.1	4/4		FM
3.1.2	0/12		A
3.2	2/4	You must let you learn see and tought in order for them to know.	C, D (SY)
3.3	0/4		A
4.1	0/2	Reflective teacher must be expact on subjects to meet the goal of the class or school.	B, D (SP)
4.2	2/3		C
4.3	0/4		A
4.4	0/5		B

4.5	0/12		A

Exam paper 7 showed that the student's English language proficiency was the second biggest factor that contributed to poor academic performance. In 6 of the 18 questions, incorrect or incomprehensible English was evident. The answers were further analysed and categorised: the student experienced problems with syntactics (50%) and not so much with semantics (12%).

Exam paper 8   Mark allocated: 28%   Module: Teaching as a Profession

Total number of questions: 18

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	1/3		C
1.2	0/2	Values is what you believe in you don't teach to believe in but you do because you want it.	B, D (SY)
1.3	6/6		FM
1.4	6/8		C
1.5.1	0/3		B
1.5.2	0/5		A
2.1	1/6		C
2.2	4/5		C
2.3	3/12		C
3.1.1	2/4		C
3.1.2	5/12		C
3.2	0/4	Actively angage learners in developing materials of the classroom.	B, D (SE, SP)

3.3	0/4		B
4.1	0/2		A
4.2	0/3		A
4.3	0/4		B
4.4	0/5	Gradually develop knowledge, experience of the pedagoge.	B, D (SE)
4.5	0/12		B

The analysis of this examination paper showed that in 3 of the 18 questions, incorrect or incomprehensible English writing penalised the student in achieving better marks. In these responses, the student experienced most difficulty with using the correct meaning of words.
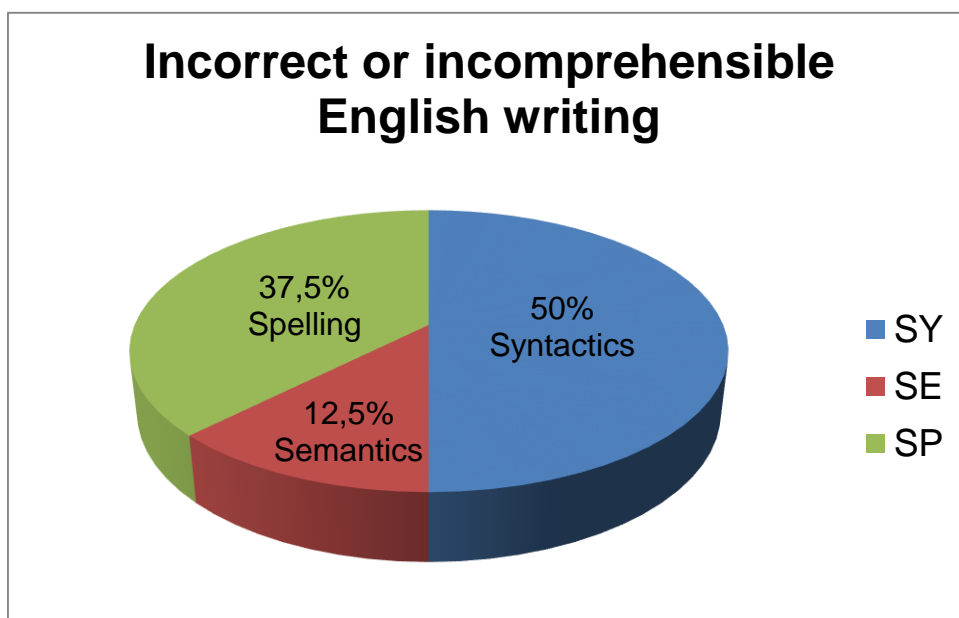

Exam paper 9   Mark allocated: 10%   Module: Teaching as a Profession

Total number of questions: 18

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	0/3	Values more in indivuoul. therefore the values it can done the people or the single person. It will be helping the people about the values indivual. It can make all learner to equel The values should for the individual	B, D (SY, SE, SP)
1.2	0/2	It is neccessary to caught rather that taught beeause learners can lean with being involve in the activity that they are participating	B, D (SY, SE, SP)
1.3	5/6		C
1.4	0/8	Demostrate the learners that need more help They can being involve to The work of the learners can being display on the The	B, D (SY)

		is not being agreed with misbehaviour of learner It can create the the values of	
1.5.1	0/3		B
1.5.2	0/5	The teacher should involve in the teahing and learning of the learner.	B, D (SY, SP)
2.1	0/6		A
2.2	0/5	The effect teacher should be in the classroom on time They should be involve in the school participations	B, D (SY, SE, SP)
2.3	0/12	All learner have free to participate	B, D (SY)
3.1.1	0/4	The transformation of good working - He can gain the more exiperience when He change the school that was the same on the last school	B, D (SY)
3.1.2	2/12	Bring awared of the situation The ethens thing of that teacher is that carring te Problem or Situation of the school The Should be leader or theacher has sacrified with the individual work of the change that was implementet	C, D (SY, SE, SP)
3.2	0/4	These theory should be construct the teacuing and learning of the learners Learners can do what they is relavant for their ability	B, D (SY, SE, SP)
3.3	0/4	They should be delever the work in apropriate manner The teacher should be well preped lesson	B, D (SY, SE, SP)
4.1	0/2	It is the teacher who are involve all learners in the activitive thay was given the learners The teacher will be flaxible in the their work	B, D (SY, SE, SP)
4.2	3/3		FM
4.3	0/4		A
4.4	0/5		B
4.5	0/12		A

The analysis of this examination paper showed that the student's proficiency in English writing, together with incorrect answers, were the biggest contributors to poor academic performance. In 11 of the 18 questions, incorrect or incomprehensible English writing penalised the student in achieving better marks. The answers were further analysed and categorised and this analysis indicates that the student struggles mostly with sentence structures:

Incorrect or incomprehensible English writing

Pie chart:
- 42,3% Syntactic (SY)
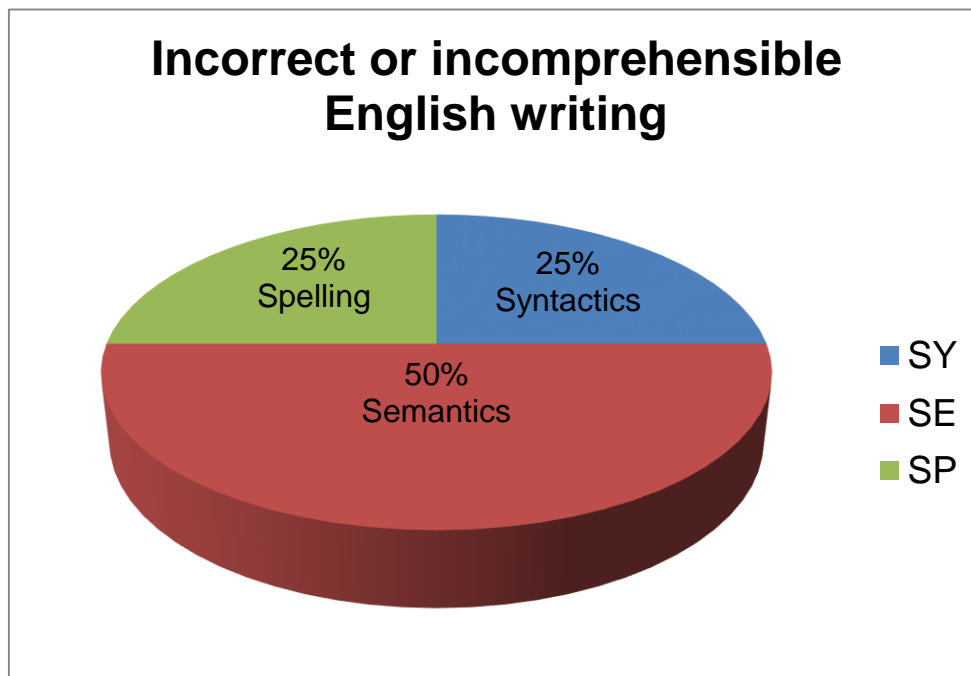- 26,9% Semantic (SE)
- 30,8% Spelling (SP)
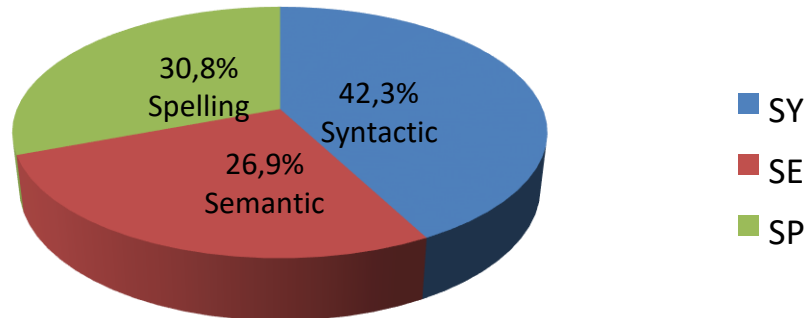
Exam paper 10   Mark allocated: 18%   Module: Teaching as a Profession

