Academic performance, bilingualism, and rurality: insights from Grade 10 History classroom contexts

By

Khensani Eunice Sombani

Submitted in fulfilment of the requirements for the degree of

Master of Education

in the
Department of Humanities Education

at the
University of Pretoria

Student number:21832553

Supervisor:
Dr Nkhensani Maluleke

2024

DECLARATION OF ORIGINALITY

I, Khensani Eunice Sombani, of student number: 21832553 declare that this dissertation titled, "Academic Performance, bilingualism and, rurality: insights from Grade 10 History Classroom Contexts", which I submit for the degree of Master of Education at the University of Pretoria, is my work and has not previously been submitted by me for a degree at this or any other tertiary institution.

Signature:

Date: 29 November 2023

ABSTRACT

The language of learning and academic performance has drawn the interest of researchers from around the world for some years. This study aimed to investigate the impact of the language of learning and teaching (LoLT) on the academic success of Xitsonga-speaking Grade 10 learners in a rural History classroom context focusing on four quintile 1 schools in the Mopani district in Limpopo province.

The study employed mixed methods that involved observation of teachers and learners in their Grade 10 History class during learning and teaching, interviews with the four History teachers from the four sampled schools, and a focus group setting. The quantitative data was collected using the Solomon Four quasi-experiment.

The findings showed that the academic performance of the learners was influenced negatively by their poor proficiency in the LoLT, lack of resources both at school and at home, and the use of the first language (L1) in the learners' home environment. They also showed that educators often resort to learners' first language during teaching and learning to facilitate cognition and that where learners' L1 is used as a language of input, the learners performed better than where the language of input is English. Therefore, the use of the learners' L1 is effective in enhancing and consequently improving their academic performance.it is further recommended that the learners' linguistic repertoire should be utilized through translanguaging during learning to enhance learners' cognition of content and improve their academic performance.

Key terms: Academic performance, Bilingualism, Classroom interaction, Language of Learning and Teaching (LoLT), multilingualism, Rurality, Translanguaging, and Translingual pedagogy

EDITOR'S CERTIFICATE

This document certifies that the **manuscript** listed below was edited for proper English language, grammar, punctuation, spelling, and overall style
by

Dr KA Gazu
Lecturer in English Studies
khulekani.gazu@gmail.com

Manuscript

Academic performance, bilingualism, and rurality: insights from Grade 10 History classroom contexts

By

Author

Khensani Eunice Sombani

Date

29.11.2023

Signed

Disclaimer: Track changes are to be accepted or rejected by the author.

DEDICATIONS

This dissertation is dedicated to my late father, Antonio Sumbani, and grandmother, Rhulani Janet Makaukau, for seeing the potential for success in me. While I was still struggling with my secondary education. My mother, Tintswalo Grace, this is also dedicated to you, for your prayers and continued encouragement when I wanted to give up—my children; Zanele, Ntsakiso, and Lulama, for your continued support throughout this journey. My grandson Luthando, your voice always brought joy when the frustration of not getting it right threatened to swallow me. Finally, my loving husband Shadrack Skheto, for your patience and support throughout this journey. Khanimamba Magoda, Ripindi ro phasa homu ri phasa na rhole.

ACKNOWLEDGEMENTS

I am deeply grateful to all the people who have supported me throughout my studies. First, I would like to thank Dr. Maluleke N., my supervisor, for her invaluable guidance and unwavering support throughout my study journey. Dr. Makgabo's contribution was also instrumental in my success, and I am grateful for her assistance.

I would also like to express my heartfelt thanks to the following people for their unconditional support. Your encouragement kept me motivated, and I would not have made it without your unwavering support. Maswanganyi Alpha, for his technical support, he was always available to assist whenever I encountered technical difficulties. I am also grateful to my two principals, Ms. R.P Hlambela and Mathebula N.J. for their understanding and support during my studies. My study partner, Makhubele U., deserves special mention for motivating me to push harder without even realizing it. I am also grateful to my colleagues in the English department, Nkuna T.C., Zitha R.P., and Mathebula T.A., who always had my back when juggling work and studies overwhelmed me. Through their support they made it easier for me to reserve some energy for my studies. And finally, to Mr. Sithole M.M., thank you for being the voice of reason when the pressure from the studies got too much and threatened to interfere with my work. Your support was invaluable, and I am forever grateful. Above all, I give my sincerest gratitude to God who made it all possible, for in all areas during my studies he connected me with people who were willing and happy to assist me in ways I never thought possible as it is promised in Ephesians 3:20.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Figure	Description

Figure 1   Two-pronged theoretical framework.

LIST OF ABBREVIATIONS AND ACRONYMS

- ESL-English second language.
- L2 -Second language is the language that is additional to the language that learners use as a home language, in the South African context most learners in public schools have English as the additional language.
- LoLT- Language of learning and teaching

- MTT -ministerial task team -a task team appointed by the minister of education to investigate the plausibility of making History compulsory in all grades.
- OBE-outcomes-based education.

CHAPTER 1: STUDY ORIENTATION

1.1. Introduction and Background

The relationship between the language of instruction and learners' academic performance has received attention from researchers in South Africa and globally. Academic performance can be understood as the outcome of education and the extent to which students achieve their educational goals, which need to be achieved over a certain period and measured during assessment (Narad & Abdullah, 2016). However, for many learners in developing countries like South Africa, assessment is conducted in a Language of Learning and Teaching (LoLT) that is not their home language, typically English (Bunyi, 1999; Hameso, 1997).

In the African context, French and English are two languages identified as the most widely used languages for education, specifically in many previously colonised African countries (Ingse & Brock-Utne, 2009).furthermore, the use of non-native languages as languages of learning and teaching (LoLT) is rooted in the well-known scramble for Africa and the arrival of missionaries whose mission was to colonise Africa. This inevitably led to the enforcement of language policies where African children were educated in foreign languages, implicitly perpetuating Western cultures (Michalopoulos & Papaioannou, 2020). Post-colonisation, African countries were left with colonial masters' languages as the recognised formal languages for business and education (Hameso, 1997). For South Africa, the language was predominantly Afrikaans, which later changed to English due to local politics.

After the dawn of South African democracy in 1994, the new dispensation introduced the Bill of Rights in the constitution, guaranteeing every child's right to basic education (Asmal & Sachs, 1996). The South African Schools Act of 1996 also came along and gave the school governing body authority to choose the language of learning and teaching in terms of Section 3(4)(m) of the National Education Policy Act 27 of 1996 in an attempt to make sure that all the official languages are not sidelined(South Africa, 2006). However, in public schools, mainly rural schools, it is commonly accepted that from Grade 4 onwards, English is predominantly chosen as LoLT although it presents a language barrier for learners (Evans & Nthulana, 2018; Selemela, 2020). Learners

1

in Grades 1-3 are taught in their home language (s), and English is only offered as a subject. The policy also allows a maximum of three languages to be learned at school(South African Government, 1996a).

It is also important to note that rural provinces have more learners who have less exposure to English resources than their urban counterparts who have more exposure (Evans & Nthulana, 2018). Furthermore, in cases where learners in urban schools use another language at home, they are immersed in English as though they were home language users, resulting in them having a good command of English and their Home Language (L1). At the same time, their rural counterparts are primarily immersed in their L1 and are only exposed to English in the school environment as a subject and as LoLT. Even then, the rural learners often communicate amongst themselves in their L1. The reality for rural and urban learners is that the language of schooling is hardly the language of their lives. Inevitably, these learners are bilingual or multilingual in a monolingual education system.

According to early literature by Grant (2008) bilingualism should be thought of as being on a continuum, where a person may have different levels of proficiency in two languages, irrespective of how and when they were acquired. In addition, bilingualism can also be seen as the use of two languages in educating learners to make them bilingual, especially when educating learners of minority languages (Garcia & Lin, 2017). Earlier literature by Koktuk, Odacıoğlu, and Uysal (2016) also defines bilingualism as being brought up using two languages and competent in them, which leads to a person having a certain degree of biliteracy.

For learners from urban and rural areas who are exposed to two languages, which are the LoLT and their first language, the degree of exposure varies due to the limited resources in the rural communities and background for rural learners, which ultimately leads to limited exposure to the LoLT and difficulties understanding content, Th is results in teachers using both home language and the LoLT during teaching and learning (Maluleke, 2019; Maluleke, Klu & Demana , 2020).

Learners who enrolled for History as one of their subjects are primarily at an advantage when they have a good command of English as it requires learners to write essays and paragraph questions during the assessment. Most importantly, History is seen as an essential subject to teach learners about aspects of culture and to inculcate in them a reverence of their past (Goh, 1989). However, the number of learners enrolled in History classes has been dwindling steadily since the introduction of OBE in 1997. This is detrimental to both the learners knowledge and of their historical and cultural backgrounds. Since it is believed that History can potentially develop learners' knowledge of their culture, furthermore History is seen as a subject that requires teachers to have specialised knowledge (Dube, 2018).hence the dwindling numbers of learners can eventually lead to the dwindling numbers of teachers with the necessary specialised knowledge.

Earlier literature by Black, (2014) showed that while adults including some teachers exhibited a negative attitude toward History as a subject, due to them being uninformed and prejudiced against secondary school History, which is believed to have been used in the past as an insidious form of indoctrination by other sections of the community, learners were more optimistic about it, which shows that the future of History is not completely bleak. (Black, 2014). The decline in numbers of learners taking History as a subject has also affected the Mopani district which has only 13 schools that are offering History from the 35 quintile 1 schools in Xitsonga-speaking communities, (Nngwedzeni, 2021). Hence, this study aimed to determine the impact of English LoLT on the academic performance of Grade 10 learners in rural school contexts who speak Xitsonga but use English as a second language and a LoLT.

1.2. Problem statement

Literature by Charamba (2020) shows that using one's native or common language for learning has epistemic gains. Maimona, Moletsane and Mukuna (2020) also showed that there was a positive influence on the use of a learners' mother tongue in education when it comes to their cognitive and affective development. However, Kerfoot (2022) shows that the epistemic gains are more significant when a learner has more linguistic repertoire. Studies also show that language falls within the main factors contributing

3

to academic achievement in post-colonial countries (Hameso, 1997; Nyoni, Manyike, & Lemmer, 2019).

Most public-school learners in South Africa start their foundation phase of Education using their L1 as LoLT. When they transition into Grade 4, they start using English as a Second Language (L2) LoLT until they write their final assessment in Grade 12 and at the university level.

For years, South African History learners using the second language as LoLT have been performing at low levels as they find it challenging to extract information from sources and respond to higher order questions which require interpretation and writing of well-structured paragraphs in the LoLT (Department of Basic Education, 2016; 2019; 2020; 2021). The recent diagnostics reports compiled by the Department of Basic Education show that learners struggled to write coherent paragraphs and lacked the interpretative skills needed to respond to essay questions (Department of Basic Education, 2021). The diagnostic reports compiled from the grade 12 results which is the exit point for the learners' school career clearly show that learners' poor performance could primarily be the result of the LoLT hence the struggle with question that require interpretation and writing of well-structured paragraphs.

The existing literature on the topic of L2 (second language) and LoLT (Language of Learning and Teaching) provides valuable insights into how learners from diverse linguistic backgrounds experience L2 as LoLT in various school subjects. However, despite its significance, there is still a need for additional research to develop a comprehensive database that can further enhance our understanding of how language proficiency impacts academic achievements. As such, this study aims to contribute to the existing literature on English as LoLT in History classrooms, with a specific focus on Xitsonga-speaking students in the predominantly rural Mopani district.

While previous studies have been conducted in the region on various subjects, there is still a lack of research on Xitsonga-speaking learners in rural areas who are taking history as a subject. This study aims to fill this gap by examining the experiences of Xitsonga-speaking students in history classrooms and how their language proficiency

affects their academic performance. Moreover, this study also looks into the impact of rurality on student performance in these classrooms. By gathering data on these aspects, this study aims to provide insights that can inform the development of effective teaching strategies that can cater to the needs of Xitsonga-speaking learners in rural areas. Ultimately, the findings of this study can contribute to the development of a more inclusive education system that ensures equitable access to quality education for all learners, regardless of their linguistic and socio-economic backgrounds.

1.3.   The aim of the Study

This study investigated the impact of the language of learning and teaching (LOLT) on the academic success of Xitsonga-speaking Grade 10 learners in a rural History classroom context.

1.4.   Research Questions

The main research question:

This study was conducted to answer the question: How does the language of learning and teaching influence the academic performance of Xitsonga-speaking learners who live in rural areas?

1.4.1. How does English as a Second Language (ESL) learning and teaching impact learner academic performance in Xitsonga dominant Grade 10 History classrooms in rural public schools?

1.4.2. What is the nature of language use amongst Xitsonga-speaking Grade 10 History learners and their teachers in the classroom?

1.4.3. What role does the learner's rural environment play in Grade 10 History academic performance where English is used as LoLT?

1.5. Objectives

1.5.1. To explore the impact of English as a Second Language (ESL) as the language of learning and teaching on Grade 10 learner academic performance in Xitsonga dominant History classrooms in rural areas.

1.5.2. To determine the nature of language use amongst Xitsonga-speaking grade 10 learners and their teachers in expected ESL interactions.

1.5.3. To explore how the learner's rural environment impacts academic performance when English as a Second Language is used as LoLT in Grade 10 History classrooms.

1.6. Significance of the study

This study adds to the existing body of knowledge regarding language pedagogy in rural contexts. Specifically, about the use of language during teaching and learning in content subjects. To ensure academic success for rural learners who study in a non-native language, educators and education stakeholders must possess a comprehensive understanding of the rural context and the challenges faced by these students. The language barrier can significantly impact academic performance, making it essential to utilize English (and Xitsonga) as the language of teaching and learning (LoLT) to enhance pedagogy. Bilingual research supports the notion that using multiple languages can provide epistemic access benefits. Nevertheless, it is crucial to achieve a certain level of proficiency in the second language (L2) to use it effectively as LoLT. (Cummins, 1979). Furthermore, recent works on using more than one language for learning point to the epistemic gains of acquiring multiple languages (Kiramba, 2018).

The research highlights the crucial role of language in academic success, particularly in rural areas where students often speak a different language at home than the one used in the classroom. The objective of the study was to comprehensively explore the impact of language on students' academic accomplishments in subjects that are based on content. This research delves into the ways in which language proficiency can affect a student's ability to comprehend and retain material, as well as their performance on assessments and exams.

6

It is incumbent upon educators to take heed of the study's findings, as they bear the responsibility of imparting course material during instruction. By being aware of the potential language barriers students may face, educators can adjust their teaching methodologies to better suit their students' needs. This can include incorporating simpler language and allowing for more opportunities for students to practice and apply what they have learned. Integrating these discoveries into their teaching methodologies can greatly improve the academic performance of their students. By doing so, educators can help their students overcome language barriers and achieve their full potential in their academic pursuits.

Furthermore, the Department of Education can utilize this research to make well-informed decisions concerning language policies and education. By providing support and resources to educators and students, the Department of Education can help ensure that all students, regardless of their language background, have access to quality education. Overall, this research emphasizes the importance of language in academic success and highlights the need for educators and policymakers to work together to create an inclusive and supportive learning environment for all students.

The study followed the pragmatic paradigm which forms a foundation from which research is undertaken. The pragmatists base their practice on the belief that researchers should use the philosophy and methodological approach that works better on a research problem being investigated. Furthermore, pragmatists accept that single or multiple realities are open to empirical inquiry (Kaushik & Walsh, 2019). Furthermore, according to Kelly (2020), pragmatism allows the researcher to choose data collection methods from a large pool of methods and enquire from different perspectives,in this study those perspectives came from Xitsonga speaking learners who learn history as well as their teachers in a rural context.

Methodology.

The ideal methods that were used to conduct this study were the mixed methods which entailed the use of qualitative and quantitative data collection methods. Qualitative data was collected using classroom observation, learner focus group discussions and teacher interviews, while the quantitative data was collected using the Solomon four

group design. These qualitative data collection tools were valuable in determining the nature of the teacher-learner interaction during learning and teaching in the Grade 10 History class, as well as in determining the role played by the learners' rural environment in their Grade 10 History academic achievement when using ESL as LoLT. The Solomon four-group design was used to answer the question of how ESL influences learners' academic performance.

1.7. Study Context

The data was collected in a rural context in the greater Giyani municipality. The area is a rural municipality known as a Category B municipality situated within the Mopani District in the Limpopo Province. Giyani is located approximately 185km from Polokwane (previously known as Pietersburg), 100 km from Thohoyandou and 550 km from Pretoria. Its eastern section borders the world-famous Kruger National Park. The 10 traditional authority areas in the municipality comprise 91 villages serviced in Giyani town which also acts as the headquarters of the municipality.

Mopani District has 228 quintile 1 schools which are spread throughout the surrounding villages (Nngwedzeni, 2021). The four schools targeted for data collection are in four villages outside Giyani town. The villages in the Greater Giyani area are mainly populated by Xitsonga-speaking people although there are a few villages where the common language is northern Sepedi popularly known as Khelobedu, which is a dialect of the Sepedi language. However, this study focused specifically on the quintile 1 schools found in the predominantly Xitsonga-speaking communities close to in the district in the greater Giyani municipality. The targeted schools are acknowledged by the government as being in high-poverty areas (Deparament of Education, 2016) . It is also important to note that the public schools in the area use English as a second language as the LoLT.

1.8. Definition of Key Concepts

Academic performance

Refers to knowledge attained and shown by marks that the teacher allocates. In the school context, it refers to educational goals attained by learners in secondary schools (Narad & Abdullah, 2016).

Bilingualism

Bilingualism is defined as a speaker's ability to use two languages for communication, having a certain degree of proficiency in both languages (Grant, 2008). In the context of this study, bilingualism refers to the learners' use of two languages, English as a second language for learning and teaching, and the Xitsonga home language, which is a common language used for everyday conversation.

Classroom interaction

Classroom interaction refers to the interaction between the learners, the teacher, and other learners and is regarded as essential in the classroom as it maintains communication(Vattøy & Gamlem, 2020). In the context of this study, it refers to how learners interact with learning and teaching materials, with each other, and with the teacher, in all the languages used in a natural setting.

Language of Learning and Teaching (LoLT)

The language of learning and teaching refers to the language medium in which learning and teaching, including assessment, takes place(Department of Basic Education, 2010). This is the language that is mainly used in the classroom context during learning. In the south African context, the LoLT is mainly English. However, it can be any language used as a medium in teaching and learning.

Multilingualism

According to the European Commission, multilingualism refers to the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives. Multilingualism in education is often related to the mobility of the population but it can also be related to the use of two or

more languages in the same region.in the south African context majority of communities are multilingual in that they have one home language and another that they use as the language of learning (Cenoz, 2013)

Rurality

Rurality refers to an open swath of land with a low-density population characterised by a lack of resources, such as infrastructure. One of the distinctive characteristics of rurality is the vulnerability caused by poverty levels, low levels of education, and isolation from technological infrastructure (Field & Barros,2014). The rural areas referred to in this context are the villages in the greater Giyani Municipality which share the common characteristics to those described in Field & Barros (2014).

Translanguaging

Translanguaging refers to a situation where students use two languages for different activities in class where they read in one language and write in another, it is the practice that involves dynamic and functionally integrated use of different languages and language varieties, but more importantly a process of knowledge construction that goes beyond languages (Li, 2018)**.**

Translingual pedagogy

Translingual pedagogy is derived from the word translanguaging which refers to the ability to move fluidly between languages. It is also a pedagogical approach to teaching in which teachers support the learner's linguistic repertoire. Translanguaging occurs when language-dominant students are learning what is considered an additional language (García, 2019).

Urbanity

Urbanity comes from the word urban, which refers to the opposite of rurality in that it refers to a human settlement with a high population density and infrastructure of the built environment where most adults are economically active(ILO, 2011). Urbanity in this context refers to communities in and around the cities, with better employment opportunities and better infrastructure.

10

1.9. Dissertation Outline

Chapter 1: Introduction and Background

This chapter presents the overview of the whole study, starting from the aim of the study; it also outlines the problem statement, objectives of the study, definition of the concepts, and clarifies the significance of the study.

Chapter 2: Literature review

In this chapter, the literature from other scholars was reviewed; this included the theoretical frameworks of the study as well as the literature that focuses on the influence of language on the academic performance of learners who use a language that is different from the LoLT. The literature reviewed also focused on the use of language during learning and teaching.

Chapter 3: Research design and methodology

In this chapter, the research paradigm used in the study is explained. The research design, target population, and sampling procedure used are also discussed. Additionally, the data collection procedures, data analysis, and ethical considerations are explained.

Chapter 4: Data analysis and presentation

This chapter focuses on the presentation, analysis, and interpretation of data and discusses the data collected from the fieldwork.

Chapter 5: Summary, conclusions, and recommendations

In this chapter, the summary of the findings on key research findings and conclusion are made. Recommendations that are guided by the findings are also presented and discussed.

1.10. Chapter Summary

This chapter painted a historic picture of language education (and in education) in Africa and in South Africa. It specifically painted the picture of the historic pathway that led to the language in education policies across Africa, and how such policies play a role in academic performance amongst rural learners.

Further, the chapter provided a brief introduction to the methodology, preparing the reader to fully understand the adoption of the pragmatic positionality. Concepts that are pertinent to the study have been defined, and their application explained. Also, by this point, the reader should understand that this study was important to further explore issues of rurality, bilingualism, and academic performance in Grade 10 History. In the next chapter, a detailed literature review is provided, expanding further on issues of rurality, learning and bilingualism.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

This chapter outlines the reviewed literature focusing on academic performance, bilingualism, and rurality in Grade 10. Literature based on theories that underpin the study, which is social constructivism and translanguaging, is also presented. Attention is paid to previous literature that looked at the influence of language on the academic performance of learners from rural areas who are non-native speakers of the language of learning and teaching.

From the reviewed literature, it is observed that the academic performance of learners and the role played by language in learning and teaching have been subjects of interest for scholars worldwide. The trends observed around the world will be discussed in this chapter. From this reviewed literature, the trends observed as contributing to the learner's academic performance are language proficiency, mother tongue interference, socio-economic factors, and rurality; attitudes toward the use of language in monolingual classrooms; bilingualism and academic performance; as well as the translingual approach. These are the aspects that will be discussed in this section.

2.2. Language proficiency

Literature worldwide shows that learners whose first language (L1) is not their language of teaching and learning (LoLT) do not perform as well as their counterparts whose L1 is also their LoLT. Most of these learners who use a second language (L2) or foreign language as the language of learning and teaching (LoLT) are affected negatively due to a lack of proficiency in the L2.

In the South African context, Section 6 of Act No. 108 of 1996 (South African Government, 1996b), as cited in the national language policy, mandates that of the 25 languages spoken in South Africa, 11 languages are given official status (government,

13

2003). However, recently South African sign language has been added to make South African official languages 12.