Total number of questions: 18

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	0/3	Values are those held by indivduel attach to prirotise or work to which they atend their lives	B, D (SY, SE, SP)
1.2	0/2		B
1.3	5/6		C
1.4	3/8	Teacher have posted sepicted in classroom value and morals Teacher make meeting of values and moral teaching learners for siscussion.	C, D (SY, SE, SP)
1.5.1	0/3		B
1.5.2	0/5	Conduce and planning with core Coparetin if neccessary and confronting parent underchiving of learners	B, D (SY, SE, SP)
2.1	0/6	Teecer need aquitable and respect all leeners at school end Sensitive leerners Circustances	B, D (SY, SE, SP)
2.2	3/5		C
2.3	5/12	Difference level of abilities not all learners met standard learning as teacher you need to give learners educational support	C, D (SE, SY)
3.1.1	1/4		B
3.1.2	1/12	Teacher trensformed expect you need interact with Colligues princeel to solve problem	C, D (SY, SE, SP)
3.2	1/4	Constructive theory is active process base on Concebt and base on the skills	C, D (SY, SE, SP)
3.3	0/4		B
4.1	0/2		A
4.2	3/3		A
4.3	0/4		A
4.4	0/5		A
4.5	0/12		A

The analysis of this examination paper showed that the student's proficiency in English writing was the second biggest contributor to poor academic performance. In 6 of the 18 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers were further analysed and categorised according to the type of grammatical errors:
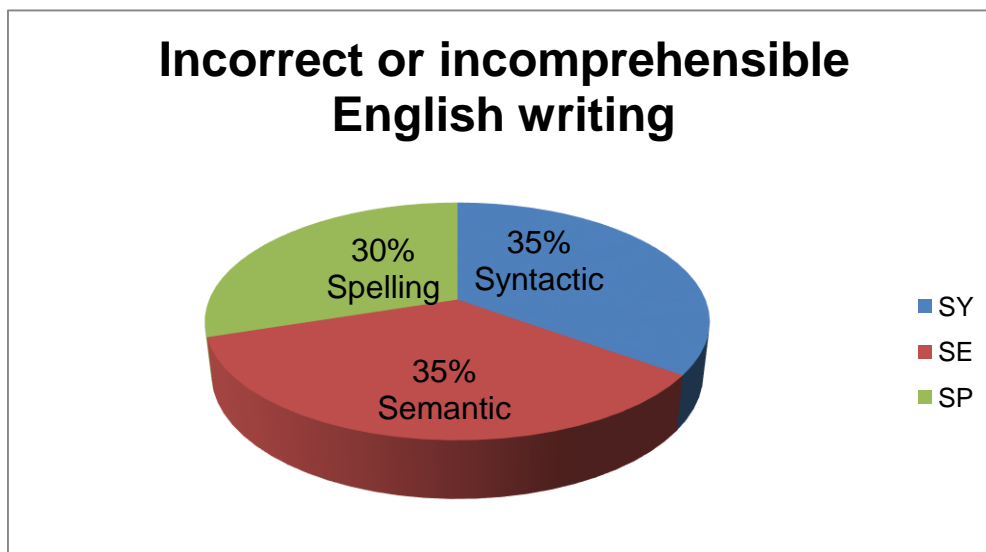
Exam paper 12   Mark allocated: 35%   Module: School and Classroom Management
Total number of questions: 18

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	4/4		FM
1.2	2/6	Management is to take an incharge in certain organisational. Is to take into account all Files an anything that is needed.	C, D (SY, SE)
1.3	0/5	The School governing body consist of the …..pointed parents.	B, D (SE, SP)
1.4	5/5		FM
1.5	2/6		C
1.6	4/6		C
1.7	2/8		C
2.1	0/4	The learners need to have well-furniture classroom with enough table and chairs.	B, D (SE)
2.2	0/6	The class or should be always clean and tidy.	B, D (SY)
3.1	1/3		C
3.2	2/5		C
3.3	2/10	The question and homework will do to the learners.	B, D (SY)
3.4	0/4		B
3.5	0/5	cooperating teaching method can help the teacher in developing the effective LTSM for the Lesson and presented well	B, D (SY, SE)

4	8/8		FM
5	2/5		C
6	0/5	The 1 School resources are avallable.	B, D (SY, SP)
7	1/5		C

The analysis of this examination paper showed that the student's proficiency in English writing was the second biggest contributor to poor academic performance. In 7 of the 18 questions, incorrect or incomprehensible English writing penalised the student in achieving better marks. The answers were further analysed and categorised to establish why these answers were incorrect or incomprehensible English. The contributions are as follows:
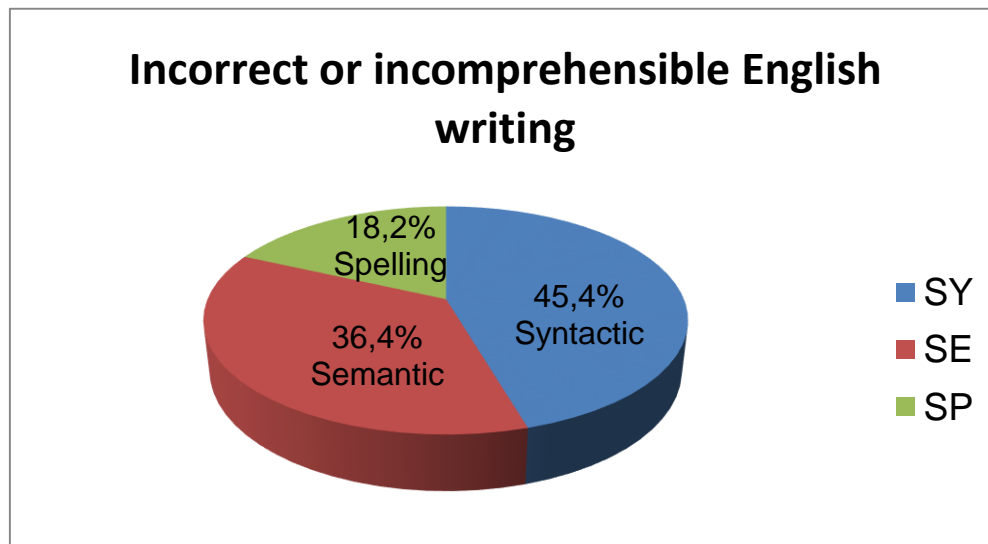
Exam paper 13   Mark allocated: 23%   Module: Creative Arts

Total number of questions: 23

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	5/5		FM
1.2.1	4/4		FM
1.2.2	0/5		B,
1.3	0/6	I will ask learners to collect the newspapers old one.Learners must make a person different kind use paper or carboard, learners must cut it and use imagination while the make that puppet. They must pretend as real person when they tell the story Must use that purpet to talk but learners must pretend as if.	B, D (SY, SE, SP)
2.1	0/5		B
2.2.1	2/3	to be a role play you have to model something the others follow you as you do but don't be a role player you use wrong.	C, D (SY)

2.2.2	0/3	Collect the newspapers or magazine and take the 72 pages and cut the old story are interested and paste it, to do that I will make a book	B, D (SY)
2.3	0/6	Ability to read, write with the melody notation of learner. A bility to read, write the pigment of	B, D (SY, SP)
2.4	0/4		B
2.5	1/6	It help learners the use of imagination. The learners have the strong & strengths when they learn. It help learners weaker and strength to function better. The body is active and stronger than.	C, D (SY)
3.1	4/4		FM
3.2.1	0/3		B
3.2.2	0/3		B
3.3.1	1/2	Plot is the person who act play and move.	C, D (SY)
3.3.2	1/2	Theme – is the main idea or the thing who is the part or start the story.	C, D (SY)
3.3.3	1/2		C
3.3.4	0/2		B
3.3.5	1/2		B
3.4	0/12		B
3.5	1/4		C
4.1	0/2	to use the principles and the goals of Creative Arts and use the natural imagination to thinking. And build their mind to be opened and clearly	D (SY, SE)
4.2.1	1/2	Formal assessment – to support and help	
4.2.2	1/4	Rubric - is to use to collect the marks of learners but use the observation sheet before Recording marks - the teacher must record the mark of the learner after they make sure their work is clear	C, D (SY)
4.3	0/3		B
4.4	0/6		B

The analysis of this examination paper showed that the student's proficiency in English writing was the second biggest contributor to poor academic performance. In 10 of the 23 questions, incorrect or incomprehensible English writing preventing the student from achieving better marks. The answers were further analysed and categorised and it was clear that the student struggles with correct sentence construction (SY = 72%).