The South African Schools Act of 1996 also gives the school governing body authority to choose the language of learning and teaching in terms of Section 3(4)(m) of the National Education Policy Act 27 of 1996 (National Education Policy Act 27, 1996). However, many of the public schools use English First Additional language as LoLT. For those learners in the public schools who are using LoLT that is foreign or is a second language (L2), the language of learning is found to be a problem.

Studies conducted by Maimona, Moletsane, and Mukuna (2020) in some Western Cape disadvantaged primary schools found that learners learning in their L1 performed better than those learning in L2. The studies further showed that learners experienced cognitive challenges from poor proficiency in the LoLT. Other studies conducted in a similar context by Molteno (2017) made similar findings. The problem of language proficiency was found to be a challenge not only to learners but to educators as well, which results in ineffective teaching and learning (Maimona & Moletsane, 2021; Molteno, 2017). These studies further showed that the learners' performance declined when they transitioned from using their L1 as LoLT to using L2 in grade four, which is their gateway leading to the senior phase.

The learners who are non-speakers of English, which is the LoLT, typically use their home language in the communities and in their private times; this minimises the time that they are exposed to the language of learning, which is used in the majority of public rural schools. The minimal time that learners spend being exposed to the target language which is their LoLT was found to be strongly associated to their academic performance (Prinsloo, Rogers & Harvey, 2018).

The problem of language proficiency is a problem from the lower education, which is in the primary schooling level, and moves on to the secondary schools as well as higher education. In their studies conducted on nursing students, Ndawo (2019) found that lack of competence in the language of learning hinders meaningful learning and affects the students' self-esteem. English language proficiency was found to be a

14

predictor of the academic performance of the student nurses, which means that for student who has poor language proficiency, their academic performance is negatively affected. First-year students at rural universities are also confronted with challenges when it comes to academic writing due to their poor English proficiency (Maimona & Moletsane, 2021; Molteno, 2017).

Poor language proficiency is a problem in South African public schools and in the larger context of Africa as a continent. The language of instruction has a major influence on learners' academic performance. Learners who use a language that is unfamiliar to them mostly encounter learning barriers, which lead to them understanding less and remembering less of what they learned (Dube & Gumbo, 2020; Makondo, 2018). Learners using English as a second language (ESL) as the LoLT also struggle to achieve in content subjects due to the educators' inability to accommodate their language needs as well as their lack of academic language proficiency, which relates to the language that is used in a classroom in a particular content.

The learners' poor proficiency often affects their performance during assessment (Nyoni et al., 2019; Tanga, Iimene & Mushoriwa 2019). However Tanga et al. (2019) further argue that learners struggle with English language proficiency and that teachers have poor English proficiency, as evidenced by their studies conducted in the Oshikoto region of Namibia.

University students elsewhere struggle with English as the language of instruction, especially those who are not native speakers of the target language, English. Kithinji and Ohirs(2022) found a positive correlation between the students' English proficiency and academic performance, which aligns with the findings made by Ozowuba (2018) in their studies conducted in the Nigerian secondary school context. The use of a foreign language as the language of learning and teaching leads to low levels of academic performance, which leads to the learners dropping out of school as they lose interest in schooling – as studies conducted in Tanzania indicate that it hinders the achievement of sustainable development goals aiming to ensure equitable access to quality secondary education (Vuzo, 2018).

It is also important to note that it is not poor proficiency in a specific L2 that leads to poor performance but any L2 that learners use as LoLT, according to a study by Mashinja and Mwanza (2020). In the Zambezi region of Namibia, the learners struggled with learning Silozi as it was not a familiar language, and they did not use it in their home environment. This indicates that while the majority of African countries use the languages of their colonial masters, which we term foreign languages, in fact, any language that is not a home language to the learner, and the learners are not proficient in that language could present challenges when used as LoLT(Kithinji & Ohirsi, 2022; Maimona et al., 2020; Mashinja & Mwanza, 2020; Molteno, 2017).

Scholars in the Asian context have also looked at the issue of academic performance and the contribution of the LoLT. While many aspects are found to contribute to low academic performance, poor language proficiency is an aspect that keeps showing up; language proficiency is often a determinant for academic success for both learners and students at the university level.

An analysis of questionnaires in Japan showed that English language proficiency was a predictor of challenges in the programmes offered in English medium instruction (Heath, Curle, Aizawa &Thompson, 2019). Another study at an elementary school in Pakistani aimed at finding out the relationship between English and academic performance; it found that a strong relationship existed between students' English subject marks and their total obtained marks, even though there was also a difference in results of females and males' students, as well as government and private school students (Ali, Aamir Hashmil & Kanwal, 2020).

At the university level, the problem of poor proficiency added to aspects like commitment, students personal characteristics as well as socio economic aspects as well as the lack of language usage in their daily setting outside schooling time limits their language acquisitions and contribute to poor academic performance .(Aziz &, Aziz2, 2019; Suraweera, Kurupp & Kappagoda 2019).

In the Western context, the relationship between language proficiency and academic performance seems to vary as some scholars have identified language as one of the

16

inhibitors to learning and teaching, as evidenced by (Neumann, Padden & McDonough 2018). At the same time, others identified other factors that contribute to learners' academic performance. In their studies, Neumann et al. (2018) further showed that students' language ability and academic self-concept determine their academic success. However, other scholars argue that the families' contribution plays an essential role in learners' academic performance. For example, Alves, Gomes, Martins & Almeida (2017) found that families played a significant role in learners' academics, in line with findings made by Fernández-Alonso in Spanish secondary schools. On the other hand, evidence to show that learning and teaching in English L2 as LoLT benefits or harms learners' academics is insufficient (Macaro, Curle, Pun, An & Dearden,2018). English as a medium of instruction was also not found to be a predictor of academic success, as shown in a Turkish university, while the Turkish medium of instruction was shown to be a predictor of academic success (Curle, Yukse, Soruç & Altay,2020).

While the conversation about the relationship between language proficiency and academic performance ensues worldwide, it is evident that language plays a significant role in academic performance in the African context. Hence, this study adds to the evidence that contributes to the ongoing conversation on the impact of LoLT on academic performance while focusing more on the rural schools in the Mopani District of Limpopo province in an area populated mainly by Xitsonga-speaking learners using English L2 as the LoLT.

2.3. Mother Tongue Interference

Mother tongue interference refers to the influence of the learners' L1 on learning a target language (Castaño, 2021; Qomariana, Puspan & Rahayun, 2016). Those who coined and used this concept on instances believe that language learners use their L1 structures to produce L2 speech, resulting in grammatical errors. It is believed that mother tongue interference can negatively affect learners' academic success (Akowuah, Patnaik & Kyei 2018).

17

South Africa has eleven official languages, to which a twelfth has just been added, the majority of which are native languages to the learners in public schools. According to the language policy, the schools can choose the language to be used as LoLT; however, in the majority of public schools in South Africa, when learners transition to Grade 4, they start using English as the LoLT, while from Grade R they used their L1 which to leads to home language deficiency due to the lack of readiness at the age during which the learners had to transition (Steyn, 2017). For most of these learners, the language they start using as LoLT is foreign. The use of non-native language as LoLT leads to the unintentional use of L1 during learning. This results in poor English proficiency and academic achievement (Molteno, 2017; Prinsloo et al., 2018). However, code-switching and translanguaging, which involve using both L1 and L2 by speakers, can counter the negative impact of L1 interference for learners (Park, 2012). The credence of translanguaging is that it allows for the intentional use of languages with clear outcomes for the target language.

The use of L2 in public schools, a foreign language to learners, has resulted in teachers using L1 from time to time through translanguaging. Scholars have found that teachers use L1 positively as a translanguaging pedagogy to facilitate learning. Moreover, in these cases, learning is successful. An observation of English writing classes in five secondary schools in Pinetown by Ngubane, Ntombela and Govender (2020) established that teachers often used translanguaging where using English only would present a barrier to learning.

Several studies in the Free State province of South Africa found that home language played a significant role in facilitating learning (Charamba, 2020, 2021). Charamba and Zano (2019) further showed that using the home language alongside the LoLT helps facilitate comprehension. Moreover, studies by Nsele, Maluleke and Govender (2022) found that teachers alternated between the learners' L1 and English to facilitate learning and enhance cognition. Finally, Maluleke (2019), postulates that code-switching and translanguaging could be used for successful teaching and learning.

The concept of home language interference has equally received fair debate in other African countries (Akowuah et al., 2018). However, research shows that teachers use

18

language translation to counter the language barrier and enhance cognition. An analysis of the results of 149 Senegal's primary school learners' tests written in their L1 showed that learners performed better in their Serere L1 than in the French L2. Makondo (2018) also found that when L1 is used in assessments in Zimbabwe, learners perform significantly better than when English is used. It is further argued that when learners use their L1, they can participate freely, and their learning is improved, leading to successful learning and teaching (Makondo, 2018).

Scholars in the Asian context agree that language proficiency determines academic achievement, as evidenced by Rudd and Honkiss (2020). Literature concerning the trends in response to the impact of L1 interference on academic performance varies. Some scholars show that learners perform better when using their L1, while others argue that the two languages can be used together to enhance learning. A study at a Bangkok University revealed that students performed better when learning in their L1 than when they learned in L2. Similar findings were made by Haidari and Yanpar (2018) at a Turkish university focusing on international students who had to learn in the Turkish L2 as LoLT. However, studies by Galali and Cinkara (2017) indicated that students react positively to learning in their L1 if it facilitates the comprehension of the target language. Furthermore, studies by Zulfikar (2019) argue that the use of L1 during learning and teaching facilitates target language acquisition. According to Budiharto (2019), learners use their language to state their thoughts.

In cases where they have to present their thoughts in writing in L2, this results in different sorts of errors. For many learners and even students, having to use a language that they do not use in their everyday lives presents other problems that exacerbate their poor academic performance.

A study by Halder (2018) in Bengali secondary schools aimed at investigating the factors that interfere with the students ' performance in learning English, showed that the influence of the first language was one of the factors that that affect their academic achievement. (Halder, 2018). However other scholars show that despite the interference of the L1 on the learners L2 acquisition it can still be used positively to help them during learning. These scholars show that Learners who use the second

19

language as the language of learning tend to resort to their L1 to help them in producing phrases, and sentences of the second language as language interference of the L1 on the acquisition of L2 in a study conducted on Rejang speaking university students found that their L1 interfered in their L2 particularly in pronunciation, (Noviyenty & Putri, 2021).

studies by Noviyenty & Putri (2021) also found that even though there was interference in pronunciation of English words, the understanding of the words was not affected. Studies further show that the interference of the L1 hinders L2 acquisition and makes it difficult for students to achieve native like competency of the L1 speaker. Furthermore studies conducted by Masood, Shafi, Rahim and Darwesh, (2020) in line with the findings by Noviyenty & Putri (2021), studies by Castaño (2021) further show that L1 interference is not always negative as it can sometimes be used as a way of facilitating learning, Castaño (2021) further argued that teachers should be encouraged to find ways to convert L1 interference into positive interference which could be used to help learners to facilitate second language learning.

In the Western context, scholars looked at the question of mother tongue interference focusing on multilingual learners. Overall, learners who use the L2 as the LoLT struggle during learning and teaching which leads to their poor performance. Findings show that when these learners use L2, they struggle to participate, leading to the use of multilingual strategies by teachers to promote learning. Further, studies by García-Mateus and Palmer (2017) indicate that learners participate better in their L1, which impacts their results positively. Studies conducted by Brown, Donovan and Wild (2019) also showed that when learners learn using complex scientific language, their cognitive ability is affected as opposed to when they use simple language. Studies further indicate that translanguaging can be used for co-learning between teachers and learners and can be used as a pedagogical tool for teachers working with multilingual students (Hansen-Thomas, Stewart, Flint & Dollar, 2021). Moreover, translanguaging is believed to empower students and encourage them to use more target linguistic varieties (Seals, 2021).

The conversation around L1 interference worldwide leads to the discourse on translanguaging, a strategy used to enhance learning. The discourse around L1, L2, or multilingualism in teaching and learning appears to circle around whether epistemic gains should be valued above competence in a target language for second language learners. While the conversation goes on, the teachers often use a combination of the L1 and L2 to improve the learners' academic performance. The use of intentional translanguaging is summarised by Makalela(2019) as conveying meaning multilingually and is explained as a meaning-making process that .is based on the paradox of ubuntu translanguaging, which posits that "no one language is complete without the other" (Makalela, 2019). Hence, one of the factors I focused on in this study was the relationship between the L1, LoLT and levels of academic performance.

2.4. Socio-economic factors

Learners' academic achievement is essential to secure financial security, especially in rural or disadvantaged areas. This is because academic performance is linked to opportunities for further studies and thereafter a good position at work and better financial security. However, learners in rural areas encounter more challenges than their urban counterparts in their schooling, ranging from impoverished home environments, under-resourced schools, curriculum structures, and lack of support, leading to poor academic performance (Fernández-Alonso et al., 2017).

Lack of resources

In most cases, rural schools fail to retain qualified teachers due to their remoteness and lack of facilities. These circumstances discourage teachers from teaching at rural schools. In addition, structural deficiencies such as lack of water, sanitation, electricity, and dilapidated classrooms further push teachers away from rural schools (Dlamini et al., 2022; Du Plessis & Mestry, 2019). The lack of teachers, when combined with the structural deficiencies further creates a gap in teaching and learning (Du Plessis & Mestry, 2019; Omidire, 2019). Furthermore, the remoteness of the communities limits the learners' exposure to the target language, leaving them disadvantaged as they

21

have to rely on the limited resources from schools only (Evans & Nthulana, 2018; Madima & Makananise, 2020).

The fact that these learners have to use ESL as LoLT becomes more of a challenge as they also struggle in ESL as a subject, often due to inadequacies of teacher methodology which affects learners' abilities to write in English. Added to that is the fact that these learners do not read English at home, due to lack of the resources needed to enhance writing and have to rely on family members or classmates for assistance who may or may not have a good command of the language (Ndlovu, 2019).

For learners from the poor background, having to rely only on schools to develop ESL proficiency leads to learners lacking the skills required to become proficient in English (Raft, 2017). Furthermore, their impoverished backgrounds and lack of exposure to resources put them at a disadvantage when transitioning to universities where these learners from rural areas struggle to apply themselves to their studies and have financial challenges, which further block access to resources needed at the university (Maila & Ross, 2018).

Studies by Walker and Mathebula (2020) also found that students' lack of study resources like laptops makes them struggle to fit into the university culture. As a result, these learners are less prepared for their academic careers. Further studies by Lembani. Gunter, Breines and Dalu (2020) showed that rural students who learn through distance learning were found to have limited access to computers and the internet to their urban counterparts. The studies further brought the educational background of the parents into the playing field as it showed that parents who do not have higher education were in themselves an educational barrier for their first-generation female students irrespective of whether they were in urban or rural areas (Lembani et al.2020).

The challenges identified by scholars in the South African context concerning the socio-economic aspects of rurality are related to those in the African context. In cases where learners from rural backgrounds learn in English only, they struggle to express

22

themselves as they lack linguistic competence, especially since they have limited access to resources. The expectation by the Ugandan government is that learners should have acquired 800 words after three years of learning. However, studies by Ssentanda, Southwood and Huddlestone (2019) found that for learners in rural schools, the target was difficult to achieve due to a lack of learning support materials, among other aspects.

Another study in a similar context argued that a high rate of absenteeism, scarcity of learning resources, poor infrastructure, and the language in education policy caused learners' poor performance (Ssentanda et al., 2020). These findings were in line with those made by Du Plessis and Mestry (2019) as well as the studies conducted by Fernández-alonso, Álvarez-díaz, Woitschach and Suárez-álvarez (2017), although in different contexts. Furthermore, learners who graduate from rural schools and go to university have different challenges than those encountered by their counterparts from urban areas. These are challenges that are rooted in their backgrounds as they are often ill-prepared for university demands (Seotsanyana& Maiketso, 2019).

Insufficient resources, poor infrastructure and the learner's impoverished background form a combination that works against learner's academic performance in many countries in sub-Saharan Africa. Furthermore, the levels of subject knowledge on the side of the teacher also play a role, meaning that if the teacher's knowledge of the subject matter is low, the academic performance of the learners will be low. This, according to early literature by (Bietenbeck et al., 2018), is the case in the majority of sub-Saharan developing countries.

Scholars in the Western context have differing views on socio-cultural aspects of rurality. Some scholars believe that lack of resources affects the learners' performance, while others argue that parental involvement affects performance. A qualitative study of elementary students by Bright (2020) highlighted challenges, ranging from geographic isolation, resources, poverty, and place attachment, which impact learners' academic self-efficacy and future career development.

23

According to the study by Alves et al. (2017), learners in the lower grades were found to have better academic achievement when they had more parental support. Further studies by Vanegas, Hoyos, Martínez and Gómez (2018) focusing on teaching language to migrant students at the Universidad Catolica Luis Amigo found that students are more likely to achieve their academic goals when they have higher family support. Furthermore, Grevista, Sadiku and Sylaj (2019) concluded that a school-family collaboration could improve academic performance. While family-school collaboration is important, extreme poverty in families can influence the learners' post-secondary education, which is seen to be more visible in rural areas than in urban areas (Koricich, Chen & Hughes, 2018).

The discourse around the socio-economic aspect in rurality continues to grow. However, a much larger database of findings on the aspects of the impact of socio-economic aspects and the use of L2 as LoLT contributes to shaping the discourse that focuses on the learners in rural areas. Hence, this study contributes to the conversation about the impact of socio-economic aspects and rurality on academic performance, focusing on the rural areas in the Mopani District of Limpopo province to add to the existing body of knowledge.

Impact of loadshedding

Access to electricity is one of the aspects that are also important towards the learner's academic performance. While looking at the socio-economic factors, loadshedding comes into play and widens the gap between the financially advantaged and disadvantaged families. Loadshedding refers to an energy utility's method of reducing demand on the energy generation system by temporarily switching off the distribution of energy to certain geographical areas and applying it when the system has insufficient capacity to fulfil all energy demand (Western Cape Government, 2019).

Loadshedding has a significant impact on various aspects of life. It causes inconvenience to people's daily routines, disrupts businesses and industries, and affects the economy of a country. Furthermore, it poses a threat to public safety and can lead to an increase in crime rates, but most importantly it affects the learners'

24

studying routine by reducing their study time. Studies conducted by Mlambo (2023) in the South African context, revealed how loadshedding has become a barrier to inclusive development and economic growth. This barrier to inclusive development also affects the learners since the long hours of loadshedding disrupt their study schedule.

The problem of load shedding is not only in the South African context but in other parts of the African continent as well. The commonality of load shedding is its negative impact on the learner's academic performance. An earlier study by Okeowhor et al. (2019) showed that there was a gap between learners in rural areas and urban areas in terms of access to facilities. For learners, learning does not only end in the classroom but also overflows to their homes, hence the impact of loadshedding disrupts learners in cases where they have to do their assignments (Phiri, Mpundu, Chama & Ngandu, 2021). The findings by Phiri et al. (2021) are related to those made by Banda (2020) who also found that loadshedding affects learners' and students' academic performance. Banda (2020) further concluded that loadshedding has an impact on the academic performance of students and pupils in rural areas. For learners in rural areas, the problem of loadshedding has a more negative impact as they may not have the facilities to back up the electricity problem due to the financial disadvantages Okeowhor et al. (2019).

In the Pakistani context, studies conducted by Khan, Ayub, and, Farooq (2022) in 10 different educational institutions found that long hours of electric loadshedding have an adverse effect on the academic performance of students. Khan et al. (2022) further showed that students suffered more at nighttime as compared to daytime as they could not follow their specific timetable due to electric load-shedding.

The discourse around the socio-economic aspect in rurality which have recently included loadshedding continues to grow. However, a much larger database of findings on the aspects of rurality and using L2 as LoLT will contribute to shaping the discourse. Hence, this study will contribute to the conversation about the impact of rurality on academic performance, focusing on the rural areas in the Mopani District of Limpopo province to add to the existing body of knowledge.

Lack of support

It is generally believed that education is a societal issue, which shows that every individual, irrespective of their context is aware of the importance of education. It is generally accepted around the world that young people up to a certain age should go to school. It is the pride and joy of every parent to see their children achieve academically. However, the education journey is long and arduous and demands total commitment from parents to support their children. Literature has identified a lack of parental support as one of the causes of the learners' poor academic performance.

In the South African context, parents are expected to support their children with both their physical and emotional resources. This entails attending meetings, availing themselves to volunteer their services at schools, and sometimes paying the fees for school trips and other activities. A qualitative study conducted by Dlamini, Gamede and Ayodele (2021) in a rural school in the King Cetshwayo District showed that inadequate support from stakeholders affected the teaching and learning of the scares skill subject in high schools. Studies by Myende & Nhlumayo (2022) have also shown that parents understood the importance of their roles in their children's education even though they preferred that the schools take the initiative to empower them.

According to Myende and Nhlumayo (2022), involvement in the learners' academic performance journey is not only limited to the parents or stakeholders from outside the school but to every person who can offer any kind of assistance to make sure that learning and teaching take place. Whenever there is a lack of support from one area, the learners' academic performance is affected. Studies conducted in the Maleboho District, to determine the role played by the school management team in the academic performance of learners, revealed that learners and teachers did not receive effective management and support from the school management team. The study also cited the lack of parental involvement as contributory factors to the learners' poor performance. Furthermore, literature has shown that where there was a positive contribution from the stakeholders, the schools were able to produce good results (Habi, 2022). This is because the schools and the stakeholders can make collaborative decisions.

Scholars in the Afro-Asian context have also looked at the contributions of parental involvement in the learner's academic performance Studies conducted in the rural

26

areas of Africa showed that learners can be further disadvantaged by their parents' lack of education, which can potentially lead to school dropouts and exacerbate the poverty in the family (Okeowhor et al., 2019). The studies by Okeowhor et al. (2019) are consistent with those made by Li and Qiu (2018) who found that parenting behaviour and the parents' support for their children could cultivate children's learning habits and affect academic performance. How parents involve themselves in education also differs in its impact on the learners' academic performance. Studies by Tan (2019) looked at the manner of parental involvement based on the parent's educational level and found that although the involvement was different, parental involvement did influence the learner's academic performance. Furthermore, depending on the kind of parental involvement, the levels of the learners' academic performance can either be high or low.

 A study conducted by Lara and Saracostti (2019), showed that three levels of parental involvement existed, ranging from low to high. Their studies further showed that the level of academic performance of learners was dependent on the manner of parental involvement, for example, the learners whose parents had low involvement in their school affairs also had low academic achievement (Lara & Saracostti, 2019). This is consistent with the findings made by Tan in their studies conducted in the Asian context which showed that parental involvement in school governance and other school activities were positively associated with student achievement (Tan, 2019).

American scholars have also looked at the role played by parental involvement in the learner's academic achievement. Parental involvement in the children's education is instrumental in conditioning the learners' attitude to learning, which will directly influence their academic performance. According to Anthony and Ogg (2019), school-based involvement and home-school communication predicted student achievement in reading. They also showed that the relationship was made possible by the learner's attitude to learning. Furthermore, Anthony and Ogg (2019) highlighted the importance of developing strong parental involvement early in elementary school, as this would benefit the learner's academic performance as they moved to other grades.

Contrary to the findings made by Lara and Saracostti (2019) and Tan (2019), studies conducted by Avnet, Makara, Larwin and, Erickson (2019) on learners who had

27

Autism Spectrum Disorder and those who did not, revealed that parents of learners who performed better were highly involved in the educational lives of their children (Avnet et al., 2019). The findings from this study suggest that the investment of the school is the one that improves the learner's academic performance.

Conversation related to parental involvement and its role in the learner's academic performance has continued to ensue worldwide, and from the literature reviewed, it is evident that parental involvement is very significant in the learners' attitude to learning, which then determines how they perform academically in the African context. Hence, this study adds to the evidence that contributes to the ongoing conversation on the impact of parental support on academic performance, focusing on the quintile 1 rural schools in the Mopani District of Limpopo province - in an area which is mainly populated by Xitsonga-speaking learners.

2.5.   The attitudes to the use of language in monolingual classrooms

The attitudes on the use of home language and second language and how they contribute to learners' performance are aspects that scholars have studied. Overall, trends show that there are contradicting attitudes towards the use of L1, ranging from intolerance to undecided. Studies show that few teachers feel any sense of responsibility for home language maintenance be it in their personal capacity or as a responsibility of the school and often teachers leave the responsibility of the home languages to the parents and learners (Cunningham, 2020). Other teachers position themselves as enablers of translanguaging by creating opportunities for learners to use L1 translanguaging in a second language medium class (Maseko, 2022). These attitudes may influence the use of language in class and learners' academic performance. It is important to note that making a proper language choice can lead to academic success (Perez & Alieto, 2018).

The attitude that learners and teachers have towards a language determines how it is used in the classrooms. In the South African context, a home language is often used with English through translanguaging or code-switching, which scholars believe helps facilitate comprehension for learners who are not native speakers of English (Molteno, 2017). According to studies conducted by Charamba (2020a), teachers often use the

28

learners' L1 during learning and teaching, improving the learners' academic performance. Translanguaging benefits teaching and learning as it allows learners to use their linguistic repertoire, which, in turn, allows them to freely and confidently express themselves (Mokala et al., 2022). Translanguaging which revolves around the flexible use of the LoLT and the learners' L1 is hailed as the strategy that can bring a positive shift in the way that multilanguaging is used (Reilly et al., 2022).

While some educators are positive towards the use of L1, there are others who do not entertain the use of L1 during learning, and for many learners who learn English as L2, the issue of sustaining their L1 is left in the hands of their parents as the L1 is learned only as a school subject while English is used as LoLT. Furthermore, there is a negative attitude against learners whose L1 is not English because people believe that English opens doors to economic opportunities, which causes bias against those not using English as L1 (Saneka & de Witt, 2019).

For many learners, entrance into a university or any institution of higher learning is the ultimate goal before they move on to face the world, However, for those who whose LoLT is not their L1, university is another challenge that they have to face as universities often do not encourage L1 use, especially the African languages, except for Afrikaans. A study conducted at the University of Limpopo by Nxumalo (chauke) (2020) found that lecturers did not encourage home language use or motivate Xitsonga use. Also, an analysis of some university policies concerning the use of home language shows that some South African universities are not yet ready to use the home languages except English and Afrikaans as the language of learning and teaching. And that the few universities that are pioneering the use of South African home languages still use English as the primary language of learning and the home languages as the supporting language (Mkhize &.Balfour, 2017).

The continued exclusion of the home languages in South African universities is seen as the continuation of colonial practices as students continue to face language challenges in accessing higher education (Makhanya & Zibane, 2020).

Cases of conflicted attitudes towards the use of L1 are also evident in other African countries. In some cases, teachers are intolerant of L1 use, due to the ideology that using L1 in class might affect mastery of the English language (Lipinge, 2018). However, some teachers are undecided over the use of L1. A study by Chirume (2019) in primary schools in the Gokwe district of Zimbabwe found that teachers had mixed feelings toward using home language in teaching and learning even though they agreed that language plays a role in the learners' achievement in Mathematics. Similarly, Mwanza (2017) found that teachers had purist attitudes towards the use of unofficial languages and did not tolerate the use of the L1.

Education officials often discourage the use of multilanguaging during learning while parents also emphasise the use of English only with the belief that English is superior (Kiramba, 2018). The studies by Vuzo (2018) also showed that while the Tanzanian government education statistics did not mention the fact, teachers and students agreed that the primary use of a foreign language as LoLT contributed to poor academic achievement and the high rate of school dropout.

The study further showed the learners' and the teacher's wish to use the L1 during learning and teaching as the negative attitude towards the use of L1 further puts learners at a disadvantage in their academic success (Vuzo, 2018). A critique of Botswana's language in education policy found that the approach does not support multilingualism (Bagwasi, 2016). This approach could affect the learner's ability to express themselves. However, some teachers use minoritised languages and challenge the dominance of English during teaching and learning which shows a positive attitude towards translanguaging (Maseko, 2022).

The trends identified by scholars in the Asian context also show contradictory attitudes towards the use of L1 during learning in a class where the LoLT is a second language (Al-Bataineh & Gallagher, 2018; Wang, 2019). While there are institutions, educators and even students who embrace translanguaging, others reject it. For example, the survey of primary and secondary schools in India by Anderson and Lightfoot (2018) indicated that English medium institutions were less tolerant of L1 use than non-English medium institutions. Furthermore, most teachers, especially the more

30

experienced ones, were more positive about translanguaging. However, the same study found that while the teachers were not negative about the use of L1, the majority of them did not use the L1 excerpt on a few occasions (Anderson & Lightfoot, 2018). The L1 is sometimes used during the teaching and learning of the L2 or the EFL to facilitate learning and recent studies by Burdujan (2022) found that in those instances EFL teachers do not oppose the use of mother tongue in their classes.

The teachers also believe that it can be effective during learning and teaching when used effectively. Furthermore, they also found that teachers believed that there are more advantages to using L1 than there are disadvantages (Burdujan, 2022). Further studies showed that the learners were also positive to being taught in L1 to facilitate their target language acquisition (Galali & Cinkara, 2017).

However, while L1 use is hailed as a way of facilitating learning by other teachers and even students, some do not approve of the use of L1 during learning as they believe that students can become dependent on L1 which can inhibit their target language acquisition (Almohaimeed & Almurshed, 2018; Kaymakamoğlu & Yıltanlılar, 2019). Moreover, there is a general perception that home language is a hindrance to target language acquisition. Furthermore, some studies observed that teachers were unwilling to accommodate non-standard varieties of language dialects (Üresin & Karakaş, 2018). Finally, it is important to note a warning by Burdujan (2022) that in cases where L1 is being used during learning and teaching, teachers should avoid overusing L1 in EFL classrooms as it might cause less L2 use and the dependence of their mother tongue.

Scholars in the Western context also found that attitudes to the use of L1 are ambivalent just like in the rest of the world. For example, earlier studies by Zúñiga (2016) highlighted the teachers' conflict regarding the use of L1, as they understood the value of bilingual education but saw it as problematic to the learners' academic success, While another study showed that teachers felt it was important for learners to be proficient in multiple languages (Putjata & Koster 2021). However, in places where some students are not native English speakers learning English, negative attitudes by teachers towards the non-native learners L1 result in the neglect of these

31

learners L1. Mellom , Straubhaar, Balderas, Ariail and Portes (2018) found that some teachers in the US southern states had negative attitudes toward the learners' L1 to the extent that they even prohibited the use of L1 while others in the same study just tolerated it. Further studies show that teachers often neglect L1 and view the parents and learners as being responsible for the possible maintenance or demise of their own L1 (Cunningham, 2020).

While some scholars found ambivalent attitudes towards the use of L1, others have found that in classes where learners are using a second language as LoLT, any attempt to completely remove the use of L1 lowers the learner's performance (Tegunimataka, 2021). Meanwhile others found that when learners are taught multilingually, using both L1 and L2, their performance is improved as opposed to when they are taught monolingually using only the target language(Brown, 2021).

Scholars argue that there is a place for both languages during learning and teaching when used in a balanced manner as it can bring about a positive cognitive effect as the language learner will actively benefit from interlanguage development (Tsagari & Giannikas, 2018). Furthermore, literature has shown that teachers attitudes can be improved by educating them on the advantages of allowing L1 in the L2 classes; this can lead to a change in attitudes towards L1. For example, an experiment conducted by in Van Der Wildt, Van Avermaet and Van Houtte (2017) aiming to improve the tolerance levels of teachers who struggle with linguistic diversity which resulted in restriction of multilingualism experimentation, found that the experiment resulted in higher levels of tolerance of the learners L1 (Lanvers, Hultgren & Gayton 2018; Van Der Wildt,et al (2017).

The ongoing conversation around the attitudes on the use of L1 or multilanguaging seems to focus more on the economic gains of knowing a language. Despite evidence that home language and multilanguaging have more epistemic gains, the choice of LoLT is made based on access to platforms of economic gains. Hence, I emphasise that a larger database of findings about language use and epistemic gains may contribute to positive attitudes towards home languages.

32

2.6.   Bilingualism and Academic Performance in History

According to Baker (2011) as cited in Garcia and Lin (2017) bilingualism is the use of two languages in educating learners to make them bilingual, especially when educating learners of minority languages (Garcia & Lin, 2017). Earlier literature by Koktuk et al., (2016) also defines bilingualism as being brought up using two languages and being competent in those languages.

History is seen as an important subject as it helps to build the social and moral values of the learners (Goh, 1989). As a subject, it also helps to develop the political, historical as well as the character of learners and helps them acquire common knowledge through studying their identities, societal knowledge, good citizenship, which, in turn, help develop patriotism and acquisition of vocabulary and life lessons on diverse cultures (Dube, 2018). Despite the assertion of the importance of History as a subject, there has been a steady decline in schools offering History due to the belief that History that is learned at school is a gross misrepresentation of the actual historical record, poor teaching which leads to poor performance by learners as well as the belief that school History is less important than other subjects, according to earlier studies by Black (2014). These factors have led to the marginalization of History by some administrations.

Studies conducted by Davids (2016) further show that the initiative taken by the student funding organisations exacerbated the decline in the number of students pursuing History subject as they compelled students to take scarce skills referring to science subjects and business studies in order to get funding for their studies (Davids, 2016). This drive by funding organisations effectively succeeded in marginalising History as many students in South Africa need funding to complete their studies.

It is a fact that History as a subject has the ability to invoke controversy in the schooling system, as it has some controversial topics, especially in the South African context which as a country has a painful History for both teachers and learners - whether white or black. This does not make it easy for both teachers and learners to engage with the subject as evidenced in the study by Wassermann and Bentrovato (2018) involving some pre-service students.

However, despite the decline, Black (2014) argues that the future of History is not all bleak. Furthermore, the government has shown an interest in History and appointed the Ministerial Task Team (MTT) to investigate the feasibility of re-establishing History as a compulsory subject. After the investigation, the MTT suggested that History be introduced but also made other recommendations which included teacher training (Harris, 2018).

The steady decline of History at schools was earlier noted by Eeden (2012) who noted the decline between the years 2004 and 2010. The decline continued until the numbers started to peak in 2018 with 154 536 History candidates sitting for the exam to 227 448 in the year 2021 (Department of Basic Education, 2021). However, the number of schools offering History remains low in comparison with other more popular subjects. Mopani district of Limpopo Province has 268 schools, yet only 140 of these schools offer History as an alternative to the more preferred science subjects (*Secondary Schools: Mopani District, Limpopo Province Number Of Schools*, 2018). Despite the decline in the number of schools doing History as a subject, other studies show that teachers prefer that History should be introduced at the primary school level so that learners can learn from an early age the struggles that were faced by people in the past (Naicker, 2020).

It is also evident from other literature that teaching History is not easy for the teachers and demands a lot from them. Earlier studies by Eeden (2012) have highlighted the challenges under which the History teachers work, including working through weekends and sacrificing family time due to their commitment to the subject. This is because History as a subject involves a lot of language writing which becomes a challenge for learners who are using L2 as LoLT which leads to some educators using L1 which has been found to facilitate effective learning (Nsele et al., 2022). Furthermore, as a declining subject History has also been plagued by low performance which further discourages learners from learning it.

Studies further show that the problems with the use of language during learning are not only restricted to history as a subject but also touch on other subjects, particularly content subjects. In a country where the majority of learners are multilingual, teachers

34

often try to use the language of learning ad teaching but are sometimes forced to use the languages used by learners as home languages to facilitate learning (Sapire & Essien, 2021). findings made by Mavuru and Ramnarain (2020) showed that teacher used the learner's L1 to facilitate conceptual understanding.

The study further showed that when using code switching the learners acquired confidence to critically discuss science issues. However Mavuru and Ramnarain (2020) also showed that teachers had limited African vocabulary for science concepts. The lack of concepts for scientific terms also presents a problem for leaners during assessment as they have to be tested in a language that they are not competent in. Another study conducted in the Zimbabwean context where learners were given an assessment in a monolingual and bilingual version found that when learner wrote an assessment in the bilingual version they performed better than when they wrote in the monolingual version (Charamba, 2021a). Further studies by further highlights the importance for the learners to be bilingual and biliterate. based on the literature reviewed looking at multilingual and content learning, both the learners and teachers have a way of le` of utilizing both their L1 and LoLT for effective learning.

While the national results show an increase in learner performance (Deparment of Basic Education, 2020; Department of Basic Education, 2016; Department of Basic Education, 2019; Department of Basic Education, 2020) it is also interesting to note the concern by the DBE in the diagnostic report that learners struggle to respond to higher-order questions which require interpretation, analysis, and evaluation as well as writing coherent paragraphs. These concerns are further affirmed by the Department of Basic Education subject report ((Department of Basic Education., 2019a; Department of Basic Education., 2016)Table 1 below illustrates the Grade 12 performance in History in the Limpopo province.

Table 1:1. History results 2016-2022

year	No wrote	%Achieved 30%	% Achieved 40%
2016	157 594	84%	64.3%
2017	147 668	84%	67.5%
2018	154 536	89%	72.6%
2019	164729	90%	74%
2020	173 498	92%	77.6%
2021	227 448	89,5	73,2

The table above shows the academic performance of grade 12 learners in the Limpopo Province, According to the table, which shows the results shown in the Department of Basic Education subject reports between the years 2016 to 2021 the numbers of passes in History subject indicate a positive growth trend, however the same table indicates that while the number of passes is increasing the majority of learners are squashed in the 30 and 40 percent region, which indicates the presence of challenges in the subject in the Province.

Many South African learners use English as LoLT but have their L1 which they use in their communities. The use of ESL as LoLT often leads to ineffective learning (Molteno, 2017). The Department of Basic Education diagnostic report further identifies the learners' inability to respond to middle and higher-order questions which requires them to interpret, analyse, evaluate, compare and determine the usefulness, limitations and reliability of evidence in sources as some of the causes for poor performance(Department of Basic Education., 2021). The report further points out the candidates' inability to write logical and coherent paragraphs based on key questions Department of Basic Education., 2021). However, a study by Nsele (2018) posits that

36

in classrooms where learners have the LoLT that is not their L1, teachers often use translanguaging to facilitate learning which in turn improves academic performance. While some scholars have engaged in the discourse around bilingual teaching, this study further adds a voice to the discourse about bilingualism and its epistemic benefits in History as a subject for learners who are using a home language living in rural areas.

2.7. Translingual approach to teaching and learning

Learners who use minority languages around the world use a language that is different from their L1 as LoLT. Such learners need to have a certain degree of proficiency in the LoLT which is a foreign language to them to gain epistemic access. However, those learners are often at a disadvantage due to their limited proficiency in the LoLT(Tai & Zhao, 2022).

Translanguaging has been discussed by scholars as one of the pedagogic strategies that can grant learners access to epistemic gains. Literature shows that in areas where the learners use a language different from their L1 as the LoLT, teachers often find translingual strategies to enhance the learners' comprehension of the content. Translanguaging is explained as the ability of multilingual speakers to change between languages that form their repertoire. It is further explained as a teaching strategy that can be used in a multilingual classroom which can be beneficial and empower students to interact more (Seals, 2021; Sulaiman, 2020).

In the South African context, the language in education policy advocates for the use of one language as LoLT, even though it also allows for the school governing body to decide on which language to use (South African Government, 1996a) The flexibility in the language choice does not extend to the use of multilanguaging strategies. It is a common understanding that for learners to have maximum comprehension of concepts, they need inclusive learning materials in a language they are proficient in. In this case, translanguaging is a useful learning resource in multilingual contexts where the use of English only is an obstacle to effective learning (Charamba & Zano, Ngubane et al., 2020). According to Charamba and Zano (2019), the use of the learner's home language alongside the LoLT (English) gave the learners a better comprehension of concepts and enhanced their reasoning and interactive prowess.

37

Translanguaging is also used by some teachers as an important and necessary factor in supporting learners' opportunity to learn (Probyn, 2019).

The translanguaging pedagogy emphasises the fluidity and flexibility of language use and encourages students to draw from their entire linguistic repertoires to communicate effectively. Studies by Charamba (2020a) affirm the important role played by language in a classroom and suggest that teachers do away with 'named languages' through the use of students' linguistic repertoire in the classroom, which can lead to a deep understanding of meaning and result in increased epistemic access (Charamba, 2020). In line with findings made by Charamba (2020), literature shows that translanguaging makes use of the learner's local linguistic repertoires and can benefit learning and teaching (Charamba, 2021; Mokala, Matee, Khetoa & Ntseli, 2022; Nsele et al., 2022). Furthermore, Nsele et al. (2022) showed that learners performed better when the language of input was their L1 (isizulu), irrespective of the language of output. They further recommend that a language that is predominantly used by learners should be used as the language of input.

In the African context, the issue of translanguaging has also received attention from scholars. Translanguaging is seen not only as a learning strategy but also as a weapon to boost the learners' confidence in their language. According to the studies by Maseko (2022) in the Hwange district of Zimbabwe, language-concordant teachers were found to position themselves as enablers of translanguaging, which they did by embracing and creating opportunities for learners' L1 translingual practices during English-medium lessons. This, in turn, cultivated the learners' sense of pride in their language. However, the studies further show that teachers who showed indifference towards learners' translanguaging did not inspire confidence for the revitalisation of minoritised languages in the classroom. Translanguaging is not only used by teachers but by lectures as well. Studies by Charamba and Zano (2021) posit that when used as a pedagogical device in diverse multilingual classrooms, translanguaging can bridge the gaps in communication and comprehension. It can also bring about more uplifting experiences for both students and educators, by enabling epistemological admittance and formulating sociocultural identities. Furthermore, studies by Zelime et al. (2018) showed that when using Kreol Seselwa in the written tests, pupils achieved significantly higher marks than when they wrote in English. An earlier critique by

Bagwasi (2016) advocated for the translanguaging pedagogy which was seen to appreciate the fuzziness of language boundaries. In a similar context, Reilly et al. (2022) highlighted ways in which translanguaging could represent a positive shift in the way multilingual language practices are talked about and how they contribute to decolonising language policy in African countries.

In the Asian context, the discourse around translanguaging has also been documented. Literature by Liu and Fang (2022) found that stakeholders have positive attitudes towards translanguaging practices in various ELT contexts. The literature further shows that translanguaging pedagogy integrates two or more languages and aims at the development of the multilingual repertoire, as well as metalinguistic and language awareness. It is also learner-centred and endorses the support of the use of all languages used by learners (Cenoz & Gorter, 2020, 2021). For learners who are not proficient in the language of learning and teaching, the use of the LoLT monolingually is detrimental to their epistemic access. Furthermore, Almusharraf (2021) showed that using two languages interchangeably plays a positive role in the academic performances of the learners.

However, studies by Wang (2019) showed that while many teachers and education officials have shown positive attitudes toward the use of translanguaging there are still some who find it difficult to incorporate multilanguaging in their teaching and learning.

The discourse around the issue of translanguaging has also taken place in the American context. Studies conducted by Rasman (2018) in Indonesia show that translanguaging could help learners develop their multilingual competencies. However, it also noted that different socio-politically constructed statuses of English, Indonesian, and Javanese were still prevalent and restricted students from maximising their full repertoire when learning English. Translanguaging allows learners to use their linguistic repertoires and empowers them to think and express themselves without the hindrance of the language. Another study by Menken and Sánchez (2019) showed that translanguaging is indeed an effective practical tool for educating emergent bilinguals. These findings are in line with those made by García and Kleifgen (2020) who reviewed case studies that demonstrated how a translanguaging literacies

39

framework is used to deepen multilingual students' understandings of texts, as well as develop their confidence.

The reviewed literature has shown that discourse around translanguaging and its effect on epistemic access has been ongoing focusing on different contexts and subjects. However, there is a need for more studies to add to the already existing database focusing on the rural areas of Mopani district in Limpopo, with the belief that the extensive database will add to the didactical knowledge related to the teaching of content subjects in rurality.

2.8.   Theoretical Framing

This chapter presents the Theoretical framework that underpins this study. Theoretical framework refers to the structure that holds the theory of a research study. It comprises theories expressed by experts in different fields of study, providing a structure for what to look for in the data and how the findings from the data fit together. It also helps in discussing the findings more clearly in light of what existing theories say (Kivunja, 2018). The two theories underpinning the study, which are the social constructivism and the translanguaging theories, are discussed in this section.

2.8.1. Translanguaging

According to Vogel and García (2017), the concept of translanguaging was first coined in Wales by Cen Williams in the Welsh language to refer to a situation where Welsh students used two languages for different activities in class were reading in one language and writing in another. The term was later translated to the English word "Translanguaging." Thus, translanguaging as a sociolinguistic and psycholinguistic practice gives multilingual students an advantage. As a pedagogical practice, it gives students fluidity to enhance their interaction with content and comprehension thereof. According to Vogel and García (2017), the Translanguaging Theory operates on the assumption that:

Individuals select and use the features of a unitary linguistic repertoire to communicate. It favours bi- and multilingualism that privileges the speakers' own dynamic linguistic and semiotic practices over other languages preferred by the state;

40

and it recognises the effects of socially constructed named language categories and structuralist language ideologies, specifically for minority language speakers.