Incorrect or incomprehensible English writing

9,1 %
Spelling

9,1%
Semantic

81,8%
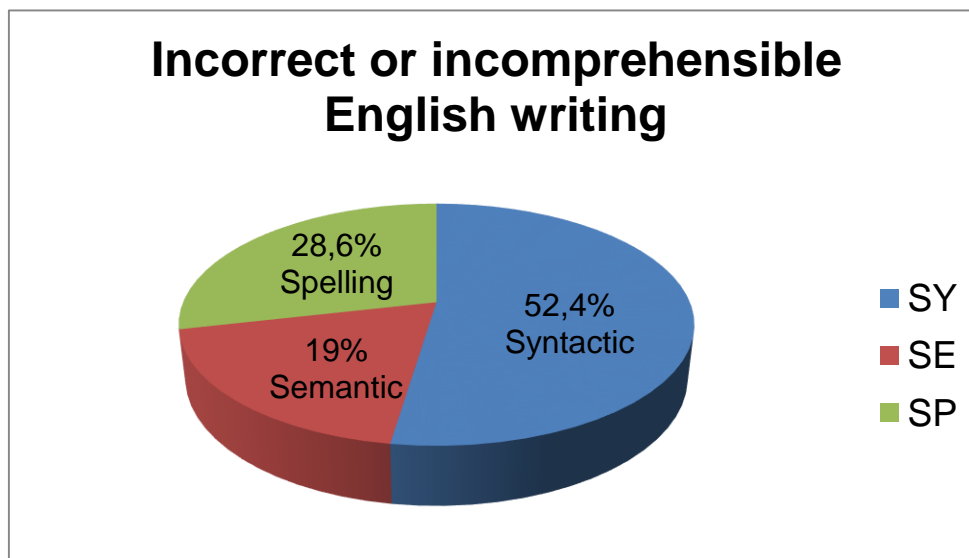Syntactic

- SY
- SE
- SP
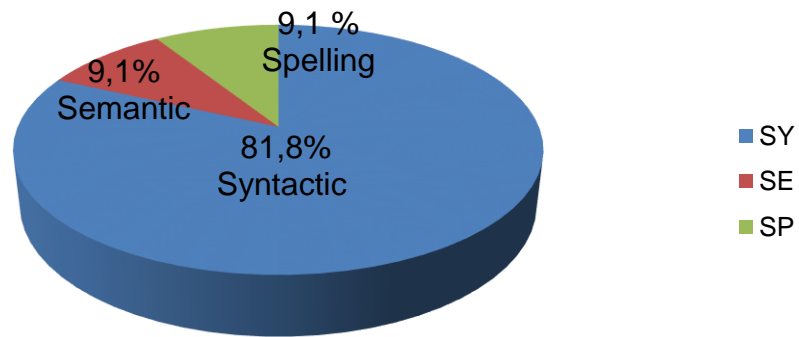
Exam paper 14   Mark allocated: 30%   Module: History

Total number of questions: 22

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	1/4		C
1.2.1	1/4	Know what he is expected to cover on that period from the objectives the teacher can see if learners have understand by asking question based on what he have tough	C, D (SY, SP)
1.2.2	1/2		C
2.1.1	1/2		C
2.1.2	2/2		FM
2.2	3/7		C
2.3	3/8	People use reeds to fight together so that they make raft Raft were not able to cross the see as weavs can mash them. Canones are similar to raft the different is that they do not need wind but (???) many are the ones who make them to move by using the stick on water so that the may continue to flow They were not made to cross sea as its waavs van make it to sink it was made to cross people from larger rivors.	C, D (SY, SP)
2.4.1	2/3	It is the old form of communication but it changes with the development of thim before people use animals to transport this mails you make envelop then have a stamp and address where the mail is going in knowaday people use cars to transport this mail through postal systems.	C, D (SY, SE, SP)
2.4.2	0/3		B
3.1	3/6	Are those that we here from people that were there	C, D (SY)
3.2.1	0/3	They were develot to show that people can luve in them and they are even represented in structure that is important individual mostly and other important thinks in South Africa that were found.	D (SY, SE)
3.2.2	1/3	It represent that people know live in human and the live in peace and the is to no separation whether in skin colours or other resoan that may couse seperat	C,D (SY, SE, SP)
3.3.1	0/3	The language that they were usin and the number symbols that they used to represent and then they trade with other and the inventory of their thins that were more of important	B, D (SY, SE, SP)
3.3.2	0/3	The important of about 200 Gods that were worship by the egptiam their important in rituals that were taikim but ..(???????) – *can not read handwriting*	B, D (SY, SP)
3.3.3	0/3	Thinks that they used in the trade (????) and how how safety was it to trade using animals to carry the goods and the royal (???) will just wait for the people to return important of ivory	B, D (SY)
3.4	0/4		B
4.1	0/8		B
4.2	1/8	Found a place that was not know wich was north of America travel through the sea and later they wrote a book about their discover of things the use place wich were use before the world was divide and the boarden we build to show the separation between countries and the world before the common (???) the was no boader	C, D (SY)
4.3	5/8		C
4.4	0/6	It was not easy for doctor as they were much focusod on time than helping the patient	B, D (SY)
5.1	4/4		FM

5.2	4/6		C

In 11 of the 22 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. It was evident that syntactic problems seem to be the challenge for this student.

Incorrect or incomprehensible English writing

- 52,4% Syntactic — SY
- 19% Semantic — SE
- 28,6% Spelling — SP

Exam paper 15   Mark allocated: 30%   Module: Creative Arts

Total number of questions: 23

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	2/5	It is whereby learners performing any action guided by the teacher	C, D (SY, SE)
1.2.1	4/4		FM
1.2.2	0/5	As a teacher I can protect learners clothes from material during Creative Arts.	B, D (SY)
1.3	1/6		C
2.1	1/5	Create an Imaginative , Original and fun. Creativity stimulate imaginative, Individuality, Originality with an appreciation of an arts. To learners to be creative, they must be think in a logical manner to the creative process	C, D (SY, SE)
2.2.1	0/3		A
2.2.2	2/3	You can even make your own by for example musical Instruments	C, D (SY)
2.3	5/6	It is assist learners positive self-image. It's Encourages Social development. It's helps learners to be flexible	C, D (SY, SE)
2.4	0/4		B
2.5	0/6	Its makes learners body to be healthy.	B, D (SY)
3.1	4/4		FM
3.2.1	0/3		A
3.2.2	0/3		B
3.3.1	0/2		B

3.3.2	0/2			B
3.3.3	1/2			C
3.3.4	1/2			C
3.3.5	1/2			C
3.4	5/12			C
3.5	0/4			B
4.1	0/2			B
4.2.1	2/2			FM
4.2.2	0/4			B
4.3	1/3			C
4.4	0/6			B

In 6 of the 23 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers were further analysed and categorised whereby syntactic errors were the most evident:
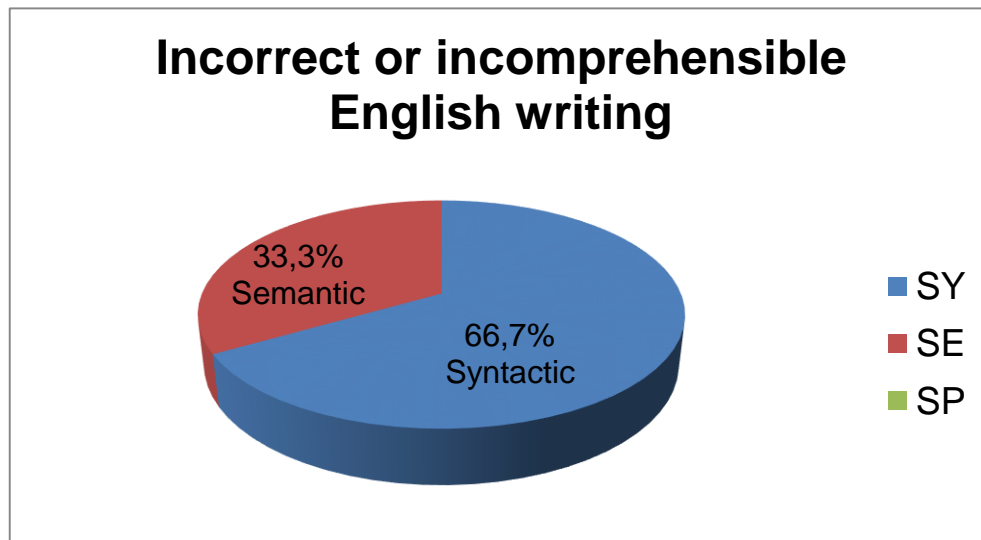

Exam paper 16 Mark allocated: 38%   Module: Creative Arts   Total number of questions: 23

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	5/5		FM
1.2.1	4/4		FM
1.2.2	1/5	It will help learners to exercise and get their loco-motor-skills get reardly	C, D (SY, SP)
1.3	0/6		B
2.1	0/5	They should be creat their thought and they have the rights to stimulate them down. help learners to think critically to do something possible in their mind	B, D (SY, SE, SP)

2.2.1	2/3		C
2.2.2	0/3		B
2.3	2/6	Its help learners involve their actions that they imidiate performs.	C, D (SY, SP)
2.4	0/4	I will stimulate learners creative thinking in performing thinking by allow them enough time to think, allowing them to use their critically thoughts.	B, D (SY)
2.5	1/6		C
3.1	4/4		FM
3.2.1	0/3	In harmony there is pieces in an overall pictures	B, D (SY, SE)
3.2.2	3/3		FM
3.3.1	1/2		C
3.3.2	0/2		B
3.3.3	1/2		C
3.3.4	1/2		C
3.3.5	2/2		FM
3.4	6/12	Timing should influence the actor speaks because there is an time given.	C, D (SY)
3.5	1/4	Music can promote the learners performance of master the lesson. music can also promote the skills of language and listenng talking skills towards learners.	C, D (SY)
4.1	0/2		B
4.2.1	1/2		C
4.2.2	1/4		C
4.3	2/3	...and if they failed its means they need on goin feedback to the creative activities	C, D (SY, SE)
4.4	0/6		B

In 8 of the 23 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers were further analysed and categorised: sentence structure (SY= 57,2%) seem to be this student's challenge.
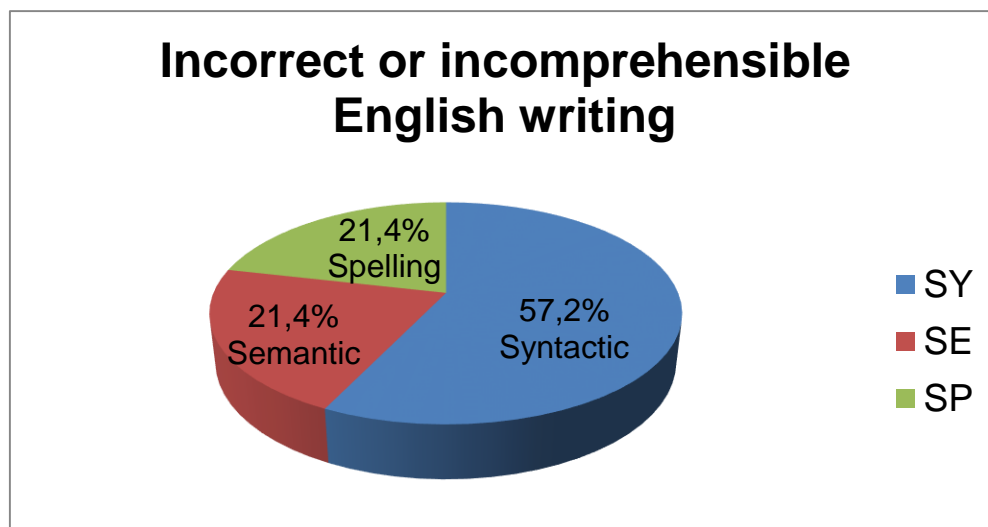
Exam paper 17 Mark allocated: 33%   Module: History

Total number of questions: 22

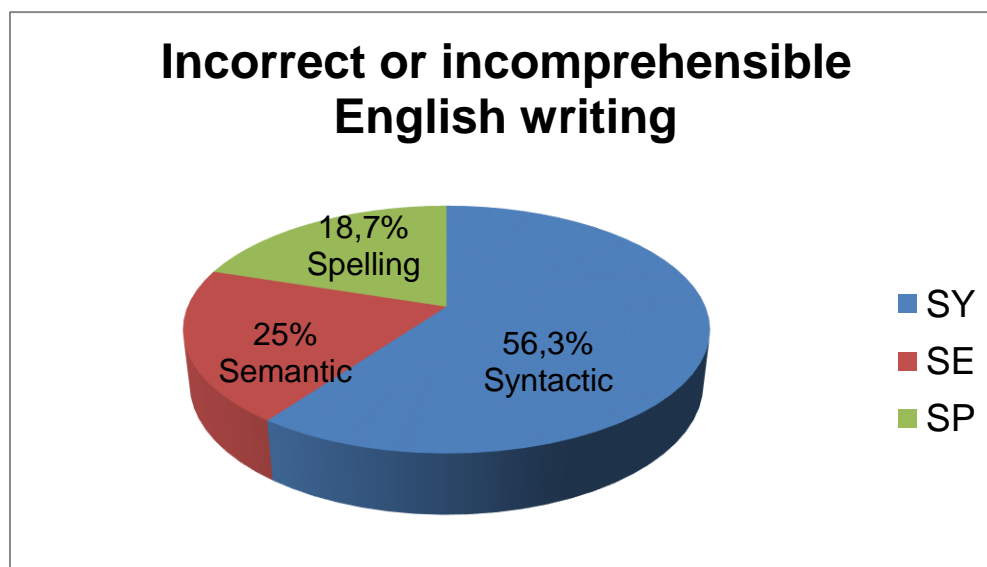| Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	1/4		C
1.2.1	4/4		FM
1.2.2	1/2		C
2.1.1	1/2	Fighting for all people to ive Free From the apartheid and willing to sacrifice with wholeheartedly to see all people live equally without race discrimination.... Nelson Mandela was struggle arrested and jailed...	C, D (SY, SE)
2.1.2	2/2		FM
2.2	4/7		C
2.3	5/8	The rafts were made with tied hollowed wood together with guts.	C, D (SY)
2.4.1	1/3	The way of sending mails delivered by people who were used anmals like horses to harnessed and move place to deliver the letters, Peop were buy stamps and envelops of postal to send their mails to the places where they need to go to. ... but people use animals tha are faster than human to cover the places.	C, D (SY, SP)
2.4.2	0/3	Telephone was used signal waves to connect with a distance people which were invented with Cables. It was very good because people were not be able to move to places which are Far than them, they use it to communicate.	B, D (SY)
3.1	0/6	Rocks art canbe the objects that are replanned to give information of the past in musiums	B, D (SY, SE)
3.2.1	2/3	Two human Figure on the South African Coat of Arms are originated Found in the Eastern Cape Cave, where are taken the museum to be kep in Cape Town. ... there was a sign Shows people who were particular attain the particular power that will help to heal the past. This shows the dance part of peop who were lived before joining the part of togetherness, coherence From their refrain parts.	C, D (SE, SP)
3.2.2	0/3		B
3.3.1	0/3		A
3.3.2	0/3	Pyramids were people who were suffers but build the methodologies of pyramid, ...	B, D (SY, SE)
3.3.3	0/3		A
3.4	0/4	Tell different of life people were live in Gauteng as a big province in South Africa	B, D (SY)
4.1	0/8		A
4.2	1/8	Discuss what the life of todays changed to the the 'New ideas and knowledge about European exploration during the Renaissance.	C, D (SY)
4.3	5/8		C
4.4	1/6	Cause by the oparation that not well done them the germs will take place and cause the dangerous inFection of the wound. When the doctor discory that can make a provision of healing medice to Cover the wond and heal the patien, this will help the patient to be successful heart transparent to give the views and opinions to the doctor.	C, D (SY, SP)
5.1	3/4		C
5.2	4/6		C

In 10 of the 22 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers were further analysed and categorised and it was established that, as in most of the previous data, sentence structure seems to be the student's biggest challenge.

Exam paper 18 Mark allocated: 18%   Module: Creative Arts   Total number of questions: 23

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	4/5	Is is special to Involve learners that can able to creactive Question that don't easly to answers. learners are NON-vebral abilities	C, D (SY, SE, SP)
1.2.1	4/4		FM
1.2.2	0/5		B
1.3	0/6	I will Explain to my learner that 2D is a artwork are flat with artistic elements organised on a flat surface such as paper. I will show them how to make a paper wih become as a 2D art. I will tell my learners that 2D is Natural totally	B, D (SY)
2.1	0/5	It can domibated by the leaner. It is focus on the process on to the product. It can shapen observational.	B, D (SY, SE, SP)
2.2.1	1/3	the learner have a understanding to stimulate learners imagination to promote originality.	C, D (SY)
2.2.2	2/3	be Creative when you a uses on support matirial in the learners.	C, D (SY, SP)
2.3	1/6	The body of learners a digsin to Move. The kinstical learners development	C, D (SY, SE, SP)
2.4	0/4	Leteral thinking involve the maginative of a learne to insure that is correct or incorrect e.g. Name the coulor of the rainbow Vatical thinking - Creative information Solution Solve problem e.g. Question name the centron of an egg.	B, D (SY, SE, SP)