Furthermore, in translanguaging, it is believed that linguistic signs are part of an extensive repertoire of modal resources available by the makers. Over the years, translanguaging has been very beneficial, especially in schools where the learners' home language, learning and teaching are different (Wei & Lin, 2019). Scholars have also found that translanguaging as a teaching strategy in a multilingual classroom has been beneficial and empowered students to interact more (Seals, 2021; Sulaiman, 2020). This study's focus revolves around the language of learning and academic performance in an area where the learners are bilingual, but with their L1 being the most dominant in their everyday lives.

Moreover, in many South African rural public schools, the language of learning and teaching is not the learners' home language; therefore, the theory of translanguaging is crucial as it will add to the epistemic gains in pedagogy.

The social constructivist theory underpins understanding of the classroom interactions, while translanguaging underpins the planned translingual teaching, learning, and assessment in the Grade 10 History classrooms. The nature of classroom interactions will be understood through the use of classroom observations which will be explained in the methodology section while Figure 1 indicated below details the theoretical frameworks underpinning the study and details the point of convergence in the Classroom interaction observed in a natural setting and planned translingual teaching which is further detailed in the methodology section.

41

Figure 2.7.1: Two-pronged theoretical framework
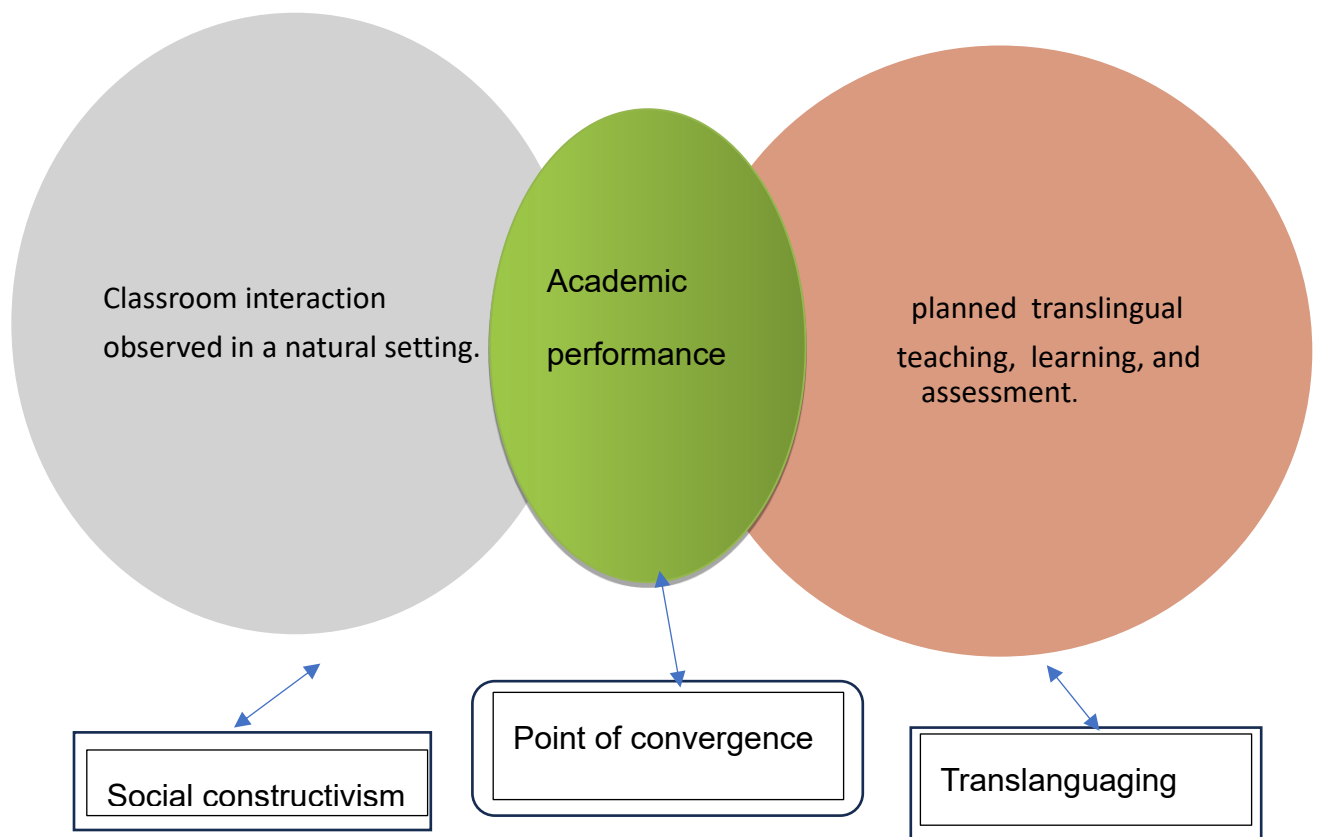
The figure above show diagrammatic presentation of the theoretical frame works that underpin the study, the social constructivism theory is represented by the classroom interaction where children learn though the interaction with other learner s well as through the interaction with teachers while the translanguaging theory represents the language through which learners interact with each other particularly learners who have the LoLT which is different to their L1and the point of convergence is indicates the learners academic performance which is may often be determined by the language of learning and the setting in which learning takes place.

2.8.2. Social constructivism

This study is underpinned by Vygotsky's social constructivism theory, which emphasises children's cultures to construct knowledge. For Vygotsky, culture is the elements passed on to children throughout generations, and the most critical tool in this culture is the language (Vygotsky, 1962), as cited in McLeod (2014). The author

further posits that language is the tool through with which adults transmit knowledge to children and is for intellectual adaptation. Vygotsky also believed that through language, children interacted with those around them, he also viewed this interaction as social constructivism. He further proposed that children are born with the ability to learn through guidance (MacBlain, 2021).

In Social Constructivism, understanding, significance, and meaning are assumed to be developed in coordination with other human beings. Literature by Amineh and Asl (2015) suggests that the crucial elements of social constructivism are:

- The assumption that human beings rationalise their experience by creating a model of their social world and the way that it functions.
- "The belief in language as an essential system through which humans construct reality" (Amineh& Asl, 2015, p. 13).

According to Vygotsky (1987), as cited in McLeod (2014), knowledge and language are initially separate systems that merge within three years. Speech and thought become interdependent and thought becomes verbal; speech become representational during this stage; internalisation of language becomes vital for cognitive development.

Language is essential for the cognitive development of learners, and this study investigates the impact of ESL as LoLT on the academic success of Xitsonga-speaking Grade 10 learners in social sciences context in rural areas. Vygotsky's social constructivism theory emphasises the importance of language for the child's development of the meaning of the world around them (Amineh & Asl, 2015; McLeod, 2014). The social constructivism theory aids the interpretation of findings around meaning-making in the Grade 10 History classroom, specifically, the use of language in classroom interactions.

2.9. Chapter Summary

The literature review conducted in this chapter covers a wide range of studies from different parts of the world, all of which focus on the impact of language on learners' academic performance. The review reveals that language proficiency is a crucial factor

in determining a student's success in school. Learners with poor language skills may struggle to understand higher order questions, which can lead to poor performance in various subjects, including History(Department of Basic Education., 2021). In addition to language proficiency, socio-economic factors also play a significant role in a student's academic performance. The literature review identifies lack of support from parents as one of the major contributors to poor academic achievement (Naqvi, 2006; Suraweera, Kurupp, 2019; Tan, 2019) Learners from disadvantaged backgrounds may not have access to the resources they need to succeed in school. This is particularly true for learners in rural schools, which often lack the necessary infrastructure and resources to provide quality education.

One of the interesting findings of the literature review was the emergence of the translingual approach as a teaching strategy. This approach involves using multiple languages in the classroom to enhance learning. The review suggests that teachers who adopt this approach can create a more inclusive learning environment that caters to the needs of learners from diverse linguistic backgrounds. The literature review also highlights the significance of learners' and teachers' attitudes towards language use in a monolingual setting. It is important for teachers to understand the role of a learner's mother tongue in the learning process, as this can have a significant impact on their academic achievement. Additionally, the review provides insights into theoretical frameworks such as Vygotsky's social constructivism and translanguaging, which underpin the study of language and academic achievement. Overall, the literature review presents a detailed and comprehensive analysis of the complex relationship between language and academic performance. It provides valuable insights into the various factors that influence academic achievement and highlights the importance of adopting inclusive and diverse teaching strategies furthermore the socio cultural and translanguaging theories provide framework that underpins the study which was conducted in the schools in the rural areas of Mopani District focused on grade 10 learners who are doing History as a subject and speak Xitsonga as L1

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The chapter on methodology discusses the methods that were used during the research. This involves various techniques that were used to conduct research (Gounder, 2012)**.** The research paradigm, the ontological and epistemological assumptions, and the research approach, which is a mixed methods using qualitative and quantitative data collection methods are discussed in this chapter. The design, target population, sampling techniques, data collection tools and procedures are also discussed. Finally, data analysis and ethical considerations are included. The main aim of this study was to find answers to the questions which were outlined in chapter one.

3.2. Research Paradigm

A Paradigm is a conceptual and practical tool that is used to solve specific research problems, in other words, according to Abbott 2004, p. 42 as cited in (Kaushik & Walsh, 2019) n the field of social research, paradigms serve as heuristics, providing researchers with a framework through which to view and understand the world. Essentially, a paradigm represents a researcher's basic worldview, which shapes the way they approach research. These paradigms form the foundation of research, influencing the types of questions asked, the methods of data collection, and the ways in which data is analysed and interpreted. The approach taken by researchers can result in vastly different outcomes, as they prioritize different aspects of the research process and value different types of knowledge. For instance, a researcher who follows the positivist paradigm may prioritize the use of quantitative data and experimental methods, seeking to uncover objective laws and patterns that govern social behaviour. On the other hand, a researcher who adheres to the constructivist paradigm may prioritize the use of qualitative data and interpretive methods, seeking to uncover the subjective meanings and experiences that shape social behaviour. By understanding the significance of paradigms in social research, researchers can effectively plan and execute studies that match their worldview and research goals.

45

Additionally, by critically examining and comparing different paradigms, researchers can gain a deeper understanding of the complexities of social phenomena and the limitations of various research approaches. Furthermore, paradigms are commonly characterised by how researchers respond to the entomological question, which refers to the nature of reality; the epistemological question, which is the question of how the researcher knows of the problem; as well as methodological questions, which asks how the researcher is going to find out the true nature of the problem (Perera, 2018). In addition, paradigms contain scientifically recognised achievements that provide researchers with questions and solutions.

This study is guided by the pragmatist paradigm, which refers to a theory based on the understanding that researchers should use the philosophy and methodological approach that works better on a research problem being investigated. And those human actions cannot be separated from past experiences. pragmatists do not entertain the concepts of single truth and reality. Instead, they accept that single or multiple realities are open to empirical inquiry (Kaushik & Walsh, 2019). As a research paradigm, pragmatism works on the principles that thought should lead to actions, prediction and problem-solving and is more concerned with whether a solution to a research problem can be found.

The major underpinning of the pragmatist philosophy is that "*knowledge and reality are based on beliefs and habits that are socially constructed*"(Kaushik & Walsh, 2019,p.3). Pragmatism also operates on the understanding that knowledge is based on a person's unique experiences created by the world around them. (Kaushik & Walsh, 2019) Pragmatism also allows for the flexibility to choose from a pool of different methods and enquire from different perspectives (Kelly& Cordeiro, 2020).
While There are a variety of paradigms, for this study's purpose, Mixed methods were used. This means that qualitative methods were used to answer the questions on the nature of language use amongst Xitsonga-speaking Grade 10 History learners and their teachers in the classroom, and the question on the role played by the learners' rural environment in Grade 10 History academic performance where English is used as LoLT. In contrast, quantitative methods were used to answer the question of how ESL learning and teaching impact learner academic performance in Xitsonga

dominant Grade 10 History classrooms in rural public schools. As such, the pragmatic paradigm was the most relevant for this study as it allows for the use of different data collection methods which are available in the qualitative and quantitative research methods pools.

Ontological and epistemological assumptions

The ontological assumption is the nature of reality. It looks at how it is possible to combine different natures of realities (ontologies). There are several ways of looking at realities, e.g., there is a single reality or truth, there are multiple realities, and the reality is constantly negotiated, debated, or interpreted (Cohen et al., 2018).*Epistemological* assumption questions how it is possible to combine different ways of knowing (Cohen et al., 2018). It refers to the explanation of how we know what we know and is concerned with providing a theoretical ground as to how we know what we know and how we can ensure that this knowledge is legitimate and adequate (Ahmed, 2008). Recent literature by Asiamah, Mensah and Oteng-abayie (2022) explains that *epistemological* questions seek to know the basics of the knowledge on the nature of the problem.

In this study, the ontological assumption is that reality is constantly negotiated, debated, or interpreted and it takes on the epistemological stance that whatever tools are best suited to examine the problem can be used; hence the research philosophy is pragmatism which then gives the flexibility to use both qualitative and quantitative methods in the study.

3.3. Research Approach

The research approach refers to a plan and procedure on how the data will be collected, analysed, and finally interpreted as discussed in this section. It refers to plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. This plan involves. several decisions that need to be taken to conduct research (Creswell, 2014).

There are three approaches to research: qualitative, quantitative, and mixed methods approach. The mixed-method approach combines designs from the qualitative and

47

quantitative approach pools. They are also referred to as the Qual-Quan approach. The qualitative data answered the question on the nature of the interaction between Grade 10 Xitsonga speaking learners and their teachers in the ESL monolingual classroom.

In contrast, the quantitative data answered the question on the impact of ESL as LoLT on the learners' academic performance. The advantage of using this approach is that it enhances the credibility of the results and minimises the possibility of bias that might exist in one approach (Morgan, 2017). Simply put, the qualitative approach was used to collect and analyse data that relates to the classroom interactions in the History classroom; then the quantitative approach was used to collect and analyse performance scores when translanguaging is used for teaching and learning.

3.4. Research Design

A research design is a framework of research methods and techniques chosen by the researcher (Khan, 2021). The design allows the researcher to tap into suitable research methods for the subject matter.

This study was conducted using mixed methods research (MMR) designs. Mixed methods come in four forms which are: Triangulation Design, Embedded Design, Explanatory Design, and Exploratory Design. This study was conducted in the Sequential exploratory design.

The Sequential exploratory design was used where the researcher collected qualitative data and analysed it with the belief that the results of the first method would help inform or develop the second method which will be quantitative (Creswell, 2017). In this study, qualitative data was collected using *classroom observation*, *semi-structured and focus group interviews* were used. This method was used to gather multiple perspectives on social or human problems and were aimed at answering the questions on how grade 10 Xitsonga speaking learners and their Xitsonga speaking teachers use language in the English monolingual History classroom. and to determine the role played by the learner's rural environment in the Grade 10 History academic achievement when using ESL as LoLT.

The quantitative data was collected using the Solomon four-group experiment which was devised by Richard Solomon in 1949. According to Navarro and Siegal (2018), the Solomon four group experiment helps to counter the problem of pre-test sensitisation, with the main feature of this design being that participants are randomly assigned to either to be pretested or not, and to either receive or not receive treatment, even though they will all be post- tested. The results were then analysed to prove or disprove the theory on how ESL learning and teaching impact the learner's academic performance in Xitsonga dominant Grade 10 History classrooms in rural public school.

The exploratory design was found to be more preferable for this study because:
- The separate phases in the design make it easier to implement and report.
- The design can be easily applied to multi-phase as well as single-phase studies.
- The inclusion of the quantitative aspect makes this design more acceptable to quantitative biased audiences even though it emphasises the qualitative aspect (Creswell, 2014).

The disadvantage of using the exploratory design is that it takes a lengthy period to complete, and that the researcher must decide whether to use the same sample used in the initial stage of qualitative design for the quantitative design or to use another sample. For this study, the same sample was used at different stages of the data collection except in the focus group discussion where the participants were representative of the original sample, but the number was limited to five per focus group, because The exploratory design was chosen as a design, the qualitative data was collected first followed by the quantitative data.

The use of Qual-quant approach is important in this study as it helped to find answers to the research questions. The qualitative methods were used to answer questions which could be answered through the observation, interviews, and focus group discussions; the qualitative data collection tools like interviews and focus group discussions are crucial as they seek to understand the perspectives of the participants. However, in order to strengthen the reliability of this study, a quasi-experiment was conducted, which is a quantitative method to find answers that can be proven.

49

3.5.   Target population and sampling procedures

Target Population

The population is described by Shukla (2020) as a set or a group of all units on which the study's findings are to be applied. This is a specific group of people with similar characteristics on which research findings can be applied (Darwish, Ahmed and Al-Ahmar, 2017), while the target population is referred to as the group of people or objects to which the results of a study can be generalised (Pandey & Pandey, 2015). The target population for this study were learners in rural public schools who use Xitsonga as their home language and are doing Grade 10 with History as one of their elective subjects. The exact ages of the learners are not a determinant as they are all classified under the same characteristics of being in Grade 10, learning History in rural public schools that are considered "no fee schools". Specifically, these are schools that government classified as quintile 1 since they are recognised as being in the poorest communities. Four schools were identified from the target population of schools in the Nsami circuit of Mopani East district in Limpopo province.

Sampling Techniques and Sample

Sample refers to a small proportion of subjects selected from the identified population, with the purpose of conducting a study. A sample is representative of the population (Pandey & Pandey, 2015)

Sampling is the process of selecting a subset from the population to use as a representative for the study (Kumar, 2011). It refers to the small amount of subset that gives information about a larger group that it has been taken from. When selected from a population, a sample must have all characteristics of all units. The sample for qualitative data collection was drawn using the following sampling techniques.

Purposeful sampling is one of sampling methods that can be used in qualitative research and it is applied to select participants who have an understanding of the phenomenon (Creswel, 2013). This sampling method is also used to sample the

50

participants that are rich in the information that is needed to gain in-depth understanding of social issues (Asiamah, Mensah & Oteng-abayie, 2022). Four schools that were representative of the circuit were purposefully sampled based on the condition they were offering History as a subject, they were based in rural areas, and were representative of the target population.

Purposeful sampling was also used to select the participants for the observation and focus group discussion based on the same principle that they were rich in information that was needed. In this study, these were Grade10 History learners as they had day to day interaction with History as a subject and were based in the rural areas. They were able to answer the question on the role played by their rural environment in their History academic performance where English was used as LoLT.

Convenient sampling was used to select teacher participants. According to Asiamah et al, (2022), convenient sampling is a strategy used to select participants on the basis that they are available. History teachers from the sampled schools were selected on the basis that they agreed to participate, they also had day to day interaction with learners doing History and were able to answer the questions on the role played by the learner's rural environment in Grade 10 History academic performance where English was used as LoLT. These were the same teachers who were teaching during the observation as they were the ones familiar and comfortable with the learners.

Intact group sampling is a type of non-probability sampling that involves the use of intact groups without adjusting them. This was used to select the participants for the Solomon four group experiments from the four sampled schools; the four groups of participants from the four schools were the History classes taken as intact groups.

Simple random sampling was used to select the groups for activities in the Solomon four group experiment. This meant that any one of the four groups had a guaranteed chance that they would be post tested, but none had a guarantee that they would receive intervention and or the pre-test. The groups were sampled based on the homogenous characteristics which are:
- They are all doing History,

- They all speak the same home language which is Xitsonga.
- They are all based in rural areas.

3.6. Piloting the data collection tools

The data collection tools were piloted on the Grade 10 History classes at a school where the researcher is based. The school has two Grade 10 History classes which served as an advantage to the teacher as the two classes were then divided into two each to make four groups to be used during the quasi experiment.

The observations

The observation was done to simulate the real observation that would be conducted in the real data collection setting. This was done in a History class with the History teacher teaching. After the observation, the observation instrument was adjusted so that the observations would be recorded periodically using explanations. This was found to be more feasible for the collection as the previous instrument which was based on frequencies left some important observations unaccounted for and made it difficult for the researcher to interpret.

Interviews

The piloting of the interview instrument was done on the same History teacher who was observed; the proposed process was to interview the teacher after every class observation. However the teacher expressed the reluctance to be interviewed repeatedly, citing a busy work schedule and the lack of free time as the teachers normally did not have much free time. Therefore, the planned interviews for the data were changed and the participant teachers had to be interviewed once since they also had the same problem of availability of time.

Focus group discussions

Five learners from the History classes were randomly selected to participate in the focus group discussion to pilot the focus group discussion tools. And the only change was to reduce the number of days for the discussion as the learners seemed to be getting bored with the repetitions of the meetings for the same discussions and there

52

was a threat of mortality. Therefore, the days for the discussions were reduced to three, instead of five as initially planned.

The Solomon four group quasi experiment

The instrument for the Solomon four group experiment were conducted on the two History classes. The two classes were divided into two each to form group A, B, C and D. The instruments were then applied, and nothing was changed.

Sorting and categorization

The data was categorized and sorted as soon as the data was collected, the observations were sorted and analysed according to pattens that emerged. The interviews were also sorted according to the themes that emerged.

3.7. Data Collection Tools and Processes

To collect reliable data, the researcher had to use different methods. This means that the researcher had to be familiar with different data collection techniques, procedures, and tools as well as sources from which to collect the data. The data was collected using different tools as required in the mixed methods research design. The following section outlines and discusses data collection tools that were used to collect qualitative and quantitative data.

Qualitative data

This study used the mixed method design therefore the qualitative and the

quantitative data collection tools were used. The qualitative data collection tools are

discussed in the next section.

Observation

Observation is one of the data collection tools that are often used in social sciences. During the observation, the researcher makes their own observations without asking the participants any questions. According to early literature by Kothari (2004),the advantage of using this method is that subjective bias is eliminated. Furthermore, the

53

data collected using this method is related to what is happening currently and is not influenced by future intentions or past behaviours (Kothari, 2004). This data collection method was preferred as it allowed the researcher to observe the interaction between the teachers and the learners and be able to draw conclusions without asking them any questions. Because the observation methods come in different forms, it is worth noting that the data for this study was collected using non-participant observation method.

Non-participant observation

The non-participant observation tool was utilised. This kind of a tool is utilised where the researcher does not participate in the activities, but observes passively and draws conclusions from their observations without attempting to experience the process through participation (Kothari, 2004; Kumar, 2011).

The observation was done in the participants' natural setting, which was the History classroom in their school which is their natural setting. The researcher's adoption of a non-participant observer position was necessary as it would give her a chance to observe the nature of the interaction between Grade 10 Xitsonga speaking learners and their teachers in the ESL LoLT monolingual classroom. Meanwhile the researcher would be recording the observations in the semi structured observation sheet designed to guide her on when and what to observe. As a non-participant observer, the researcher placed herself in the furthest corner of the backseats to avoid causing any kind of disruption that could possibly draw the attention of the participants.