2.5	0/6	Preparaction - Gethering Information and ideas Formulate. Incubaction - the learne Flow ideas and develop. MOvement Comtina learners to know music, rhythm in a kanistick of the body of are learner a important Illumination. Movement dance hrym their resh the body of learners.	B, D (SY, SE, SP)
3.1	4/4		FM
3.2.1	0/3	Harmony the elements of art are arranged on the blank space is referred to as the principles of design. help learners to Creative involve in special.	B, D (SY)
3.2.2	0/3	Variety elements of artsick are arranged on the blank spece is referred to as Creative Involveel of the learners to Perform in the classroom.	B, D (SY, SE, SP)
3.3.1	0/2		B
3.3.2	0/2	We all that them is that part imprese the Feeling on a learners	B, D (SY, SE, SP)
3.3.3	1/2		C
3.3.4	0/2	Spectacle is when you know that in the story the is the part of sad happy and enjoyble	B, D (SY, SP)
3.3.5	0/2	Explain the thinks that happen to with	B, D (SY, SP)
3.4	0/12	Movement skills - The move of the voice how to move. diction - it whe creative the speaking, art, perfomence	C, D (SY, SE, SP)
3.5	0/4	as a teacher we need to see that learners can experee their Feeling and coodination.	B. D (SY, SE, SP)
4.1	0/2	the Purpose of assessment is to creative a learner his maginative and allow leaners to Perform in the Classroom and Observed it.	B, D (SY, SE, SP)
4.2.1	0/2	Is role of the methods that is appropriate to use in Creative Arts.	B, D (SY)
4.2.2	0/4	I wil give the learners the task and give them the time will Stop. and ask learners to that when the time is goes on move the paper on the other group and Count to 10. Written the next question. If the group their Finish firster I will give those group are Mark that is diserve it.	B, D (SY, SE, SP)
4.3	0/3	Group assessment in creative activities I will effectively with older learners. learners will ongeges the total Creative Arts.	B, D (SY, SP)
4.4	0/6		B

The analysis of this examination paper showed that the student's proficiency in English writing was the biggest contributor to poor academic performance. In 19 of the 23 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers were further analysed and categorised to establish why these answers were incomprehensible. This analysis shows that the student lost most marks because of incorrect/incoherent sentence structures.

Incorrect or incomprehensible English writing

- 41,8% Syntactic (SY)
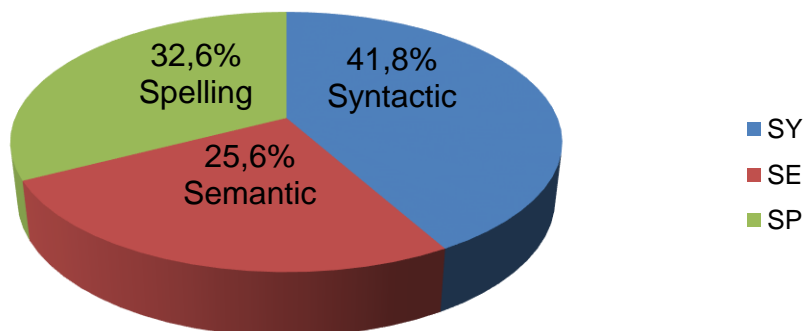- 25,6% Semantic (SE)
- 32,6% Spelling (SP)

Exam paper 19   Mark allocated: 33%   Module: Learning Support

Total number of questions: 19

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	2/4		C
1.2.1	2/6		C
1.2.2	5/8		C
2.1.1	4/4		FM
2.1.2	3/4		C
2.2	2/10		C
2.3.1	0/3		B
2.3.2	0/3		B
2.4	4/6	The ensure spelling time to the class.	C, D (SY, SE)
2.5	2/6		C
2.6	0/5		A
2.7.1	1/4	The teacher will take words that are little same and spell to the learners such as work, word.	C, D (SY)
2.7.2	0/3	The first will explain the in this strategy you first look the phonics.	B, D (SY, SE)
2.7.3	0/4		B
2.8	0/3		B
3.1	2/7		C
3.2	1/5	Learners becoume compitence reasoner. Learners should able to comprehend to what the read or the think off. Learners should able to combine two information in order to take one.	C, D (SY, SP)
3.3	0/5		A
3.4	5/10		C

In 4 of the 19 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers were further analysed and categorised to establish why these answers were incorrect or incomprehensible:
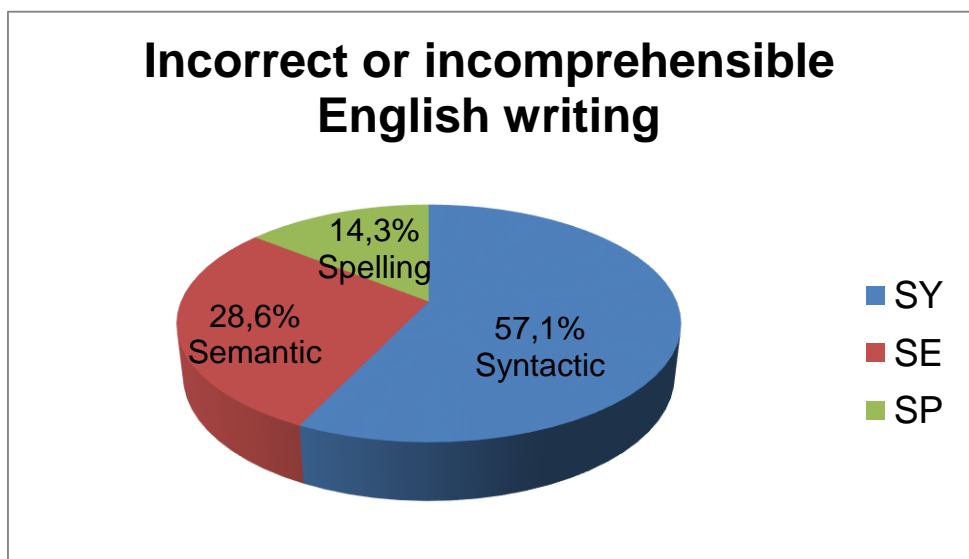

Exam paper 20   Mark allocated: 34%   Module: History

Total number of questions: 22

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	2/4		C
1.2.1	3/4	Help the teacher to aim the main or important ideas. What espected can the teacher and learners do in the lesson like activities.	C, D (SY, SP)
1.2.2	1/2		C
2.1.1	2/2		FM
2.1.2	0/2		B
2.2	4/7		C
2.3	3/8		C
2.4.1	2/3	People pay stamp to make their mail send.	C, D (SY)
2.4.2	2/3	When the electricity introduce the people change or use telephone.	C, D (SE, SP)
3.1	1/6		C
3.2.1	1/3		C
3.2.2	0/3		B
3.3.1	0/3		A
3.3.2	0/3		B
3.3.3	0/3		B
3.4	0/4		A
4.1	0/8		B
4.2	0/8		A

4.3	6/8		C
4.4	0/6		A
5.1	4/4		FM
5.2	4/6		C

The analysis of this examination paper showed that the student's proficiency in English writing was not a big factor that contributed to poor academic performance. Only in 3 of the 22 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers were further analysed and categorised to establish why these answers were incorrect or comprehensible:
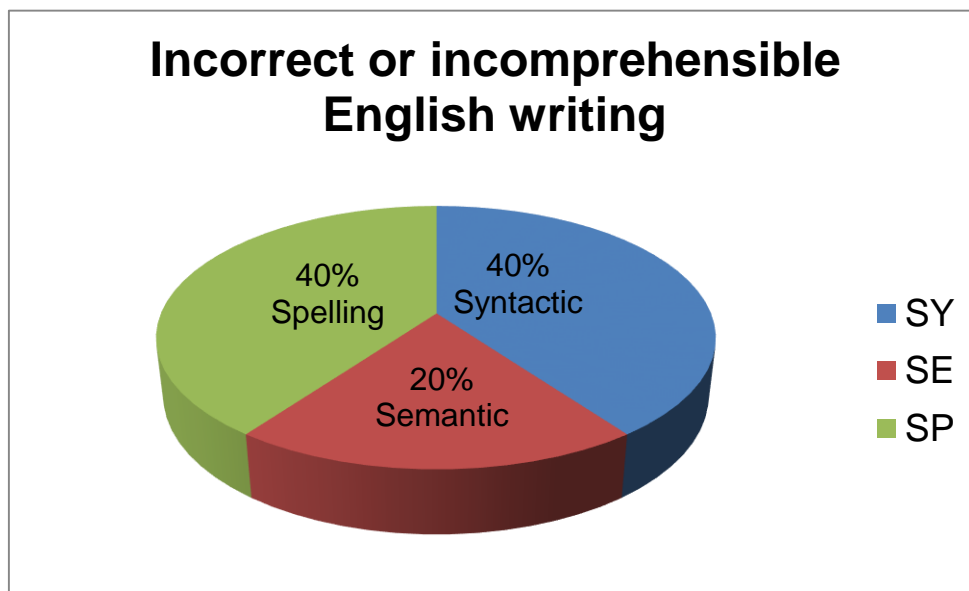

Exam paper 21 Mark allocated: 29% Module: Teaching as a Profession

Total number of questions: 18

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	1/3	Values are what we believe on, things that we as human believes in.	C, D (SY)
1.2	0/2		B
1.3	3/6		C
1.4	3/8	Have posters in the walls for learners work.	C, D (SY)
1.5.1	3/3		FM
1.5.2	0/5		B
2.1	0/6	How does the learner being motivated by the teacher	B, D (SY)
2.2	5/5		FM
2.3	4/12	Culture and individual differences as indivdual	C, D (SY)
3.1.1	4/4		FM

3.1.2	0/12	The teacher in his classroom or subject that he teaches the learners, should provide the learners with clear meaningful of the lesson and activities. Think out the big picture. The teacher should also clear perceptions.	B, D (SY)
3.2	0/4		B
3.3	0/4	Have and expect perceptions.	B,D (SY,SE)
4.1	1/2		C
4.2	3/3		FM
4.3	0/4		B
4.4	0/5		B
4.5	2/12		C

In 6 of the 18 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The analysis shows that the student mostly lost marks because of incorrect or incoherent sentence structures.
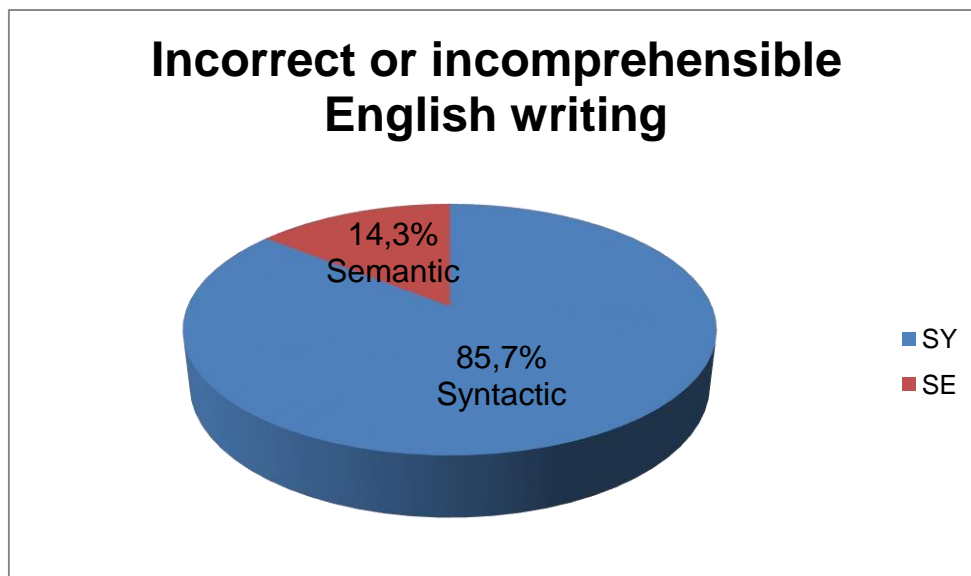

Exam paper 22   Mark allocated: 29% Module: Learning support

Total number of questions: 18

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	1/4		C
1.2.1	0/6	Every learners have to work in coordination.	C, D (SY, SE)
1.2.2	4/8	The parent have to work in hand with the class teacher.	C, D (SE)
2.1.1	1/4		C
2.1.2	0/4	The teacher have to look the learners in cooperating with others and assess the learners.	C, D (SY, SE)
2.2	4/10	The teacher (I) I will create activities such as playing the ball	C,D (SY)

2.3.1	0/3		B
2.3.2	2/3	The teacher should make sure that all learner participation is available.	C, D (SY)
2.4	3/6	Make reading every early morning.	C, D (SY, SE)
2.5	3/6	I will read the with the whole class in many times	C, D (SY)
2.6	0/5	Encoding means to help learner according to his lackage.	B, D (SY, SE, SP)
2.7.1	1/4	It where the teacher uses the words as a chain (?) ...poor writing....	C, D (SY)
2.7.2	0/3	Unknown phonics the teacher should find the meaning of each words and explain it to the learners understandable.	B, D (SY)
2.7.3	2/4		C
2.8	1/3		C
3.1	2/7		C
3.2	2/5		C
3.3	1/5		C
3.4	1/10	All records for each learner should be same with these appears to the records books.	C, D (SY)

The analysis of this examination paper showed that the student's proficiency in English writing was the biggest contributor to poor academic performance. In 11 of the 18 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. Correct sentence construction seems to be the biggest challenge for this student.
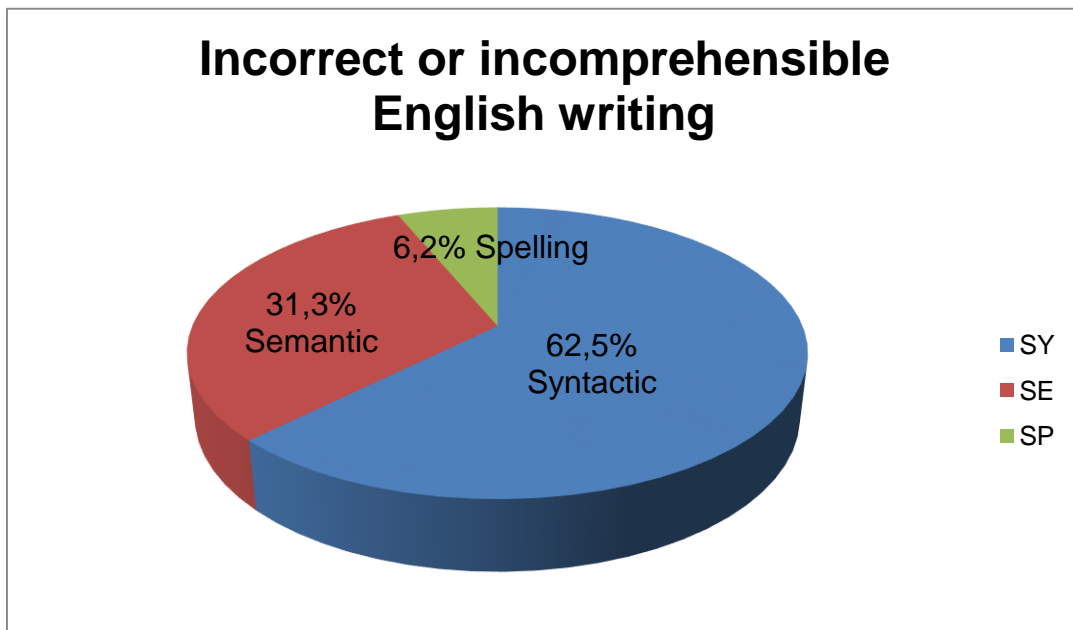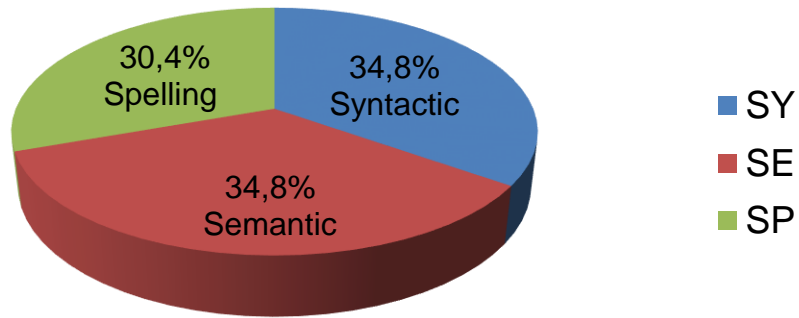
Exam paper 23 Mark allocated: 22% Module: History   Total number of questions: 22

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	0/4		B
1.2.1	1/4		C
1.2.2	1/2	These mainly because mainly the baeriefier but due up. LTSM also helps teachers to plan effectively and provision of transport due to te fact that these sensl tanks brings out dust.	C, D (SY, SE, SP)
2.1.1	1/2	I will choose Mahatma for bhsicall the health of a lifestyle. Explain te tu stanle as cluted in the next life. learner need to be taught to meng as much as ulchmna	C, D (SY, SE, SP)
2.1.2	0/2		B
2.2	4/7		C
2.3	0/8	Common forms of transfermention, these terran the indemenstyl with the gusy. if tgey are not made of wood tgat lat on mater no dondy much. raffeters are also the focus of transport although rafts are builiding circles or statues that are holy.	B, D (SY, SE, SP)
2.4.1	0/3	Postal system was very popular had taken law onto	B, D (SY, SE)
2.4.2	0/3	Telephone changed through time on the basis that that subho the clyne ...the g et snow of	B, D (SY, SE, SP)
3.1	0/3	Primary source is also known as the reliabale focussed then proude...This is where the Obscenie oor dinner to be ..???.	C, D (SY, SE, SP)
3.2.1	1/3		C
3.2.2	1/3	The Khoi san people nene seemed te be tie peoplete hunt and gater their fruits negetakle and nensikonisa ?????	C,D (SY, SE, SP)
3.3.1	1/3		C
3.3.2	0/3		B
3.3.3	1/3		C
3.4	2/4		C
4.1	0/8	The found with hy father and uncle far yeers in across the african coast	B, D (SY, SE, SP)
4.2	0/8		A
4.3	3/8		C
4.4	0/6		B
5.1	4/4		FM
5.2	2/6		C

In 8 of the 22 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The student experienced challenges with both syntactic and semantic issues.