Observations of Grade 10 History learners were made over a period of five consecutive days per school to determine the nature of the interaction between the Grade 10 Xitsonga speaking learners and their teachers in the ESL LoLT monolingual classroom. The observations were made for 1 hour each day of the allocated five days per school. Each period was demarcated into three portions: the first 10 minutes, the main lesson lasting for 40 minutes, and the last 10 minutes, altogether making 60 minutes per period. Altogether, the observation was done over 300 minutes at each school, which makes 5 hours at each school; so the total observation hours for all 4 schools was 20 hours.

54

The observation was systematic in that it operated on a formulated research purpose, and was designed to answer the qualitative research question which was: "What is the nature of language use amongst Xitsonga speaking Grade 10 History learners and their teachers in the classroom?"

Interviews

Interviews were another method that was used to collect data for this study. This method normally involves presentation of oral-verbal stimuli and getting responses verbally (Kothari, 2004) and are normally employed to gain insight into the personal experiences and situations participants(Jameel, Shaheen & Majid, 2018).

The Teacher interviews

Semi-structured interviews were conducted with the History teachers to gain an in-depth understanding of their teaching experiences in the ESL monolingual classroom. The questions for the interview were semi structured. This means that while some questions were the same for all participating teachers, prompting questions were also asked, as outlined by Jameel et al (2018). This would lead to open ended discussions facilitated by the researcher based on the observations made in class and how the teachers responded to the previously designed questions. The questions were designed to seek answers on the role played by the learners' rural environment in Grade 10 History academic performance where English is used as LoLT, as well as to determine the nature of language use between Xitsonga speaking teachers and their learners in a History classroom.

The History teachers had also completed a demographic information form which would show their experience and background related to teaching History in public schools. Some of the questions asked were derived from the outcome of the observation.. This data collection method was considered as it would help the researcher to gain insight into the participants experiences and situations.

The learners

The focus group discussions are another method that was used to collect data. Through this design, the opinions or perceptions of participants are explored through open discussion (Kumar, 2011). These were be conducted with learners as one of the data collection tools. According to Morgan (1998) as cited in Cohen, Manion and Morrison (2018),12 participants are considered to be a good number, while Krueger (1994) as cited in Nyumba, Wilson, Derrick and Mukherjee (2018) sees 10 participants as a large enough number to provide a variety of perspectives and small enough not to be disorderly.

Furthermore , Jameel, Shaheen and Majid (2018) consider 6 to 12 as a good enough number for the focus group discussions. For this study, there were four sampled schools, four focus groups, and each group had five participants to minimise disruptions at schools. Three extra participants were on standby to fill in should some participants not be available for each group (Cohen.et al, 2018). The focus group discussions were conducted for 3 times with each group in order to gather more depth on the phenomenon under discussion.

The topic for discussion was: *The role played by the learner's rural environment in their History academic performance where English is used as LoLT*. However, to get learners to relax and start talking freely, questions about their interest in History as a subject were asked. This method was deemed necessary for this study as it would yield insight which would probably not be available in individual interviews.

Quantitative data

The data for the study was also collected using the quantitative method which, according to early literature by Gounder (2012), is based on the measurement of quantity or amount. Quantitative research is applicable to phenomena that can be explained in terms of quantity. The following is a discussion on how the quantitative data was collected.

56

The quantitative data was collected using a quasi-experiment, specifically a Solomon four group design experiment. This meant that two of the four groups received a pre-test, while the other two of them receive a treatment even though all groups will receive a post-test. This was meant to help determine if the treatment has any effect on the learners performance which in this case is a dependent variable (Mills & Gay, 2015). The Solomon four group quasi experiment is illustrated in tables 2 and 3 below.

Table 3.1. **Solomon four group design**

Group	Pre-test	Intervention	Post-test
A	X	X	X
B	X		X
C		X	X
D			X

Table 3.2. **An explanation and distribution of groups to pre-test, intervention, and post-tests**

Group	Pre-test	intervention	Post-test
A	(pre-test) English input, Xitsonga output	Xitsonga input intervention	Xitsonga input(post-test), English output
B	(pre-test) Xitsonga Input, English output		English input (post-test), Xitsonga, output
C		English input intervention	English input(post-test), Xitsonga output
D			Xitsonga input(post-test), English output

The strength of the Solomon four-group design is that it increases both internal and external validity and reduces the influence of a confounding variable. This design also eliminates the possibility of pre-test sensitisation (Mills & Gay, 2015). Four classes were selected as intact groups to participate in the study; each was randomly placed as either group A, B, C or D; each of these groups were treated as an intact group. Groups A and B were given a pre-test and post-test, group A was pretested using

57

English input and had to produce output in Xitsonga. The same group also received intervention in Xitsonga which was conducted by the researcher who is an experienced History teacher. The group later received a post-test where the input was in Xitsonga and the output had to be in English. Group B was pretested in Xitsonga input, English output, and they did not go through intervention but had a post-test in English input, Xitsonga output. Group C did not receive a pre-test but received only an intervention in English and a post-test in English input, Xitsonga output while group D only received a post-test in Xitsonga input, English output. To put it simply **all** four groups received a post test, Groups A and B received a pre-test and Groups A and C received an intervention while Group D which is the ultimate control group did not receive a pre-test and the intervention, just a post test.

Taking into consideration the problem of pre-test sensitisation, the groups which received a pre-test had to wait for five days to receive a post test. For Group A, which received a pre-test, the intervention was done on the fourth day after the pretest - leaving three days in between the pre-test, the intervention and the post-test. For Group C, the intervention was done three days before the post-test. For Group B, the post-test was done four days after the pre-test. The Solomon four group design is explained in table 3.

The Solomon four group design was most suitable for this quasi experiment because the fourth group serves as the ultimate control group, where the issues such as maturation and carry over effect are accounted for (Mills, G.E, Gay, 2015).

The process of translating, planning of the teaching material and intervention was done by the researcher who is an experienced History and English teacher. The experiment took place in the learners' natural environment which is the learners' classrooms at their schools and the timing and topics chosen for the experiment was arranged so as not to clash with the departmental annual teaching and assessment plans.

3.8. Data analysis and presentation

Analysing data refers to exploring and making meaning of the data that has been collected(Cohen et al., 2018). According to Kothari (2004) analysis is the computation of certain measures along as well as searching for patterns of relationship that exist among data-groups. It is done to make sense of data that was collected.

3.8.1. Qualitative data analysis

The data that was collected using qualitative data collection methods like observation, interview and focus groups discussions were analysed using qualitative data analysis methods. These data analysis methods focus on in- depth, context- specific, rich, and subjective data (Cohen et al., 2018). The data analysis that was used was the thematic inductive analysis which was used to identify the dominant themes in the data collected. More details of the analysis will be discussed in the data analysis and findings chapter.

The data collected using quantitative data collection tools was analysed using the SPSS 20 Laverne's test for the equality of variance to indicate the levels of significance difference (or lack) between the groups pitched at 0,05 (Mills & Gay, 2015).

3.8.2. Quantitative data analysis

This section presents the analysis of quantitative data. The data which was collected using Solomon four school design was analysed using the SPSS software. This design was used to generate the numerical data which would answer the question: How do English Second Language (ESL) learning and teaching impact learner academic performance in Xitsonga dominant Grade 10 History classrooms in rural public schools? The Solomon four-school quasi-experiment was preferable for this study as it allows the researcher to have complete control over the variables and to check that the pretest did not influence the results (Kumari, 2013).

The experiment involved analysing and interpreting data from four schools, identified by pseudonyms A, B, C, and D. Teachers from each school were also given pseudonyms, such as Teacher A being from school/school A. The aim was to assess the effectiveness of the intervention and determine if the language used in teaching

59

has an impact on academic performance. The results were sent to a statistician who used IBM SPSS software to analyse them. The Solomon four school design is highly effective as it accounts for internal and external validity, reduces the influence of confounding variables, and eliminates pre-test sensitization. This design was most suitable due to its ability to address issues like maturation and carryover, as noted by (Mills &Gay, 2015).

The pre and post-tests were administered to all schools in the study. After the tests were marked, the scores were recorded in the score sheet and analysed using SPSS software. Laverne's test was used to determine if there was a significant difference in the levels of variance between the schools, with a significance level of 0.05 (Mills, Gay, 2015). The pre and post-tests were based on the Grade 10 French Revolution chapter in the History curriculum. Table 3 in the list of tables shows the distribution of schools for the pre-test, intervention, and post-test. The hypothesis was that using Xitsonga (home language) as the language of input would result in a significantly higher mean score on the post-test compared to using English (second language) as the language of input.

3.9. Reliability and Validity

In research, reliability refers to how consistently a method measures something when the same method is applied to the same sample in the same conditions. An instrument is considered reliable when it is stable, predictable, dependable, and consistent. Factors that may affect reliability in interviews are the way that questions are framed, the physical setting of an interview, the mood of both the respondent and interviewer, the nature of the interaction between the interviewer and respondent and note taking or recording. To ensure reliability, the researcher used the same instrument during the interview of the four respondents from the four schools. Furthermore, the interview was conducted at the respondents' natural environment which was the schools which they are stationed. Apart from that, the researcher first established rapport with the respondents and talked to them about everyday things. Furthermore, a recording device was used to record the interview to avoid clouding of information.

Validity refers to how accurately a method measures something it was set out to measure (Kumar, 2011). How the test measures what it is supposed to measure in terms of how the questions in the instrument have a link with the research objectives is called face validity, while content validity is how the items and questions cover the full range of issues and attitudes being assessed (Kumar, 2011). If a method measures what it claims to measure, the results closely correspond to the actual world values and are considered valid. According to Rose and Johnson (2020), the three concepts have to do with the systematic rigour of the research design, credibility of the researcher's methods' applicability, and the findings' believability.

Construct, content, and face validities, as well as a criterion or test validity and internal validity, refer to the degree of confidence that the causal relationship being tested is trustworthy and not influenced by other factors and variables. External validity refers to how the study results can be applied or generalised to other situations. Threats to validity include observer bias, history, maturation, testing, instrumentation, mortality, pre-testing effect, experimenter effect, dominance effect, and group-think effect. In order to counter the threats to validity, the instruments that were used were first piloted in a different school to those where the data would be collected. The data was collected in a period where the respondents would have been firmly established in their schools and movement would be minimal to zero, furthermore where pre and post-tests had to be written several days were left in between to counter the pre- test sensitisation.

3.10. Delimitations of the study

This study was based on the academic performance and insights of Grade 10 History learners from the rural areas who learn History in English LoLT which is the second language to them, and their history teachers. Grade 10 was ideal for this study as it is in this grade where the learners have deliberately chosen History; it is also the grade where they start learning History as a subject, as in prior grades it was only learnt it as a part of Social Sciences. The learners in this grade have been using English as LoLT for 9 years of their schooling years, when we ignore the possibilities of others repeating a year. It is expected that at this stage the learners' cognitive and English language competence have significantly developed such that they can participate actively and write lengthy pieces of writing (essays) in the LoLT. The population selected for this

61

study are four schools which are chosen on the basis that: they have History as a subject in Grade 10. The findings of this study can only be interpreted within the context of quintile 1 schools in the Mopani east district of Limpopo province.

3.11. Ethical considerations

Clearance to conduct this study was granted by the University of Pretoria ethics committee. The Limpopo provincial department of education and the Limpopo premier's office also granted the researcher permission to conduct research in the province. Mopani east district was also approached to grant access to the schools in the district and the office of the district director granted the permission to conduct the study. The sampled schools were visited, and permission sought from the principals to collect data at the schools, where the teachers and learner participants were given consent and assent forms to complete and agree to participate in the study. For the learners, permission from parents was also sought through the consent forms which were taken by the children to the parents to sign. The parents signed giving consent for their children to participate in the study. In cases where the parents were not available a guardian signed consent for the children, these were often senior siblings, grandparents, Or any member of the extended family.

All participants were made aware of the purpose of the study and the data collection methods that would be used. They were made also aware that they were not obliged to participate in the study and could choose to withdraw from the study if they felt they no longer wanted to participate. They were also informed that participation in the study was purely on voluntary basis and no award of any kind would be given to the participant. The identities of the participants and other identifying features of the participants are not revealed in the reporting of the data.

All the ethical procedures were followed at all the stages of data collection to protect the confidentiality of the participants as explained to them. The identity of the participating schools is also withheld to protect the participants' confidentiality.

3.12. Chapter Summary

In this chapter a detailed explanation of account of the research methodology which included the research paradigm, research approach and design, the limitations of the study were also explained. The process of piloting of the study as well as the changes that resulted from the pilot are explained. The population, sampling and sampling procedures and the reasons why the sampling methods were used are also explained in the chapter. The other aspects that are explained are the ethical considerations, data collection processes and the aspects of ensuring validity and reliability. The next chapter will focus on the analysis of data.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1. Introduction

This chapter presents the analysis of the data that was collected. The findings from the data that was collected were analysed, and the themes from the data were interpreted using inductive thematic analysis. The data sets analysed included observations, teacher interviews, and learner focus group interviews. Finally, the data collected using the Solomon Four design is analysed through the SPSS software, and the interpretation of the findings is presented. The analysis focused on the academic performance of History learners in rural areas and the influence of the LoLT on the Grade 10 History learners from rural areas, specifically focusing on the research questions.

Inductive thematic analysis is used to analyse classifications and present themes or patterns that relate to the data collected ((Streefkerk, 2019). It was used to analyse all data that was collected using qualitative data collection methods that were used in this study. To conduct the analysis, observation sheets used for the semi structured class observations were collected from each of the sampled history classes in each school, and they were organised and read. Identical ideas from the data were coded to identify the themes with the loudest echoes. Data was analysed using the inductive thematic approach which implies that: most of the data starts with a precise content and then move to broader generalisations and finally to theories. Using the inductive thematic analysis, the themes emerged which were based on the observations focusing on the interaction between the Xitsonga speaking teacher and their Xitsonga speaking learners in a History class in a rural school where the LoLT was English. Four Grade 10 classes from four schools were observed during the History subject teaching and learning to observe the kind of language used during their interaction.

Each of the observation sheets that were analysed were demarcated into three segments making one classroom observation to have the first 10 minutes for the introduction of the lesson, 40 minutes during the period, and the last ten minutes. The aspects focused on during the observation were language use and leaners' and teachers' interaction in the LoLT.

Each classroom was observed from the beginning until the end of the lesson and the observations made were recorded in the observation sheet. In this section, the findings from the observations are explained and discussed. In the discussion, the teachers from each of the classes are referred to as Teacher A, B,C, and D. These alphabets are used as their pseudonyms throughout the discussions of the findings.

4.2 Findings from classroom observations

Classroom observation was conducted in the learners and teachers' natural environment and the observation sheets used for the semi structured class observation were collected. These observation sheets from each school were organised and read.
After the analysis of the data, common themes emerged, and they are discussed in this section.

4.2.1. The learners and teachers' translingual interaction in a monolingual classroom

During the learning and teaching process, it is important for the teacher to interact with the learners from the beginning of the period until the end. Some of the interactions serve as a strategy for assessing the learner's knowledge of the content being taught. The language in education policy allows schools to choose a language of learning and teaching(South African Government, 1996a; Wildsmith-Cromarty & Balfour, 2019).

During a History period in an English monolingual classroom, the focus of the data collected was on the language usage of teachers and learners. The data was collected through semi-structured observations, which revealed three ways in which English LoLT (Language of Learning and Teaching) is used by teachers. Firstly, English is used for basic instructions. Secondly, a combination of Xitsonga and English is used for emphasis and explanations. Lastly, Xitsonga and English are both used for discussions, with livelier conversations conducted in Xitsonga. The observations were conducted in intervals, specifically the first ten minutes, the duration of the period, and the last ten minutes of the period.

4.2.2. The use of English for basic instructions

During the observation, a common trend was observed in all the Grade 10 History classes. During the first 10 minutes, there were greetings, a few basic instructions about how the period would proceed, and the introduction of the lesson; the teachers used English in this phase. Teachers A and B strictly used English for the greetings throughout the days that were observed. The learners also interacted with them in English, while Teacher C would come and greet learners in English and proceed to give them instructions in English. Learners in school C responded to the greetings in English; however, they sometimes made conversation with her by presenting problems in Xitsonga (Teacher C is also their class manager). Teacher D alternated between the languages; sometimes she greeted them in Xitsonga while some days she greeted them in English. However, she always gave instructions in English - to which learners responded by doing what they were told. For example,

Teacher A said:
Morning how is everyone. Today we have a guest; do you still remember her?

To which, the learners responded by greeting the teacher back and settling down. The learners prepared themselves to start learning by taking out their books. The way in which the introductions and basic instructions were conducted makes one understand that the LoLT is English, which is not surprising since that is the case in many South African public schools Although the Language in Education Policy in the (South African Government, 1996) allows for the school governing bodies to choose a preferred language as LoLT, the majority of public schools have chosen English because it is associated with economic growth, it is a global language, and it is useful for future studies as tertiary education is offered in English. It is also a common language in the working environment (Department of Basic Education, 2010).

According to the national education policy in (South African Government, 1996b) the grade of transition to English as LoLT is Grade 4, hence Grade 10 is at a phase where English is the language in use. The observations made in this study show that Grade 10 History teachers in rural areas use English as the LoLT which is in line with the language policies which determine the language of learning and teaching.

66

4.1.3. Translanguaging for emphasis and explanations

The data that was collected through semi structured observation showed that after the first 10 minutes, which was used for greetings and in the first few instances for introductions, the teachers would start teaching.

From this observation, which I term during the period, the teachers taught their learners in English based on the topic of the day; however, for every aspect that seemed difficult for learners, the teachers switched to Xitsonga to explain further. It was fascinating to observe the interest shown by the learners whenever the teachers explained in Xitsonga which was in direct contrast to their silence when the teacher was speaking in English. I observed in several instances in all the groups that the class took on a livelier atmosphere when the teacher explained in Xitsonga. For example, in school C, the teacher said:

> *Marie Antoinette was the downfall of King Louis because she loved expensive things even though the country did not have money. Then she changed the language and said: Mary Antoinette hi yena a nga onhela king Louis hi ku a rhandza swilo swa ku durha kuve tiko a ri nga ri na mali.*

It was also interesting to observe that whenever the teacher translated into Xitsonga the learners imitated her.

In school B, the teacher would teach in English and when he came to the terms, he gave the definition of the term in English and then switched to the explanation of the same term in Xitsonga. The same trends were observed in the four schools where the teacher taught in English and then translates everything into Xitsonga.

The observations I made in the schools where translanguaging is used to facilitate understanding has been discussed in previous literature. For example Nsele, Maluleke and Govender (2022) argued that learners learn better in a language they understand. Other studies also showed that teachers used several multilanguaging strategies to facilitate learning (Maluleke, 2019; Maluleke, Klu & Demana, 2020).

67

The findings in the observation show that teachers use their home language in the classroom to facilitate understanding, although the formal LoLT is English, teachers opt to use Xitsonga which is not in direct contrast with Section 30 of the Bill of Rights.

4.1.4. The use of both Xitsonga and English for discussions

The data that was collected during the period revealed that all the teachers from the four schools liked to switch to Xitsonga to explain concepts. As the period progressed, it was observed on occasions in the four schools that after teaching, the teachers would ask learners questions to assess their understanding. This would in most cases lead to a discussion in the class. During this stage it was observed that the teacher would ask the learners a question, repeat it in Xitsonga and one learner raises his hand and gives an answer but fails to substantiate.

For example, in school D the teacher asked: W*hat do you think Marie Antoinette meant when she said, "let them eat cake."*
She them translated the question to:
Marie Antoinette a vula yini loko a ku "let them eat cake" (Xitsonga translation)
After the question, there were a few whispers from the learners and from the few snippets of the conversation one can identify a few utterances made by learners among themselves in Xitsonga.

One learner finally raises his hand and says: *a vula ku va ta va ta joyina party.*
The others laugh but another one responds: *Marie antoinnette a nga swi twisisi ku vanhu vale ku hluphekeni, loko a ku let them eat cake a va a kombisa ku a ng ana mhaka na vanhu,hi ku how can va day cake kuve va hava na mugayo?*
Marie Antoinette did not understand the needs of the people, when she said "let them eat cake". How can people eat cake when they cannot even afford a bag of milie meal.
From the observations made, it was evident that learners prefer and interact more successfully in their own home language. In the four schools, it was observed that the learners participated more actively and even asked the teachers questions to which the teachers responded in Xitsonga.

As the period drew to the end, the teachers gave the learners exercises in a form of homework in Xitsonga and English. In some cases, the teachers wrote instructions and questions on the board in English and then explained in Xitsonga. At this point, the learners and teachers seemed very comfortable in interacting in Xitsonga.

Previous literature has shown that the use of the home language facilitates learning. Literature further shows that that teachers encourage the translingual approach during learning to facilitate learning (Maseko, 2022; Putjata, Koster, Putjata 2021). Further studies also show that teacher practice translingual approaches in the classrooms (Charamba, 2020b; Charamba & Zano, 2019). Furthermore it was shown that when students have to respond to questions with cognitive difficulties they are able to do so faster (Alonso & Le, 2023; Brown, Donovan, Wild, 2019).This is in line with observations made in This study as learners were able to respond to questions which needed an explanation and elaboration using Xitsonga.

The data collected through this observation is in line with the previous literature which shows that Multilanguaging strategies are used during learning to facilitate learning in the classes where learners are not the L1 speakers of the LoLT. Hence the teachers and learners in the History classes in the said rural area use multilanguaging to encourage learning.

4.3. Findings from the interviews

The History teachers who participated in the classroom observations were interviewed. Four teacher participants were from four different schools, and they were interviewed individually. The interview lasted about 35 minutes, but there was flexibility to allow teachers to speak freely and respond to the probing questions. Semi structured interviews, supplemented by probing questions, were conducted. The responses of the teachers were transcribed, organised, cleaned, and coded to find the dominant themes. During recording and coding, the teachers were referred to as Teachers A, B, C, D during the observations. The pseudonyms were given to coincide with the names given to the schools which were called A, B, C, D so the teacher from

school A was Teacher A and the same applies to all the teachers. The findings made from the analysis of the interviews are presented and discussed in the section.

The data that was analysed revealed several themes that are be discussed below with their subthemes.

4.3.1. Language Proficiency

Language proficiency emerged as the loudest echo from the data that was collected through the reflective interviews with teachers and learners. Both the learners and the teachers identified the language proficiency as one of the challenging areas which puts them at a disadvantage during learning and even during assessment.

The theme of language proficiency emerged in two dimensions with the first dimension being poor language proficiency and the second dimension being the view of English as a foreign language in the rural context.

Poor Language proficiency

In this sub-theme, the participants explained that the language of learning and teaching made it difficult for them to understand content which leads to the learners' poor performance. On the other hand, the teachers showed the disadvantage that the learners find themselves in due to their poor English language proficiency. Learners find it difficult to understand content that is presented in English which is their L2.

For example, Teacher B stated:
 "Mastery of language is key to mastery of content because isn't it that History is.. is taught and learned in English so learners whose language skills are poor, are obviously going to fail to understand as the lesson progress,"

As we can see from the anecdote the teacher is aware of the difficulties that the learners encounter and why the encounter them. The teacher also expresses their helpless state as they have to continue teaching knowing that the learners have certain challenges which eventually leads to poor performance.

The learners also showed the difficulties that they encountered due to the difficulty of the language that is used as LoLT which affects them during learning and assessment . It also leads to many learners avoiding History as a subject.

For example, during the interviews two learners stated:

Learner 3B. *It is difficult when we learn in English sometimes because you have questions which you do not understand and there are many words which are difficult.*
Learner 5B. *Many people are afraid of History because they are afraid of writing essays. Many people are also afraid of English.*
As evidenced from the two anecdotes from the interviews with learners, the poor English language proficiency plays a significant role in in their academic performance especially as English is the language through which they are assessed, thus resulting in them performing poorly.

71

History as a subject includes a lot of writing as indicated by learner 5B, such that for a learner to perform well they need to have a reasonable command of English. Therefore, the learners' poor language proficiency also discourages them from taking History as a subject and instead rush to those subjects which do not demand a lot in terms of language proficiency.

Several scholars in South Africa and beyond highlight the influence of language proficiency on the learners' academic performance. For example, Dube and Gumbo (2020) highlighted the relationship between the English language proficiency and the academic performance of learners. The findings in Dube and Gumbo (2020) are similar to those made by Kithinji and Ohirsi (2022) which support the statement by Teacher 2 from school B who spoke about the mastery of language being the key to the mastery of content. Similarly, earlier studies by Ozowuba (2018) also showed that limited proficiency in English among final-year senior secondary school students in Nigeria was the cause of low scores on the West African Senior School Certificate Examination. For South African Grade 10 History learners, assessment includes writing an essay which entails a lot of English words, apart from that the same assessment is designed in a language that they are not often exposed to, which leads to them often misunderstanding the questions and obtaining low scores (Mart, 2017; Tanga, Iimene & Mushoriwa 2019).

The findings from this study show that learners' poor language proficiency is aligned with previous literature about the influence of language proficiency on the academic performance of learners in rural areas. Hence the issue of poor academic performance for History learners in a rural context is associated with language proficiency.

4.3.2. The view of English as a foreign language in the rural context

The view of English as a foreign language in the rural context is the second sub-theme and it refers to how learners and teachers view English as a foreign language. For many learners in the South African context, English is a foreign language which they mostly encounter in the classroom This means that they are not exposed to the language as it is only used during learning.

72

The data collected through the interviews with the teachers and learners view English as a language just for learning and nothing else. This view leads to a disconnection in the use of language as the learners always use their home language while speaking amongst themselves and within their communities which hampers academic performance.

For example, Teacher B stated:

"Learning is not only when they are at school B only, even when they're at home, the environment at home has to be mmm, conducive in such a way that it enhances mmm.. the teaching and learning which happens in the classroom. So, when a learner is exposed to things at home, fetching firewood in Shangaan, plastering the floor in Shangaan, being sent to catch the locusts, in that way, going to initiation schools in Shangaan, even going to traditional parties in Shangaan, doing everything in vernacular. So that in itself impedes learners in the progress towards the achievement… of achieving the expected skills at school because there's no continuation of what is happening… The home environment does not continue the learners experiences at school you see now, it discontinues".

As observed from the long-winded anecdote above the rural environment of the learners is not conducive to the continued learning of the learners as the school and the home environment operate on different language wave lengths, one in English and another in Xitsonga. The teacher also highlighted that the learners home environment did not accommodate English language, which leads to a disconnection in the language usage.

Furthermore, the interviews with the learners revealed the way in which the language is used in the school. The learners also indicated the disadvantage that they found themselves in due to the use of languages in the learning and the home environment as going back to their home environment meant them leaving the learning environment behind. Looking at the learners' use of the English language, showed that they did not always use English.

73

For example, Learner 3A stated.

"*We do sometimes speak in Xitsonga in class.*"

Another learner from school B lamented their poor English language acquisition by saying:

"*Maybe if our parents. If we stayed with parents who can speak English at home, and at school we would also speak English we will be able to learn better.*"

As evidenced from the two anecdotes from learners 3A and 5B, respectively, learners view English as the language of learning only, and they mostly use it during learning. However, due to their view of the language of learning, learners predominantly use their Xitsonga home language while interacting amongst themselves in school and while interacting with their families in their home environment. Their predominant use of Xitsonga home language is not supportive of the learners' continuous use of English and contributes to the lack of development of their English language proficiency. This puts them at a disadvantage and affects their academic performance, specifically as English is their LoLT.

The anecdotes also show that while the learners predominantly use Xitsonga in their everyday communication, they do realise that this affects them academically. Specifically, as Xitsonga is only used in their home environment and cannot be used during assessment, resulting in the lack of exposure to English which is their LoLT. They further acknowledge that the predominant use of Xitsonga in their home environment puts them at a disadvantage mainly because the people they communicate with only use Xitsonga, which makes Xitsonga the only language that dominates in their lives. As evidenced by leaner 5B, the statement by leaner 5B resonates with an earlier anecdote by the History teacher, who pointed out that the mastery of language is key to the mastery of content.

Previous literature has also shown the contribution of the lack of exposure to the English language to the learners' poor performance (Raft, 2017); this is mostly

74

because when learners are not learning they predominantly use Xitsonga which is their home language, this does not apply only to the school environment but also to their home environment which is predominantly Xitsonga speaking. According to The Coleman Report 1966 (p325), as cited in Thomson (2018), "inequalities imposed on children by their home, neighbourhood and peer environment are carried along to become the inequalities with which they confront in adult life at the end of school". Hence the fact that learners can only communicate in their home language within their communities and amongst themselves also puts them at a disadvantage of performing poorly. This is in line with findings from literature which have identified lack of exposure to English inside and outside of the classroom as one of the factors that contribute to poor performance (Ssentanda, Southwood & Huddlestone, 2019). This becomes particularly challenging in History as learners have to write essays which need a certain command of the English language (Kadodo & Muzira, n.d.).

The findings in this study with reference to this subtopic show that the way in which the learners view the English LoLT and their lack of exposure to the English language and its contribution to poor performance is aligned with previous literature, hence, the way learners view and use English is associated with poor academic performance in History for learners in rural areas.

4.3.3. Socio economic status

The data collected through the interviews with the teachers and learners also revealed the socio-economic status of the learners as another theme that contributed to the learners' poor academic performance in the rural areas. The theme of socio-economic aspects is subdivided into other subthemes which are lack of resources, impact of load shedding and lack of learning and teaching support materials (LTSM).

lack of resources

Learners from rural school often encounter lack of facilities which might be helpful for their successful learning. History as a subject often requires learners to do a certain level of research activities which for some learners becomes a problem. For example, since learners live in communities without libraries, they have to go to towns to access

75

the libraries; this requires them to have money to take public transport to their nearest towns. The other alternative is for them to have data and smart phones to be able to access internet. This in itself also becomes a problem as many learners from rural areas live in a state of semi poverty, therefore they do not have the funds to access the data for the internet or even smartphones which are needed for such an activity. For example, Learner 1D *stated*:

"When they give us a project, it would be better if they can school us and give us a phone and then make the Wi-Fi available for us. Not for them to just tell us, but they should just lend us some phones, because at home we do not have Internet and our mothers do not have money to buy data for us. We also don't have data or phones."
Learner 3 C also said:

"In Our household there is poverty in such a way that they do not have money to be able to afford to do something or even buy books for their child when they have shortage, they don't even have money to buy electricity."

As we can see from the two anecdotes, the learners from rural areas are faced with the situation where they are given tasks to write at home. However, for them when they go back to their home environment, they face the situation where they lack resources that might be useful in supporting learning e.g., libraries. The schools in rural areas also do not help much since Quintile 1 schools do not have facilities like libraries or access to internet. This leaves the burden of accessing these facilities in the hands of the learners and their families, which is also difficult since most families live in poverty and sometimes depend on children's social grant due to unemployment. Other learners live in child-headed families where they must take care of themselves and younger siblings, as a result these learners do not have access to the necessary resources that would help them improve their academic performance.

Lack of resources makes it difficult for learners to perform their academic tasks, leading to them failing to submit on time or never at all. It also disturbs the learners academically as they are not able to commit themselves to their studies which also

76

leads to them performing poorly especially in History as a subject that needs one to have constant access to facilities to access information.

Previous literature has also looked at the of lack of facilities and have noted the impact of lack of resources in the academic performance of the learners. Studies by Cekiso, Rabelemane, Jadezweni, Mandende and Dieperink (2022) identified lack of reading material at school and at home as one of the factors affecting learners performance. In this study, for learners to access internet or travel to the nearest towns to access libraries, they need funds which, in most cases, are difficult to get due to the high levels of unemployment and poverty (Muremela, Kutame, Kapueja & Lawrence, 2020). High poverty levels also make it difficult for parents to make electricity available for the children to be able to focus on their studies (Mlachila & Moeletsi, 2019).

Furthermore, while the majority of schools in rural areas are quintile 1 and are recognised by government as being in high poverty areas, the learners have to deal with the same History subject content as those who are not in rural areas and thus these learners are at a disadvantage of being in an area with non-existent facilities (Okeowhor et al., 2019).

The findings from this study point to the lack of resources as one of the factors that affect learners' performance negatively. This is in line with previous literature that identified lack of resources in rural schools as one of the factors that contribute to poor performance. Hence the History learners' poor academic performance in rural areas is associated with lack of resources.

Impact of load shedding

In today's world where everyone depends on electricity for energy, the majority of learners in the South African context also depend on electricity to do their studies. However, during the interview with the participants, they complained about the problems of load shedding which disturbs their study activities. While the researcher pointed out that load shedding is a national problem, the learners were adamant that

77

it disturbed them especially since they did not have the alternative source of energy during the period of loadshedding.

For example, Learner 1 B said:

> "*These days there is load shedding but, in the cities, or urban areas, the parents are able to provide backup so that their children can be able to study well. For us we are not, our parents are not able to afford these things. Things are very different.*"

Learner 3 D stated:

> "*Here we have many cases of people stealing cables which means that we must study in the dark; sometimes it lowers our performance in our studies.*"

As seen from the anecdote above, in the South African context, load shedding (which refers to the rotational use of electricity where in some areas electricity will be off to accommodate other areas) is a problem. Unfortunately, it sometimes happens when learners should be studying. This leaves the learners in a situation where their parents must find alternative sources of energy or remain in the dark.

The problem of lack of energy is not only due to load shedding as the high rate of poverty also leads to a high rate of crime - one of which is cable theft. It affects learners who do not have alternative sources of energy and have to wait for electricity to be restored. The problem of load shedding also highlights the stark inequality between learners from high poverty areas and those from areas where there is less poverty.

Previous literature has shown the gap between the learners in rural areas and urban areas in terms of access to facilities and family background which affects the learners academic performance (Okeowhor et al., 2019). The literature has also shown that loadshedding which disrupts the learners study routine (Phiri et al., 2021) is exacerbated by inequality caused by family background and further leaves learners at a disadvantage, hence, load shedding and the family background can influence academic performance of learners (Z. Li & Qiu, 2018). Furthermore, the inequality is

78

credited as being one of the factors that contribute to low performance in the South African context (Z. Li & Qiu, 2018; Mlachila & Moeletsi, 2019).

This study has highlighted the impact of load shedding which underscores the impact of the wide gap of inequality caused by family backgrounds of learners and how these affect learners in rural areas. Therefore, the finding is in line with previous literature that shows that learners in rural areas are disadvantaged due to their poor backgrounds which affect their academic performance. Thus, the poor academic performance of History learners in rural areas is associated with the impact of load shedding which widens the gap between the haves in urban areas and the have-nots in the rural areas.

Lack of LTSM

The learning and teaching support materials can influence or improve the academic performance of learners. However, schools in rural areas often find themselves being unable to provide the LTSM due to lack of funds. The schools that were targeted were quantile 1 schools; these are schools that are recognised by government as being in high poverty areas and non-fee-paying schools.

The learners in these schools are not supposed to pay school fees as the government provides schools with funds through the norms and standards as announced in the government gazette based on the South African Schools Act (South Africa, 2006). The allocated norms and standards are then demarcated into percentages for different services in the school ranging from curriculum needs which gets the highest percentage of funds, maintenance as well as sanitation and other school needs, furthermore the same schools are provided with LTSM which include textbooks by the government.

However, the norms and standards like post establishment is allocated based on learners' enrolment from previous years resulting in schools often having shortage of either educators or resources as they wait for government to provide, which also provides resources that may not be enough based on the schools current needs.

79

Hence the school managers are left with the responsibility of prioritising only the most basic and urgent needs of the schools ignoring other resources which might also assist the learners, in most secondary schools the larger portion of money for curriculum needs is consumed by the purchase of papers, ink, machinery and other related materials, leaving very little for other needs.

The data collected though the interviews with the learners and teachers highlighted the lack of LTSM at school which indirectly affects the ability of the school to effectively deliver learning content in line with curriculum needs. During the interview, learners pointed out that lack of some learning and teaching materials meant that they could not perform as they would if they had the materials.

Furthermore, the issue of lack of resources does not only end with lack of LTSM, facilities or funds but extends to the lack of human resources which in the school context refers to shortage of educators. Many schools in the rural areas struggle to retain teacher; this is because many good teachers prefer schools in urban areas where there are better facilities. This leaves the schools in the rural areas with a shortage of educators which leads to the few available teachers having a huge workload exceeding the learner-teacher ratio determined by the department of education. The abnormal workload disturbs the teachers' ability to teach effectively as they often must teach the subject in the whole school.

While talking about this aspect, Learner 1A said:

> "We are behind in so many Ways that is what makes it difficult for us. Those from urban schools, when they are learning, they learn while watching it, and for some of them even when they're in school they can be shown about things. For example, when they're explaining to them what happened in the past, some have tablets or laptops, so they can just tell them to go to this place or go to that tab while we don't have anything."

Teacher D states:

> *"The Wi-Fi is not, they are not allowed learner are not allowed to use it that's why they're not even given the code. It's only used by teachers, because it is limited, so teachers use it to receive question papers from the department."*

As we continued with the issue of the lack of LTSM, Learner 2C highlighted the issue of lack of teachers by saying:

> "*In our school we only have one teacher, and she teaches from Grade 8 to* Grade *12. Ma'am is not able to teach us everything with the little time that we have*".

The anecdotes above highlight the disadvantage that the learners must work through, especially the lack of LTSM which may be used for learning such as technological devices and access to internet. These learners are expected to compete on the same platform with the other learners in urban settings. This means that for the learners from the rural areas, the starting line is already a few steps behind that of their urban counterparts who are able to access internet at public parks or through the assistance of their parents. Which is in contrast with the learners in rural areas where there are no facilities to access internet.

Furthermore, in this era of the fourth industrial revolution, learners constantly have to resort to the internet to do their research. For example, grade 10 learners have to write a research project for their term two marks, however, while the expectations are the same for all learners in the country, learners in rural areas still have to depend on those old methods of learning, depending on the teacher's notes and chalkboard as they do not have access to internet. While the schools sometimes get connectivity through Wi-Fi which they pay for though the funds from the school, the schools can only afford the lowest amount of connectivity. Hence access is often restricted to educators for them to access question papers and other administrative documents. This still does not assist learners during learning.

The third anecdote also highlighted the lack of teachers which adds to the other problems in the rural schools, which leaves the few teachers grappling with the heavy workload at school which often leads to ineffective teaching,

81

Literature has shown that academic performance is affected by a lack of resources and facilities, which include LTSM as well as proper infrastructure (Echazarra & Radinger, 2019; Nkambule, 2022). This lack leads to frustration on the part of educators who often choose to avoid such schools. This is in line with findings made by Muremela et al. (2020) and Nkambule,(2022). This Leaves the few who remain to struggle with the workload. Furthermore, History as a subject requires specialised knowledge for effective delivery of content (Dube, 2018). Hence, lack of teachers especially puts learners at a higher risk as they may end up being taught by the only available teacher due to the shortage of teachers.

These studies have identified the lack of LTSM as one of the challenges that contribute to the learner's poor performance, this is in line with the previous literature which has also identified the lack of LTSM as one of the factors that contribute to the poor academic performance of learners in the rural areas, hence the poor academic performance of History learners from the rural areas are associated with the lack of LTSM.

The aspects like lack of resources, impact of load shedding, and lack of LTSM are some of the socio-economic aspects that have been identified in the studies as those that affect learners' academic performance in rural areas which is in line with these studies as well as previous literature.

Lack of support

Education is considered as a societal issue, it is also said that as educating one child is the responsibility of the whole society; this clearly means the active participation of different community stakeholders, including community leaders and members, traditional and political leaders, parents as well as the learners themselves. Participation of the stakeholders does not necessarily entail being in a classroom; however, community members and leaders can participate by supporting education initiatives like attending meetings and assisting with discipline issues where necessary, while parents can support their children at home by encouraging them to do their schoolwork or by attending parents consultation meetings to be in touch with

the activities of their children and generally encouraging and giving their children time to do their school work.

The data collected through the interviews with the learners and the teachers has revealed the lack of support as one of the themes that contribute to poor performance. This theme also raised other aspects as subthemes that will be discussed in this section which are: lack of parental support, and absence of community involvement.

Lack of parental involvement

Learners are supposed to spend most of their time with their parents in their homes when they are not at school, where they are supposed to get encouragement and be assisted in whatever way that they need. This includes assistance with schoolwork or parents giving them time for their studies and attending meetings to consult with educators regarding their children's academic progress. However, the reflective interviews conducted with both the teachers and the learners revealed that the parents do not really pay attention to their children's school activities and barely participate in the school activities.

For example, Teacher C stated:

"They do not participate".

"They do not check, so there's no way that learners can take things seriously."

When asked if the parents do even come to collect the progress reports, the teacher said:

"They do come but normally it's not the real parents who come sometimes. You'll find that it's the neighbours who come to collect their reports - sometimes even their girlfriends or boyfriends come to collect their girlfriends' report's."

When learners were interviewed, they also expressed the difficulties they encountered due to the lack of parental support.

For example, learner 1 A stated:

"The parents make It difficult for us to do our schoolwork by giving us difficult chores."

As we can see from the anecdotes above, the schools are not receiving the support in terms of the parents being available. This leaves the school solely responsible for

83

educating the learners, instilling discipline and encouraging them. According to the teacher's anecdote, this is not always effective since learners do not get serious with their work if the parents seem not to care – like in cases where progress reports have to be handed.

On the other hand, the learners showed that parents give did not give them time to focus on their studies but rather give them difficult chores which leave them too tired to focus on their studies later in the day. While it is not possible for learners not to run any errands in the household, when learners must do heavy chores like fetching fire wood, pushing wheel barrows to fetch water from the water taps which may sometimes be far from their home, they are left exhausted and cannot do their schoolwork. History as a subject sometimes requires learners to work in schools and conduct research by themselves, especially during their own time. Therefore, the time when learners may need to be with their peers doing their schoolwork may also turn out to be the time that parents want their children to do their chores. However, if parents are involved in their learners' schoolwork, they will be able to give their children time and even encourage them to focus on their schoolwork.

Previous literature has shown lack of parental support as one of the aspects that contribute to the learner's poor academic performance where the absence of parents from school activities contribute to the learners' lack of seriousness. This is in line with studies by Li & Qiu (2018). Apart from that, the education level of the parents can influence their children's academic performance (Naqvi, 2006; Okeowhor et al., 2019). However, the majority of learners live with parents with low levels of literacy hence their lack of interest in their children's work (Rathnayaka, 2018). Parental involvement plays a role in the commitment of the leaners to their studies without which learners cannot achieve. Furthermore, studies by Suraweera , Kuruppu and Kappagoda (2019) show the impact of the extra and co-curricular activities on the academic performance of the learners. In the rural areas, this takes the chape of the errands that they have to do at their home. Thamavithya, (n.d.) also shows how social adjustment can affect the learner's performance.

84

The findings in this study show the lack of parental support as one of the factors that lead to poor academic performance, which is in line with the literature from other scholars. Hence the poor academic performance of Grade 10 History learners in the rural areas is associated with the lack of parental involvement.

Lack of community involvement

All schools are dependent on the communities that they are based in. Communities provide them with learners for the survival of the school, as well as support. Hence the department of education has organisations that must be comprised of the members of the communities starting from the School Governing Bodies (SGBs), the Quality Learning and Teaching Campaign (QLTC) comprising of members from the traditional leaders, the churches, traditional healers, and local businesspeople. Other community members should also be involved for the benefit of the learners and, ultimately, the development of the community.

In the interviews with the teachers and the learners, it was shown that the community did not really participate in the activities of the school, whether by coming to school meetings or by supporting the learners by making the community conducive for learning. The lack of involvement can be disruptive to schooling project where community members engage in social and entertainment activities near the school. For example, Learner 4B stated:

 "*In rural areas we have places where they like vibing "(referring to partying and bashes).*

"*We do not focus much on books and the time for books is not much we get little time to study*."

The anecdotes above highlight the problems caused by lack of support from the community where members of the community host a bash regularly as a way for tavern owners to make money, not taking into consideration the needs of the learners to have a quiet environment so they can focus on their studies. In most cases, these bashes cause a lot of noise such that even if the learner does not attend them, they are disturbed by the noise that is caused by the music playing there. However, for some learners who do not have much self-restraint, these bashes are a great temptation so

85

they end up going there to waste time that they should have spent focusing on their studies. Consequently, learners end up going back to school not prepared for any kind of assessment that they may have to take or even absent themselves from schoolIt becomes the responsibility of the community leaders to make sure that they provide an environment that is conducive to learning and collaborating with the schools.

Studies have been done on the lack of support which includes community support on the academic performance of the learners, the support from the parents to learners, and how the community encourages learners to be more committed to school work thus increasing their performance (Z. Li & Qiu, 2018). Studies by Myende and Nhlumayo (2022) also highlight the importance of the involvement of community leaders and their support for the schooling activities. Furthermore, it has been found that collaboration between stakeholders only benefits the learners by improving their performance (Habi, 2022).

Previous literature has pointed to the lack of community support in rural areas as one of the factors that lead to poor performance which agrees with this study. Hence the poor performance for Grade 10 History learners in rural areas is associated with the lack of community involvement.

4.4. Findings from quantitative data analysis

4.4.1. Comparing the post-test scores between Schools C (English input, Xitsonga output), and D (Xitsonga input, English output)

The post-test scores of learners in School C (English input, Xitsonga output) were compared to those in School D (Xitsonga input, English output) to determine if there would be a statistically significant difference between the mean scores in the two schools taking into consideration that there was no pretesting for the two schools even though school C had an intervention and school D did not.

Table 4 below illustrates the scores.