Incorrect or incomprehensible English writing

34,8% Syntactic	SY
34,8% Semantic	SE
30,4% Spelling	SP

Exam paper 24   Mark allocated: 14%   Module: Creative Arts

Total number of questions: 24

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	3/5	Learners are help to	C,D (SY)
1.2	0/9		B
1.3	0/6	how the are able to give	B,D (SY)
2.1	1/5	Creativity help learners to be able to art stories and write	C, D (SY)
2.2.1	0/3		A
2.2.2	0/3		B
2.3	2/6		C
2.4	0/4		B
2.5	1/6		C
3.1	4/4		FM
3.2.1	0/3		B
3.2.2	0/3		B
3.3.1	0/2		B
3.3.2	0/2		B
3.3.3	1/2		C
3.3.4	0/2		B
3.3.5	0/2		B
3.4	0/12		A
3.5	0/4		B
4.1	0/2		B
4.2.1	0/2		B
4.2.2	0/4		B

4.3	2/3	To release sky	C,D (SY, SE)
4.4	0/6		A

In only 4 of the 24 questions, incorrect or incomprehensible English writing was evident. In these questions, the student experiences challenges mostly with correct sentence structure.
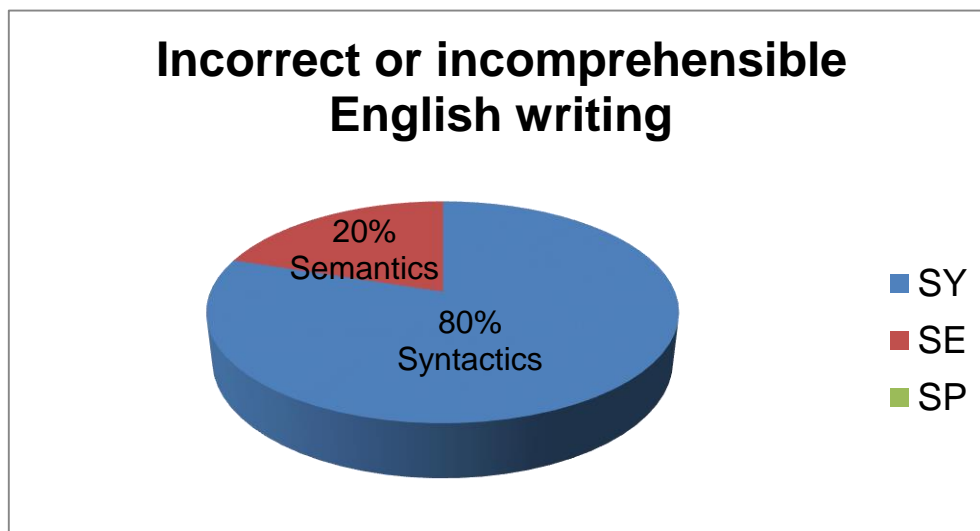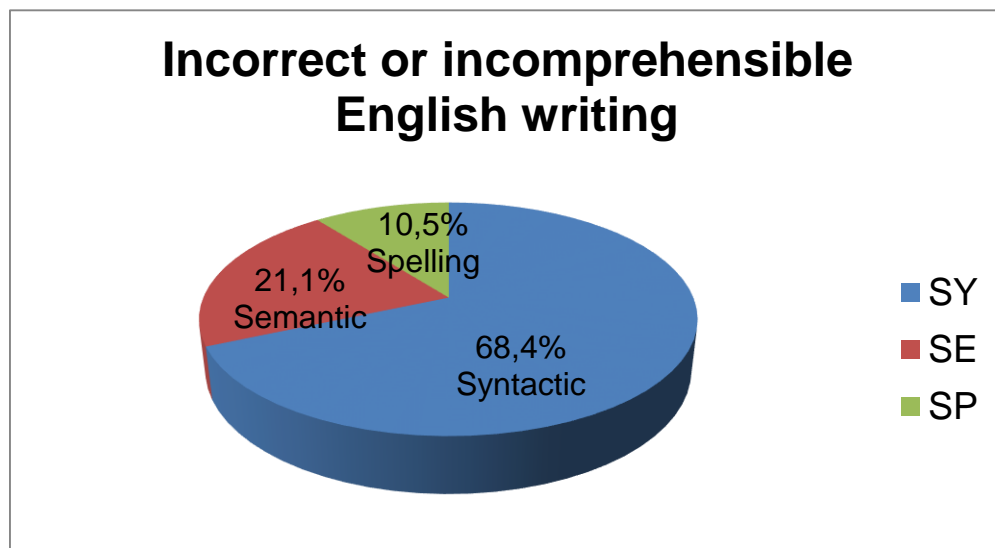

Exam paper 25   Mark allocated: 13%   Module: Creative Arts

Total number of questions: 24

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	0/5		B
1.2	0/9		B
1.3	0/6	When teach 2D in the Foundation Phase the used the flat in the surface area and they cut the equal size they have flat in the surface area. the 2D have the length and width and then the asked the learners all side to tell which side are equal or have length and which is width. The surface area are flat and the paper folder to see learners how to learn the 2D in the surface.	B, D (SY)
2.1	0/5	Creativty is te develop the imagination in the individuals	B, D (SP)
2.2.1	0/3	The learner will be learn about the role-play in. They must collect their own LTSM. in you do role-play.	B, D (SY)
2.2.2	0/3		B
2.3	1/6	Identify them activities. Prepared lesson to their learners.	C, D (SY, SE)
2.4	0/4		B
2.5	0/6	The learners will be move when you dance or sing a song. and then listen the sound of the music careful what do you mean the song that you sing the sound is right or not.	B, D (SY, SE)
3.1	3/4		C
3.2.1	2/3		C

3.2.2	1/3	Variety is the way of combining of the element such as that complicated the relationships are created.	B, D (SY, SE)
3.3.1	1/2		C
3.3.2	1/2		C
3.3.3	1/2	Characters is the take the action in the story or music	C, D (SY)
3.3.4	0/2	The acting the movement of the drama or dancing.	B, D (SY)
3.3.5	0/2	The genre of the plotting the dancing in the music.	B, D (SY)
3.4	0/12	Acting to move them and stap by step in dancing. Diloque: speak that you ask question and answer them (speaker)	B, D (SY, SP)
3.5	0/4	Teach music: the learners will be understand the music and difference that you sing. The learners will be actor when and they know to sing and skill of music must perform.	B, D (SY)
4.1	0/2	Purpose of assessment creative in the foundation to develop the learners their skills and knowledge to create their own Creative Arts and individual, groups and pairs.	B,D (SY)
4.2.1	0/2	The goal of formal assessment is to achieve the lesson and the learner what you learn when you teach the lesson	B,D (SY)
4.2.2	0/4		B
4.3	3/3		FM
4.4	0/6	The learners will be growth fast and increase muscle in body perceptual skills e.g muscles	B, D (SY, SE)

In 14 of the 24 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers were further analysed and categorised to establish why these answers were incorrect or incomprehensible:


Incorrect or incomprehensible English writing

10,5% Spelling
21,1% Semantic
68,4% Syntactic

SY
SE
SP

Exam paper 26   Mark allocated: 30% Module: Creative Arts

Total number of questions: 24

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	5/5		FM
1.2	5/9		C
1.3	2/6	They can be slide or formed in different types of objects looking at the sides.	C, D (SY, SE)
2.1	1/5		C
2.2.1	2/3		C
2.2.2	1/3		C
2.3	0/6		B
2.4	1/4		C
2.5	0/6		B
3.1	4/4		FM
3.2.1	0/3		A
3.2.2	0/3		A
3.3.1	0/2		B
3.3.2	0/2	I	B
3.3.3	1/2		C
3.3.4	1/2		C
3.3.5	1/2		C
3.4	0/12		B
3.5	0/4		B
4.1	1/2		C
4.2.1	2/2		FM
4.2.2	2/4		C
4.3	1/3		C
4.4	0/6		B