Table 2.3.1.1 **School C (English input -Xitsonga output) and school D (Xitsonga input-English output**)

School Statistics

School C ENG inP and D XITS inP

	N	Mean	Std. Deviation	Std. Error Mean
Scores for School C ENG in Put and D XITS in Put	20	8,9500	13,78204	3,08176
	20	19,0500	12,52566	2,80082

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
						Significance					
						One-	Two-	Mean	Std. Error		
		F	Sig.	t	df	Sided p	Sided p	Difference	Difference	Lower	Upper
Scores for School ENGinP and XITSinP	CEqual variances Dassumed	,026	,874	-2,425	38	,010	,020	-10,10000	4,16435	-18,53029	-1,66971
	Equal variances not assumed			-2,425	37,658	,010	,020	-10,10000	4,16435	-18,53281	-1,66719

Hypothetically, there should be a significant difference between School English input -Xitsonga output (C) and Xitsonga input-English output D, where the mean score for Xitsonga input-English output school will be significantly higher than that of School English input -Xitsonga output.

Working on assumed equality of variances with a t of -2,425 at 38 degrees of freedom, the p-value of ‚020 is less than the value 0.05, therefore, the hypothesis that there would be a statistically significant difference between the mean scores of schools C (English input-Xitsonga output) and school D (Xitsonga input-English output) is rejected. The test further suggests that the manipulation through the intervention did not distort the results. It is interesting to note that even though the hypothesis has been rejected, the mean scores of the schools that only received the post-test in Xitsonga input(D) are higher than the school that received English input (C) which suggests that where learners received input in their home language, they performed better than where they receive input in a second language monolingually. This is in line with the findings made by Nsele et al (2022) who found that when learners used isiZulu which is their L1 as a language of input, and English as a language of output they performed

87

better than when they used English as the language of input. The findings made by Nsele et al (2022) are consistent with those made by Charamba (2020). The findings further highlighted the important role played by the learners' home language in the learner's epistemic access. The use of the learners' home language is also found to promote a deeper understanding of content (Charamba, 2021b).

4.4.2. Comparing School B (English input, Xitsonga output) and D (Xitsonga input, English output) post-test scores

Table 4.3.1.2: **School B (English input, Xitsonga, output) and D (Xitsonga input, English output) post-test scores**

School B ENGinP and D XitsinP	N	Mean	Std. Deviation	Std. Error Mean
Scores for School B ENG inP, Xts out and School D XITS inP, Eng out	20	43,6350	16,24371	3,63220
	20	19,0500	12,52566	2,80082

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance			Std. Error Differenc	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p	Mean Difference			
		F	Sig.	t	df				e	Lower	Upper
Scores for School ENGinP and XITSinP	Equal variances assumed	1,77 7	,190	5,360	38	<,001	<,001	24,5850	4,58667	15,2997 8	33,87022
	Equal variances not assumed			5,360	35,693	<,001	<,001	24,5850	4,58667	15,2800 3	33,88997

The post test scores of a school that had English input, Xitsonga output (school B) were compared to Xitsonga input, English output (school D) post-test

scores. Both schools did not receive the intervention. School B received the pre-test, but School D did not.

Hypothetically, there should be a significant difference between School B (English input, Xitsonga output) and D (Xitsonga input, English output) where the mean score for School D (Xitsonga input, English output) would be significantly higher than that of School B (English input, Xitsonga output) noting that both schools did not receive the intervention even though School B received the pre-test, and School D did not.

This was done to determine the statistically significant difference between school B (English input, Xitsonga, output) and D (Xitsonga input, English output) post-test scores and know if the pre-test did not influence the performance of learners in school B.

Working on assumed equal variance, the t of 5.360 and 38 degrees of freedom, the p of <,001 indicates a very high statistically significant difference in the mean scores between the schools B (English input, Xitsonga, output) and D (Xitsonga input, English output).   Hence the hypotheses that the mean scores for school D should be significantly higher than the mean scores for school B is rejected because there is 1 in 1000 chances of the results happening.

The results further show that the learners who had performed better than those who received input in Xitsonga, the statistically insignificant finding further shows that the is an insignificant difference between the schools, which suggests that the intervention did not influence the results.

It is also important to note that the mean scores of the learners in school B are higher than those in School C even though school C had an intervention and school B did not. This suggests that the use of a particular language is not the sole determinant of the academic performance of learners. This also suggests that other factors like pretest sensitisation may have played a role in the learners' performance Kim & Willson, (2010). According to Kim and Willson (2010), pretest sensitisation is dependent on the type of tests, grade levels, treatment type, and the duration between pre and post-tests. Ways of accounting of these threats were explained in the methodology chapter.

89

4.4.3. Comparing the post-tests in School A(Xitsonga input, English output) and School C (English input, Xitsonga output)

Table 4.3.1.3: **School A(Xitsonga input, English output) and School C (English input, Xitsonga output)**

School C ENGinP and A XITSinP		N	Mean	Std. Deviation	Std. Error Mean
ScoresforSchool AXitsinP, and C ENGinP	ENG out	20	**8,9500**	**13,78204**	3,08176
	XITS outP	20	**43,8650**	**15,82318**	3,53817

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
						Significance		Mean Differenc e	Std. Error Differenc e		
						One-Sided p	Two-Sided p				
		F	Sig.	t	df					Lower	Upper
Scores for School A XITsinP and C Eng	Equal variances assumed	1,573	,217	-7,441	38	<,001	<,001	-34,91500	4,69211	-44,41368	25,41632
	Equal variances not assumed			-7,441	37,298	<,001	<,001	-34,91500	4,69211	-44,41956	25,41044

An independent samples test was run on school A and school C to determine if the act of an intervention would distort the results when the two schools received intervention, but school C had not received a pre-test.

Hypothetically there should be no statistical significance between schools A and C when English (A) and Xitsonga(C) are used as languages of output since they all received intervention.

NB: Both schools received intervention, school A received a pre-test, but school C did not receive a pre-test.
.

Working on assumed equality of variance, the t is -7.4441 and 38 degrees of freedom, the two-sided p-value is less than 0.001 which is statistically very highly significant. Hence the hypothesis that there should be no statistical difference between schools A and C when English (A) and Xitsonga(C) are used as languages of output since they all received intervention.

The results suggest that the act of conducting an intervention did not have an influence on the learners' scores since there is a statistically significant difference in the scores of the two schools. The test further indicates that there was no carryover effect since the school that received a pre-test obtained lower scores compared to the one that did not. Furthermore, the results suggest that the use of either the home language or a language of output did not influence the results which is consistent with the findings made by Zelime, Deutschmann, and Rijlaarsdam (2018) which showed a high correlation in the scores despite the language of assessment. However, the results of the test further suggest that there may be other factors that may contribute to the learner's low score apart from the language factor.

4.4.4. Determining the statistically significant difference between schools A (English input) and B (Xitsonga input)

Table 4.3.1.4. **School A (English input) and B (Xitsonga input)**

School B ENGinP and A XITSinP	N	Mean	Std. Deviation	Std. Error Mean
Scores for School B ENG inP and XITSinP	20	43,6350	16,24371	3,63220
AXITS inP ENG outP	20	43,8650	15,82318	3,53817

Independent Samples Test

91

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
						Significance		Mean Differen ce	Std. Error Differenc e		
						One-Sided p	Two-Sided p				
		F	Sig.	t	df					Lower	Upper
Scores for School B ENGinP and XITSinP	Equal variances assumed	,006	,938	-,045	38	,482	,964	-,23000	5,07066	-10,49501	10,03501
A	Equal variances not assumed			-,045	37,974	,482	,964	-,23000	5,07066	-10,49524	10,03524

An independent samples test was run to determine if there would be a level of significance between the scores of learners from schools A (English input, Xitsonga output) and those in school B (Xitsonga input, English output) where both schools received a pre-test, school A received an intervention, but school B did not.

Hypothetically there should be no statistically significant difference between schools A (Xitsonga input, English output) and   B (English input , Xitsonga output) since they all received pre-tests, school A received an intervention and school B did not.

Working on the assumed equality of variance a t of -,045 and 38 degrees of a difference a p-value of,964 is statistically insignificant and the hypothesis that there should be no statistical significance between the two schools is upheld. The absence of a statistically significant difference between school A(English input, Xitsonga output) and B(Xitsonga input) suggest that the differences in the language of input and output do not contribute to the performance of the learners However, the interchangeable use of the two languages contribute to the learners' epistemic access.

The two schools had a pre-test which was conducted in different languages to the ones they used in the post-test, this suggests that the use of the two languages interchangeably plays a positive role in the academic performances of the learners as suggested by Almusharraf (2021). Other literature indicates that the use of two languages has also been able to enhance performance since the use of one language

puts the first additional language users at a disadvantage when being assessed in the additional language that they are not proficient in (Al-Ahdal, 2020). Hence the use of two languages during assessment does improve the learner's academic performance.

4.4.5. Determining the levels of significant difference between test scores of schools A (Xitsonga input, English output) and B (English input, Xitsonga output) post-test results compared to Schools C (English input, Xitsonga output) and D (Xitsonga input, English output)

The t-tests of schools A (Xitsonga input, English output) and B (English input, Xitsonga input) were compared to those of schools C (English input, Xitsonga output) and D (Xitsonga input, English output) to determine the levels of significant difference between the post-test scores of schools A (English output) and B (Xitsonga **output**) results compared to Schools C (Xitsonga output) and D(English output).

Hypothetically, there should be a statistically significant difference in the mean scores of schools that received the pre-test (A and B), and the mean scores will be significantly higher than the schools that did not receive the pre-test (C and D).

In the test scores of learners in schools A and B, we had hypothesised that there should be no statistical significance between schools A and B when (A) Xitsonga and (B) English are used as languages of output since they all received pre-test even though school A received an intervention and school B did not. Hence the hypothesis was upheld. Simply put, the act of intervention did not distort the results since there was no statistically significant difference in the scores.

While in school C (English) and school D (Xitsonga), we hypothesised that there would be a statistically significant difference between school C (English input-Xitsonga output)) where the mean score for School D would be significantly higher than that of School C, the hypothesis was rejected leading to the conclusion the that the external act of intervention did not play a role in influencing the results in the test score. Tables 4 and 7 above show the compared schools.

93

The findings from the comparison of schools indicate that where the hypothesis was upheld, the score between schools A and B which had a pre-test, the act of intervention did not influence the tests and the test scores since there was no significant difference between the scores of the two schools. These findings are in line with the findings which show that the use of learners experiencing multilingual learning can perform better than those who are learning monolingually (Brown, 2021). Furthermore, Kerfoot (2022) argues that in instances where learners use all the languages in a classroom substantially, this improves educational performance which could further lay the basis for greater epistemic justice.

Findings from school C (English input, Xitsonga output) and School D (Xitsonga input, English output) showed a rejection of the hypothesis. This indicated that there was a statistically significant difference between the schools. The results further showed that the mean scores of school D (Xitsonga input, English output) was higher than those of school C (English input, Xitsonga output). This suggests that the learner's use of L1 plays a positive role in the learners' performance. These findings are in line with those made by Charamba (2020) who highlighted a significant role played by students' L1 in a classroom. Studies by Mart (2017) further show that when learners are assessed in their home language they perform better than when they are assessed in a second language in line with similar findings. Nsele et al. (2022) further recommend the use of all linguistic repertoires for learning in content subjects within the constructs of translanguaging that the learner's dominant language should be used as a language of input as it was found to benefit the learners positively.

The findings from these studies have shown the positive role played by the learners' home language in their academic performance which is in line with literature from other scholars. In instances where learners wrote a test in their own Xitsonga language as their language of input they performed better than where they using English input. this is shown in the comparison of schools A(Xitsonga input, English output and school B English input, Xitsonga output) as well as in the comparison of schools C (English input and school D (Xitsonga input) Hence the learner's language of learning and teaching affects the learner's academic performance.

4.5.   Chapter Summary

This chapter presented the findings from the data analysed. The data had been collected through qualitative methods which were classroom observations, teacher interviews, learner focus school discussions. The quantitative data was collected through use of the Solomon four school design.

The analysed data from classroom observations revealed the nature of interaction between the teachers and learners who speak a common home language in rural schools These findings highlighted that teachers use English for basic instructions during learning and teaching. However, the use of Xitsonga home language dominated the sessions, particularly in instances where discussions had to take place and whenever the teacher had to clarify difficult concepts. Data collected from the learners and teacher interviews revealed such as: the view of English as a foreign language, the socio-economic status of the school communities where learners come from, as well as the lack of basic support from both the learners' parents and the communities' surrounding communities.

The quantitative data revealed that when learners are exposed to their home languages as the languages of input, they performed better as they had better epistemic access. Furthermore, the findings show that the translingual approach during learning and assessment has a positive role on the learner's academic performance.

CHAPTER 5: SUMMARY, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1. Introduction

In this chapter, the summary of the research findings is presented and discussed conclusions based on the key findings. Additionally, I provide recommendations that could be useful for future research on the use of English as a language of learning and teaching, as well as for improving the academic performance of rural students in Grade 10 History subjects. The presented findings and discussions are presented mostly focusing on the research questions as explained below:

The objectives of the study were:

5.2. Summary of Findings

The following section provides a summary of the findings and a discussion of the analysed data. Additionally, the explanations are included for a better understanding of the results. The research questions that were focused on are discussed below.

What is the nature of language use amongst Xitsonga-speaking Grade 10 History learners and their teachers in the classroom?

This research question was addressed through the use of the qualitative methods, specifically classroom observation as the data collection methods. Findings were that learners and teachers use translanguaging during interaction in the English monolingual classroom, **which** is divided into: the use of translanguaging for emphasis and explanations and the use of translanguaging approach to facilitate active participation.

The learners and teachers' translingual interaction in a monolingual classroom

During the lesson, the teacher encouraged learner participation by asking questions in both English and Xitsonga. Learners were expected to respond in Xitsonga, and the teacher would translate their responses into English and write them on the board for note-taking purposes.

The use of translanguaging for emphasis and explanations

Through the findings, I have observed that when teachers needed to clarify complex concepts, they often used to explain it first in English, and then translate it into Xitsonga. This was a widespread practice, especially when learners were struggling to understand the subject.

The translanguaging approach was used to facilitate active participation.

During the lesson, the teacher would ask questions in both English and Xitsonga for the learners to participate. The learners would respond in Xitsonga, and every time they did, the teacher would translate and write the response in English on the board for the learners to take notes. It was interesting to note that during discussions, the learners were livelier when conversing in Xitsonga compared to when they spoke in English. As the lessons progressed, Xitsonga became the predominant language of learning. This was due to the fact that both the learners and their teachers were Xitsonga L1 speakers, and as such, they had a common language apart from English. These findings indicate that the teachers used translingual pedagogy, though it was unplanned as there was no particular structure to how the conversation should happen.

According to Tsagari and Giannikas (2018), using both languages in a balanced manner can have a positive cognitive effect as the language learner actively draws in interlanguage development. This is in line with the findings that Nsele et al. (2022) presented, which showed that learners showed an interest when they participated in their L1 during learning and teaching.

What role does the learner's rural environment play in Grade 10 History academic performance where English is used as LoLT?

The data that was collected to address the second research question revealed that both learners and teachers believed that the rural setting negatively impacted their academic performance. They attributed this to the prevalence of their Xitsonga L1 in and around the school and a lack of resources. Most learners expressed frustration that their upbringing did not expose them to the English language, putting them at a

97

disadvantage as they only encountered it during instruction. Teachers also acknowledged the difficulty of helping learners improve their performance due to socio-economic factors such as inadequate resources at school and students' homes. These findings are consistent with those of Evans and Nthulana (2018 and Madima (2020) Additionally, the study identified load shedding and insufficient support from parents and the community as contributory factors. Finally, a lack of parental support was also found to be a contributing factor to the learners' poor academic performance, which is consistent with Li and Qiu (2018) findings.

How does English Second Language (ESL) learning and teaching impact learner academic performance in Xitsonga dominant Grade 10 History classrooms in rural public schools?

The findings from quantitative data revealed that learners performed better when they received input in their L1 (Xitsonga) and produced output in L2 (English) compared to when they had English input and Xitsonga output. This suggests that learners benefit from using a more familiar language as a language of input, leading to epistemic gains. These results are in line with the research conducted by Kerfoot (2022), who emphasised the importance of using all of the learner's languages in the classroom to enhance educational performance and promote epistemic justice.

5.3. Discussion of findings

This section presents an overview of the research that aimed to explore how the language of learning and teaching (LoLT) affects the academic achievement of Xitsonga-speaking Grade 10 students in a rural History classroom setting. The research aimed to address the issue of using a second language as the language of learning and teaching and its impact on learners' academic performance, particularly for those in rural areas. Throughout the study, several key factors that contribute to the learners' poor performance in History were identified. Poor language proficiency among learners was identified as one of these factors. However, the study revealed that learners could perform better when the problem of language proficiency was eliminated. This section provides a detailed discussion of the findings.

98

Poor language proficiency

As per scholarly literature from around the world, poor language proficiency contributes to a learner's poor academic performance. Studies conducted by Dube and Gumbo (2020) highlighted the correlation between English language proficiency and academic performance. These findings are similar to those made by Kithinji and Ohirsi (2022) It is apparent from literature that the language of learning and teaching plays a crucial role in a learner's academic performance. Based on the literature and the findings made in this study, it can be concluded that limited language proficiency negatively impacts a learner's academic performance, as evidenced by Ozowuba 2018). In the context of this study, learners and teachers predominantly speak Xitsonga L1, making it the common language used not only at home but also in the school environment. The predominant use of Xitsonga L1 makes it challenging for them to acquire sufficient proficiency, which would assist in enhancing their academic performance, as noted by Ssentanda et al (2019).

The view of English as a foreign language

The results further showed that learners viewed English as a foreign language. These findings revealed that learners struggled to understand concepts and treated English not as a language but as a subject. This led to them using English only when they were required to, for example, during formal and informal written assessments. The view of the learners toward English is reflected in the way they use English as they prefer to learn and interact with teachers in their Xitsonga L1. These findings are consistent with those made by Abdul Halik and Rifka Nusrath (2020) in rural schools in Sri Lanka where they found that all teacher participants encountered challenges in teaching English to the students in rural schools since many students showed their dislike of learning English. In this context, learners acknowledge the importance of English to their overall success. However, there is a love-hate relationship between the learners and their language of learning and teaching, which is English, more so because while English is considered important, it also makes their academic journey difficult.

Socio-economic factors

Another factor that was identified from this study was socio-economic factors. In the context of my study the socio-economic factors have been subdivided into lack of resources and the impact of loadshedding.

Lack of resources

The findings in the context of this study are related to those made by other scholars in different contexts. For example, the learners in rural areas in this context complained about the lack of resources both at school and at home due to poverty. This is in line with findings made by Cekiso et al. (2022) who identified lack of reading material at school and at home as one of the factors affecting learners performance.. Furthermore a study by Mlachila and Moeletsi (2019) also found that the poverty levels in the learner's home environment contributed to their poor academic performance as they did not have access to any resources that could assist them.

Impact of load shedding

These studies also highlighted the impact of loadshedding as a socio-economic aspect that impacts the learner's academic performance. From the reviewed literature, not much is said about the impact of load shedding on the academic performance of learners who learn and stay in the rural areas, specifically in the South African context. However, studies conducted by Phiri et al. (2021) in the Zambian context showed that students were affected by loadshedding as it disrupted their daily routine including their study time. Furthermore, Li and Qiu (2018) links the learners' poor background to the learners' academic performance. Loadshedding can have a significant impact on people's lives and disrupt their daily routines. While there are ways to avoid being affected by it, such as having backup generators or alternative power sources, some learners in rural areas may not have access to these options. For families living below the poverty line, finding a backup solution to solve the electricity outages can be impossible, resulting in these learners being negatively impacted by loadshedding.

100

The use of translanguaging pedagogy

The quantitative data analysed showed that learners performed better when they received input in their Xitsonga home language. In the post-tests where the input was their Xitsonga L1, learners' scores were significantly higher than where they received input in English as a Second Language (ESL). This leads to the conclusion that learners achieve better when their language is used as the language of input. The findings are in line with literature from studies conducted by Nsele et al. (2022). In line with findings by Nsele et al. (2022), Charamba and Zano (2021) also found that university professors strategically used their linguistic repertoire. The results further showed that even though the teachers do not acknowledge their use of translanguaging pedagogy, they do appreciate the naturalistic manner in which translanguaging occurs to enhance comprehension of content.

The use of translanguaging to enhance comprehension

Based on the quantitative data analysed, it was found that learners performed better when they were provided input in their Xitsonga home language. In post-tests where learners received input in their Xitsonga L1, their scores were significantly higher than when they received input in ESL. This suggests that learners achieve better outcomes when their language is used as the language of input. These findings are consistent with the studies conducted by Nsele et al. (2022). Similarly, Charamba and Zano (2021) found that university professors strategically used their linguistic repertoire, which aligns with finding's by Nsele et al(2022). The results also revealed that although teachers do not acknowledge their use of translanguaging pedagogy, they appreciate the naturalistic manner in which translanguaging occurs to enhance comprehension of content.

Lack of support

The impact of lack of support from the community and parents on the learner's academic performance was found to be significant. Both teachers and learners complained about the lack of support from the community. Teachers mentioned that parents did not come for consultation when needed, which made it difficult to discipline the learners. Learners, on the other hand, lamented the lack of assistance from the community regarding educational matters at home. Additionally, learners highlighted

101

the lack of interest from businesses, especially those selling alcohol, which host loud parties during exam times, making it difficult for them to focus on their studies. These findings have been reported in previous studies by Li and Qiu (2018), who emphasized the role of parental behaviour and educational support in cultivating the children's learning habits and affecting academic performance. In another study conducted by Myende and Nhlumayo 2022) it was found that traditional leaders play an important role in the community due to their influence, and parental involvement in their children's educational matters can improve academic performance. A study of Lesotho's high-performing primary school by Habi (2022) found that parental involvement in the school establishment contributed to better school academic performance.

The results of the written tests indicated that learners struggled to write when the language of input was English, emphasising the importance of using their home language during learning and teaching. The use of translanguaging pedagogy significantly enhances their cognition of critical concepts related to their context. These findings align with those of Ngubane, Ntombela and Govender (2020) who found that bilingual teachers effectively used translanguaging pedagogy to integrate isiZulu and English and explain concepts better. Translanguaging boosts learners' comprehension of concepts and encourages active participation in writing. Learners in rural areas use their home language for everyday communication, while English is reserved for formal assessments. This gap between their more familiar language and the language of learning and teaching negatively impacts their academic performance. In an environment where the majority of learners in South African rural schools use a foreign language as a medium of instruction, Makalela (2019) argues that leveraging cultural competence through translanguaging can be a powerful tool for successful teaching and learning.

The study's findings highlight the impact of language on learners' academic performance, emphasizing the importance of using their home language for epistemic gains. These findings align with the social constructivism and translanguaging theories that underpinned the study. The two theories converge at the point of learners' academic performance, with social constructivists believing that language is the tool through which adults transmit knowledge to children and that it is a useful tool for

102

intellectual adaptation. The study's findings have shown that one of the factors affecting learners' academic performance is their limited language proficiency, which leaves a gap as they are not familiar with the language they are supposed to gain knowledge in. The observations have revealed that the interaction between the Grade 10 History learners and their teacher happened through translanguaging, which was used to enhance comprehension. The study's findings aid the interpretation of meaning-making in the Grade 10 History classroom, specifically the use of language in classroom interactions. Vygotsky's social constructivism theory emphasises the importance of language for the child's development of the meaning of the world around them (McLeod, 2014) which aids comprehension of content.

The study was underpinned by two theories, one of which was Translanguaging Theory. The findings revealed that teachers used Translanguaging Pedagogy to interact with learners, and that learners performed better on tests when the language of input was their home language, Xitsonga. These findings align with the translanguaging theory, which was developed to aid understanding in situations where the language of learning and teaching is the learners' second language. Translanguaging as a practice gives multilingual students an advantage by allowing them to select and use the features of their linguistic repertoire to communicate. It also recognises the effects of socially constructed named language categories and structuralist language ideologies, particularly for minority language speakers. Scholars have found that translanguaging as a teaching strategy in a multilingual classroom has been beneficial and empowered students to interact more. In areas where the learners' L1 is different from their LoLT, translanguaging pedagogy can aid comprehension of content by allowing the use of the learners' linguistic repertoire.

Based on the context of this study which was the schools in the rural areas in the Mopani district, the social constructivism and translanguaging theories interact with the learners' educational needs in that learners schools and homes are places where learners should develop their intellectual capacities which can be achieved through language.

5.4. Conclusions

The study aimed to investigate the effects of language of learning and teaching on the academic achievements of Grade 10 Xitsonga-speaking learners in a rural History classroom context. The study utilised socio-cultural and translanguaging theories to explore the causes of poor academic performance in History as a subject in the Mopani District of Limpopo province. The study found that socioeconomic factors and English language proficiency greatly impact learners' academic performance. Additionally, the study highlighted the significance of using learners' home language for effective learning. The teachers in the study utilised translanguaging to communicate with the learners, and the findings showed that this approach enhanced learning, leading to better post-test results when learners received input in Xitsonga. Based on these findings, it can be concluded that English Second Language (ESL) learning and teaching significantly impacts the academic performance of learners in rural Xitsonga-dominant Grade 10 History classrooms in public schools. The study also revealed that effective learning can only occur in a classroom where the learners' home language is not the language of learning and teaching if the role of translanguaging is not ignored. Therefore, for learning to take place in Grade 10 History classes taught in Xitsonga, learners and teachers must interact in that common language.

5.5. Recommendations

Based on the findings of the study, the following recommendations have been formulated and presented for further consideration and implementation.

Recommendations for future research

The study has shed light on the significance of the language of learning for Grade 10 History leraners in rural areas. It demonstrated the crucial role of L1 in enhancing academic performance. Moreover, the study highlighted potential ways to improve pedagogy, particularly in content subjects. Nevertheless, there is still room for further research to enhance pedagogy in all content subjects and in both rural and urban areas.

Recommendations for the department of basic education

It is crucial that the Department of Basic Education and other relevant stakeholders prioritize the development of resources for secondary school students in their respective languages. This can help improve cognitive abilities and enhance academic performance. Additionally, the government should focus on placing qualified teachers in rural areas, offering incentives to attract and retain them. Furthermore, equipping rural schools with modern learning and teaching resources can go a long way in enhancing the quality of education in these areas. while the department has been trying to bring technology to learners in rural areas through the distribution of tablets for grade 12 learners, the initiative should be extended to other grades particularly in rural schools as this can allow learners access to online resources.

Recommendations for teacher development.

As an educator, it is important to try out innovative teaching strategies like Multilanguage and translanguaging pedagogy. This is especially relevant in content-heavy subjects like History, where it can potentially enhance students' academic performance. The teachers should be ready to attend workshops or enrol for further development to enhance their teaching strategies.

Recommendations for policy considerations

The Department of Basic Education should consider reviewing the language in education policies and making necessary adjustments to accommodate the use of all South African languages, not just in the foundation phase but also in grades 8 to 10. This would allow teachers to freely utilise learners' linguistic repertoires while focusing on developing their comprehension of content subjects.

5.6. Study Limitations

During the classroom observation, the teachers seemed quite nervous and were not fully informed about the purpose of the observation. All they were told was that it was related to the academic performance of History learners in rural areas. This resulted in the teachers trying to impress and teach in a way that they thought would impress the official who conducted the observation.

Initially, the learners were also quite nervous. Even though the researcher always sat at the back of the classroom, the learners often looked back after responding to the teacher's questions, hoping for some visible sign of approval. At first, the teacher tried hard to teach according to the departmental expectations. However, only a few learners responded as the teacher initially taught in English, while those who responded tried to impress.

During the focus school discussions, learners were reserved, and some refused to respond to certain questions if they felt the questions might get them in trouble. They had to be prompted to respond.

During the teacher interviews, some teachers had prepared questions that were not asked, which left them disappointed. The interviews made some teachers uncomfortable, and they agreed to be interviewed only once, instead of the planned five times. Additionally, some learners were not interested in the tests given to them. During assessments, some learners failed to write the assessments and return the scripts. Others refused to follow through with instructions, particularly in the English input Xitsonga out-put test. In instances where schools had both a pretest and a post-test, other learners only wrote one test and ignored the other. These scripts caused an imbalance and had to be discarded. In total, only 20 scripts per school were used since there was no balance in numbers, and to balance that, the scripts were sampled in alphabetical order. This ensured that the scores were not manipulated since the academic performance of learners does not depend on the letters of the alphabet.

The findings from this study cannot be generalised, as the participants in this context are not representative of all Grade 10 History learners in the different South African provinces. The data collected from the study was examined several times to confirm or remove any existence of factors that might require further analysis. This was done until a saturation point was reached.

The credibility and honesty of information obtained from participants during observations may not be completely realistic since teachers could have adjusted their teaching methods during the observer's presence. This means that the methods used during the observation period may not be the same as the ones used when the observer is not present. The credibility and honesty of the information provided by the

106

teachers cannot be guaranteed, as some teachers may have been unsure if they gave the expected responses to the questions asked.

Reliability: The information collected from focus school discussions may not be completely reliable, as some school members may have lost interest, while others may have been brought in to balance the number of participants. Additionally, the test scores may not be a true reflection of translanguaging, as some learners may have disregarded the instructions, rendering many scripts invalid.

Given these findings and opinions, it is important to note that the number of participants in the study was limited. Therefore, the readers should take a broader view of the findings in relation to other rural schools and not generalise the results**.**

Trustworthiness: Since the respondents may not have been familiar with any kind of research that might have been conducted at their schools previously, they may have had suspicions about the researcher and that may have compromised the integrity of the activities in the classroom due to fear that the respondents might have had about the destination of the information.

Time constraints: As a researcher I had to seek permission from different authorities to conduct the research; therefore, a lot of time was wasted and thus delayed data collection. Permission had to be sought from different officials and others were reluctant to grant permission for the researcher collect data. As a result, it was not possible to spend much time at the data collection sites as I had to divide the time between work and research.

This study is limited to determining the influence of the language of learning and teaching for Grade 10 Xitsonga-speaking learners in rural areas who are learning History. It also looked at the nature of interaction in the English monolingual classroom between learners and teachers who speak the same home language.

The study was also limited by potential researcher and sample biases, specifically the difficulties experienced in recruiting and retaining the necessary number of educators to interview. The potential sample bias increases. However, the reduction in data has

made the study more manageable and has provided a specific context for the phenomenon to be interpreted.

5.7.   Chapter Summary

This chapter presented a comprehensive summary and discussion of the research findings along with strong recommendations for further research on the issues related to language and its impact on academic performance, especially for learners in rural areas.

The study aimed to investigate the impact of English Second Language (ESL) as the language of learning and teaching on Xitsonga-speaking Grade 10 learners' academic performance in rural History classrooms. The key findings of the study revealed that poor English language proficiency, socioeconomic aspects, and lack of support were the factors that caused poor academic performance. Furthermore, the study found that learners' academic performance improved significantly when they received input in their language.

Therefore, the study recommends the use of the translanguaging pedagogy, which allows learners to use their linguistic repertoire and gain epistemic access. It is essential for teachers to implement these recommendations to ensure that learners' academic performance is not hindered by language barriers.

108

REFERENCES

Abdul Halik, A.F & Rifka Nusrath, G. . (2020). Challenges Faced by ESL Teachers in Teaching English to the Students in Rural Schools: A Study Based on Five Rural Schools in the Kinniya Education Zone, Trincomalee, Sri Lanka. *International Journal of Scientific and Research Publications (IJSRP)*, *10*(11), 358–366. https://doi.org/10.29322/ijsrp.10.11.2020.p10744

Ahmed, A. (2008). *Ontological , Epistemological and Methodological Assumptions : Qualitative Versus Quantitative*.

Akowuah, J. A., Patnaik, S., & Kyei, E. (2018). Evidence-based learning of students ' performance in English language in Adu Gyamfi Senior High School in the Sekyere South District of Ghana Evidence-based learning of students ' performance in English language in Adu Gyamfi Senior High School in the Sek. *Cogent Social Sciences*, *4*(1), 1–10. https://doi.org/10.1080/23311886.2018.1503577

Al-Ahdal, A. A. M. H. (2020). Translanguagism and the bilingual EFL learner of Saudi Arabia: Exploring new vistas. *Asian EFL Journal*, *27*(1), 14–26. https://www.researchgate.net/publication/340493254

Al-Bataineh, A., & Gallagher, K. (2018). Attitudes towards translanguaging : how future teachers perceive the meshing of Arabic and English in children ' s storybooks. *International Journal of Bilingual Education and Bilingualism*, *0*(0), 1–15. https://doi.org/10.1080/13670050.2018.1471039

Ali, A., Aamir Hashmi, M., & Kanwal, Z. (2020). Relationship between English writing Skills and Performance of 6 th Grade Students. In *Pakistan Journal of Multidisciplinary Research (PJMR)* (Vol. 1, Issue 1).

Almohaimeed, M. S., & Almurshed, H. M. (2018). Foreign Language Learners' Attitudes and Perceptions of L1 Use in L2 Classroom. *Arab World English Journal (AWEJ)*, *9*(4), 433–446.

Almusharraf, A. M. (2021). Bridging the gap: Saudi arabian faculty and learners' attitudes towards first language use in efl classes. *Issues in Educational Research*, *31*(3), 679–698.

Alonso, L., & Le, K. (2023). The Language Warriors: Transcending ideologies on bilingualism in education. *Action Research*, *21*(1), 9–29. https://doi.org/10.1177/1476750320931155

Alves, F., Gomes, M., Martins, A., & Almeida, L. da S. (2017). Cognitive performance and academic achievement : How do family and school converge ? *European Journal of Education and Psychology*, *10*(2), 49–56. https://doi.org/10.1016/j.ejeps.2017.07.001

Amineh, R. J., & Asl, H. D. (2015). Review of constructivism and social constructivism. *Journal of Social Sciences, Literature and Languages*, *1*(1), 9–16. http://blue-ap.org

Anderson, J., & Lightfoot, A. (2018). International Journal of Bilingual Education and Translingual practices in English classrooms in India : current perceptions and future possibilities Translingual practices in English classrooms in India : current perceptions and future possibilities. *International Journal of Bilingual Education and Bilingualism*, *0*(0), 1–22. https://doi.org/10.1080/13670050.2018.1548558

Anthony, C. J., & Ogg, J. (2019). Parent Involvement, Approaches to Learning, and Student Achievement: Examining Longitudinal Mediation. *School Psychology*, *34*(4), 376–385. https://doi.org/10.1037/spq0000282

Asiamah, N., Mensah, H. K., & Oteng-abayie, E. F. (2022). *Non-Probabilistic Sampling in Quantitative Clinical Research : A Typology and Highlights for Students and Early Career Researchers*. *February*. https://doi.org/10.4018/IJARPHM.290379

Asmal, K., & Sachs, A. (1996). South African Constitution: Bill of Rights. *South Arican Constitution*, *1*(1), 4–20. http://paralegaladvice.org.za/wp-content/uploads/2016/05/01-PLM2015-Constitution.pdf

Avnet, M., Makara, D., Larwin, K. H., & Erickson, M. (2019). The impact of parental involvement and education on academic achievement in elementary school. *International Journal of Evaluation and Research in Education*, *8*(3), 476–483. https://doi.org/10.11591/ijere.v8i3.20249

Aziz, N. M. B. A., & Aziz2, A. B. A. (2019). Experential learning approach to writing in the classroom:A case study in a Malaysian sub-rural school. *Asian Journal of Research in Education and Social Sciences*, *1*(1), 7–16.

Bagwasi, M. M. (2016). A critique of Botswana ' s language policy from a translanguaging perspective. *Current Issues in Language Planning*, *0*(0), 1–16. https://doi.org/10.1080/14664208.2016.1246840

Banda, Z. (2020). *The Social environmental effects of load shedding in Lusaka's*

Kalingaling township.

Bietenbeck, J., Piopiunik, M., & Wiederhold, S. (2018). Africa's skill tragedy: Does teachers' lack of knowledge lead to low student performance? *Journal of Human Resources*, *53*(3), 553–578. https://doi.org/10.3368/jhr.53.3.0616-8002R1

Black, D. A. (2014). *Indoctrination to Indifference? Perceptions of South African Secondary School History Education, with Special Reference to Mpumalanga, 1960–2012* (Issue January).

Bright, D. J. (2020). *Place attachement,academic self-efficacy,and academic aspirations among rural elemertary students:An exploratory study*. *December*.

Brown, A. (2021). Monolingual versus multilingual foreign language teaching : French and Arabic at beginning levels. *Language Teaching Research*. https://doi.org/10.1177/1362168821990347

Brown, B. A., Donovan, B., & Wild, A. (2019). Language and cognitive interference: How using complex scientific language limits cognitive performance. *Science Education*, *103*(4), 750–769. https://doi.org/10.1002/sce.21509

Budiharto, R. A. (2019). Native Language Interference on Target Language Writings of Indonesian Efl Students: an Exploratory Case Study. *Indonesian EFL Journal*, *5*(1), 107. https://doi.org/10.25134/ieflj.v5i1.1630

Bunyi, G. (1999). Rethinking the place of African indigenous languages in African education. *International Journal of Educational Development*, *19*(4–5), 337–350. https://doi.org/10.1016/S0738-0593(99)00034-6

Burdujan, R. (2022). *Role of mother tongue use in foreign language classroom*.

Castaño, A. R. (2021). *Mother toungue interference in the English acquisition as a second language*. *May*.

Cekiso, M., Rabelemane, T., Jadezweni, J., Mandende, I. P., & Dieperink, M. (2022). Factors affecting Grade 6 learners' reading performance in a rural school in Maluti, South Africa. *Reading and Writing (South Africa)*, *13*(1), 1–9. https://doi.org/10.4102/rw.v13i1.327

Cenoz, J. (2013). Defining multilingualism. *Annual Review of Applied Linguistics*, *33*(November), 3–18. https://doi.org/10.1017/S026719051300007X

Cenoz, J., & Gorter, D. (2020). Teaching English through pedagogical translanguaging. *World Englishes*, *39*(2), 300–311. https://doi.org/10.1111/weng.12462

Cenoz, J., & Gorter, D. (2021). *Pedagogical Translanguaging Jasone Cenoz and Durk Gorter* (Vol. 4407).

Charamba, E. (2020a). Oganic translanguaging in science classrooms:perceptions of Pre-service primary teachers. *Jounal of Social Sciences and Humaniities*, *17*(7), 117–132.

Charamba, E. (2020b). Translanguaging in a multilingual class: a study of the relation between students' languages and epistemological access in science. *International Journal of Science Education*, *0*(0), 1779–1798. https://doi.org/10.1080/09500693.2020.1783019

Charamba, E. (2021a). Exploring the efficacy of bilingual assessments in science and technology education: A case of a rural primary school. *Journal of African Films and Diaspora Studies*, *4*(1), 15–34. https://doi.org/10.31920/2516-2713/2021/4n1a2

Charamba, E. (2021b). Learning and language: towards a reconceptualization of their mutual interdependences in a multilingual science class. *Journal of Multilingual and Multicultural Development*, *42*(6), 503–521. https://doi.org/10.1080/01434632.2019.1707837

Charamba, E., & Zano, K. (2019). Effects of translanguaging as an intervention strategy in a South African Chemistry classroom. *Bilingual Research Journal*, *0*(0), 1–17. https://doi.org/10.1080/15235882.2019.1631229

Charamba, E., & Zano, K. (2021). *I speak Shon glish : Closing the Ingenuity Gap in Science Through Translingual Practices. April*.

Chirume, S. (2019). How Does Language Influence Performance, Fear and Attitudes towards Mathematics at Primary School Level in Zimbabwe? *International Journal of Educational Studies*, *2*(2), 36–43. https://doi.org/10.53935/2641-533x.v2i2.23

Cohen, L.Manion, L.Morrison, K. (2018). *Research Methods in Education* (eghth). Routledge Tailor Francis group.

Creswel, John, W. (2013). *Qualitative inquiry & research design.choosing among five approaches.* (B. M. M. Habib ,L.Koscielak, K.Bauhaus (ed.); Third edit). SAGE.

Creswell. (2017). *CHOOSING A MIXED METHODS DESIGN. 2017*(1), 58–89.

Creswell, J. W. (2014). The Selection of a Research Approach. *Research Design*, 3–23. https://doi.org/45593:01

Cummins, J. (1979). Linguistic Interdependence and the Educational Development of Bilingual Children. *American Educational Research Association*, *49*(2), 222–251. https://doi.org/10.3102/00346543049002222

Cunningham, C. (2020). When ' home languages ' become ' holiday languages ': teachers ' discourses about responsibility for maintaining languages beyond English teachers ' discourses about responsibility for maintaining languages beyond English. *LANGUAGE, CULTURE AND CURRICULUM*, *33*(3), 213–227. https://doi.org/10.1080/07908318.2019.1619751

Curle, S., Yuksel, D., Soruç, A., & Altay, M. (2020). Predictors of English Medium Instruction academic success: English proficiency versus first language medium. *System*, *95*, 102378. https://doi.org/10.1016/j.system.2020.102378

Dasgupta, P., Morton, J. F., Dodman, D., Karapinar, B., Meza, F., Rivera-Ferre, M. G., Vincent, K. E., Sarr, A. T., Carr, E. R., Raholijao, N., & Broecker, H. (2015). Rural areas. In *Climate Change 2014 Impacts, Adaptation and Vulnerability: Part A: Global and Sectoral Aspects* (Issue May 2017). https://doi.org/10.1017/CBO9781107415379.014

Davids, M. N. (2016). "Making History compulsory": Politically inspired or pedagogically justifiable? *Yesterday and Today*, *15*, 84–102. https://doi.org/10.17159/2223-0386/2016/n15a5

Deparment of Basic Education. (2019a). *National Senior Certificate schools subject performance*. *November*, 1–18.

Deparment of Basic Education. (2019b). *Report on the 2019 National senior certificate diagnostic report*.

Deparment of Basic Education. (2020). *National Senior Certificate 2020 SCHOOL PERFORMANCE REPORT*.

Deparment of Education, L. P. (2016). *Quintile 1 schools in Limpopo*. 1–23.

Department of Basic Education. (2016). *NATIONAL SENIOR cerificate diagnostic report*.

Department of Basic Education. (2021). *National Senior Certificate diagnostic report*.

Department of Basic Education. (2019). National Senior Certificate Examination subject report. *NSC School Subject Report 2019*, *3*(150), 3–5. https://www.education.gov.za/ExamResults2019.aspx

Department of Basic Education republic of south africa. (2020). *National Senior

Certificate diagnostic report.

Department of Basic Education, S. A. (2010). *The Status of the Language of Learning and Teaching (LOLT) in South African Public Schools*.

Dlamini, J., Du Plessis, A. R. Du, & Markham, L. (2022). Staffing and Retention Challenges of Teachers in Rural Schools of Eswatini: The Case of the Lubombo Region. *International Journal of Rural Management*, 1–18. https://doi.org/10.1177/09730052221084767

Dlamini, S. C., Gamede, B. T., & Ayodele, O. (2021). *Exploring the Challenges of Teaching and Learning of Scarce Skill Subjects in Selected South African High Schools*. *15*(9), 200–217.

Du Plessis, P., & Mestry, R. (2019). Teachers for rural schools – A challenge for South Africa. *South African Journal of Education*, *39*(September), 1–9. https://doi.org/10.15700/saje.v39ns1a1774

Dube, M. C. (2018). *The views of selected South African History Teachers on School on school History as a specialised Subject*.

Dube, P., & Gumbo, L. (2020). Impact of the Language of instruction on Writing Competence of Learners in Zimbabwean secondary Schools: A case of Gweru Region. *International Journal of English Literature and Social Sciences*, *5*(3), 726–736. https://doi.org/10.22161/ijels.53.26

Echazarra, A., & Radinger, T. (2019). *Learning in rural schools*. *196*. https://doi.org/10.1787/8b1a5cb9-en

Eeden, E. S. van. (2012). The youth and school History – learning from some of the thinking of yesterday in South Africa. *Yesterday&Today*, *8*, 23–46.

Evans, R., & Nthulana, I. (2018). Linguistic challenges faced by rural Tshivenda-speaking teachers when Grade 4 learners transition to English. *The Journal for Transdisciplinary Research in Southern Africa*, *14*(2), 1–9. https://doi.org/10.4102/td.v14i2.545

Fernández-alonso, R., Álvarez-díaz, M., Woitschach, P., & Suárez-álvarez, J. (2017). Parental involvement and academic performance : Less control and more communication. *Psicothema*, *29*(4), 453–461. https://doi.org/10.7334/psicothema2017.181

Galali, A., & Cinkara, E. (2017). The Use of L1 in English as a Foreign Language Classes: Insights from Iraqi Tertiary Level Students. *Advances in Language and*

Literary Studies, *8*(5), 54. https://doi.org/10.7575/aiac.alls.v.8n.5p.54

García-Mateus, S., & Palmer, D. (2017). Translanguaging Pedagogies for Positive Identities in Two-Way Dual Language Bilingual Education. *Journal of Language, Identity and Education*, *16*(4), 245–255. https://doi.org/10.1080/15348458.2017.1329016

García, O. (2019). Translanguaging: a coda to the code? *Classroom Discourse*, *10*(3–4), 369–373. https://doi.org/10.1080/19463014