The analysis of this examination paper showed that the student's proficiency in English writing hardly contributed to poor academic performance, with incorrect or incomprehensible English writing identified in only of 1 of the 22 questions as preventing the student from achieving better marks.
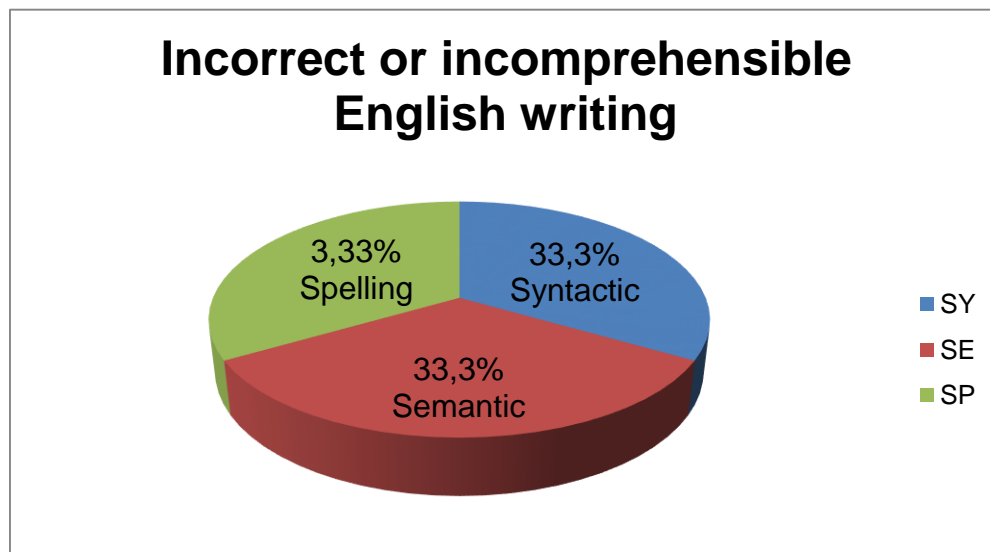
Incorrect or incomprehensible English writing
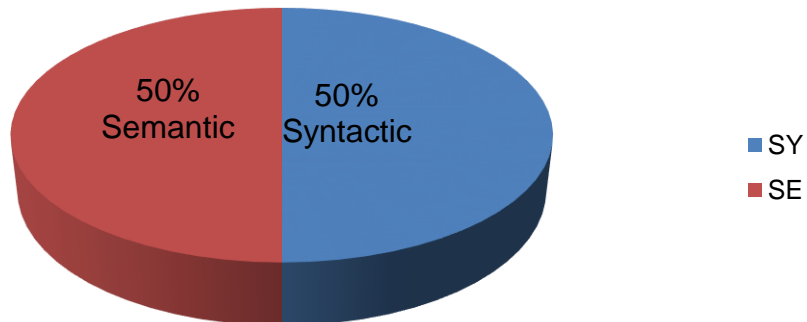
Exam paper 27   Mark allocated: 39%   Module: Creative Arts

Total number of questions: 24

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	5/5		FM
1.2	7/9		C
1.3	1/6		C
2.1	3/5	It can be vievoed as development of new ideas to the indivdually. It where learners come with the known elements and part experiences to create something new to someone.	C, D (SY, SP)
2.2.1	3/3		FM
2.2.2	1/3		C
2.3	2/6		C
2.4	0/4		B
2.5	0/6		B
3.1	4/4		FM
3.2.1	0/3		A
3.2.2	0/3		A
3.3.1	1/2		C
3.3.2	2/2		FM
3.3.3	1/2		C
3.3.4	2/2		FM
3.3.5	2/2		FM
3.4	C/12		B
3.5	0/4		A
4.1	0/2		B

4.2.1	0/2		B
4.2.2	0/4	I will assess learners in creative communicate	B, D (SE)
4.3	1/3		C
4.4	0/6		B

The analysis of this examination paper showed that in only 2 of the 24 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks.
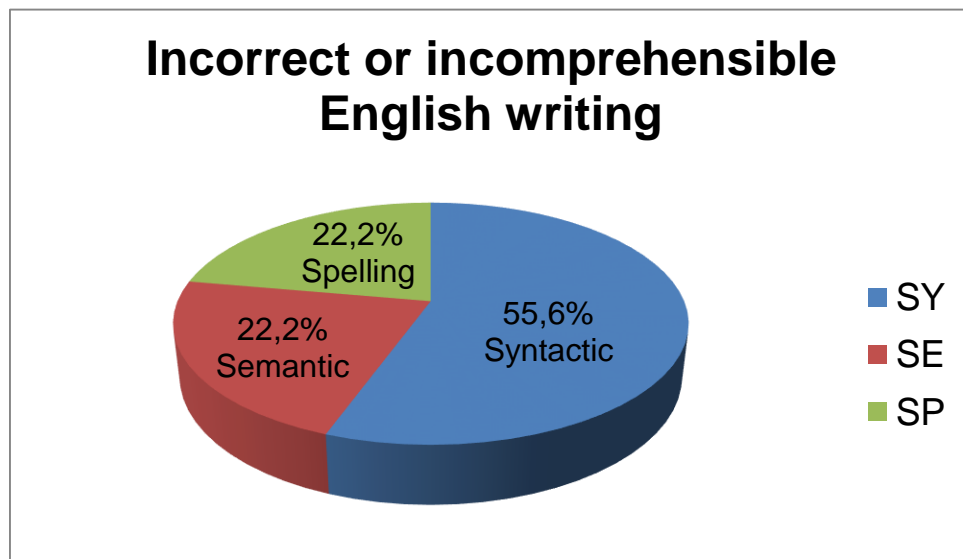

Exam paper 28   Mark allocated: 43%   Module: Creative Arts

Total number of questions: 24

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	5/5		FM
1.2	5/9		C
1.3	0/6		B
2.1	2/5		C
2.2.1	2/3		C
2.2.2	3/3		FM
2.3	0/6		B
2.4	0/4		B
2.5	4/6		C
3.1	4/4		FM
3.2.1	2/3		C
3.2.2	3/3		FM
3.3.1	0/2		B

3.3.2	1/2		C
3.3.3	1/2		B
3.3.4	0/2		B
3.3.5	0/2		B
3.4	7/12	Vocal expression - express the world with good manner	C, D (SY, SE)
3.5	0/4	It because help learners to see talent of music and help learners to enjoy their self if they something doing well. it help learners even the community because becomes with different telent and learners enjoying to using music even learners in foundation phase assebly learners sing very nice.	B, D (SY, SE, SP)
4.1	2/2		FM
4.2.1	1/2	To achieve learners when assessment during exam or checking learners levels.	C, D (SY)
4.2.2	0/4	Formal assessment it as if use oral will observe learners then iwill write down their marks of learners	B, D (SY)
4.3	1/3	It particula. value of in older group.	C, D (SY, SP)
4.4	0/6		A

In 5 of the 24 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers with incomprehensible English were further analysed and categorised to establish why these answers were incorrect or incomprehensible:
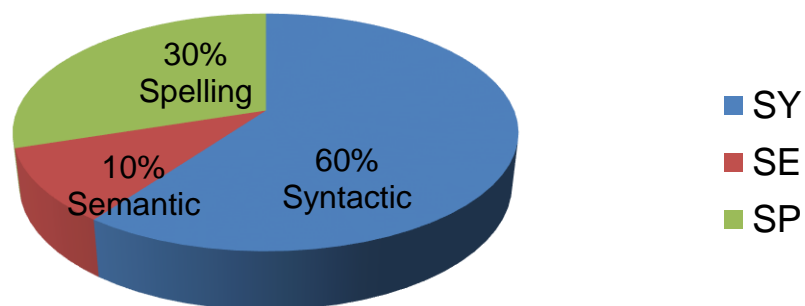
Exam paper 29   Mark allocated: 32%   Module: Teaching as a Profession

Total number of questions: 18

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	2/3	Values are interwone in all aspects of teaching. Values people belief that when you think of values usually being held by diligation.	C, D (SY, SP)
1.2	0/2	They think it better to gain knowledge not to teach your learners or say to your learners that things it dangerous but when teachers ask why the answer no listen to me.	B,D (SY)
1.3	6/6		FM
1.4	5/8		C
1.5.1	1/3	The law of SACE it to help teachers in environment or those people who want to do your name vadalise.	C, D (SY, SP)
1.5.2	0/5		B
2.1	0/6		B
2.2	1/5	Connect the classroom to the outside the morals	C,D (SY, SE)
2.3	6/12		C
3.1.1	2/4	Which means Mr Ggweni can transform of change because he is seeking of change.	C, D (SY)
3.1.2	0/12		B
3.2	1/4		C
3.3	0/4		B
4.1	0/2		B
4.2	3/3		FM
4.3	0/4		A
4.4	4/5		C
4.5	1/12	Gardicate for new teacher and you	C,D (SP, SY)

In 6 of the 18 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers were further analysed and categorised to establish why these answers were incorrect or incomprehensible:

Incorrect or incomprehensible English writing

- SY
- SE
- SP

- 30% Spelling
- 10% Semantic
- 60% Syntactic

Exam paper 30   Mark allocated:30%   Module: Teaching as a Profession

Total number of questions: 18

Question	Mark	Example of English writing as reason for no mark allocation	Reason
1.1	3/3		FM
1.2	0/2		B
1.3	4/6		C
1.4	1/8	Moral Ethos are the continuoulslly have respect towards learners.	C
1.5.1	2/3		C
1.5.2	0/5		B
2.1	0/6	The teacher should be able to adress him/herself in order for learners to trust her.	B,D (SY, SE)
2.2	5/5		FM
2.3	1/12		C
3.1.1	4/4		FM
3.1.2	0/12		B
3.2	2/4		C
3.3	0/4	The teacher must create a framework and that frame work must learners must be able to make choices on that framework.	B,D (SY, SE)
4.1	2/2		FM
4.2	2/3	Did I achieve the all my academic reflection or not - what need to be changed	C,D (SY, SE)
4.3	3/4		C
4.4	0/5		B
4.5	0/12	You must have your own expect	B,D (SY, SP)

The analysis of this examination paper showed that the student's proficiency in English writing was not a factor that significantly contributed to poor academic performance. Only in 4 of the 18 questions, incorrect or incomprehensible English writing prevented the student from achieving better marks. The answers were further analysed and categorised to establish why these answers were incorrect or incomprehensible: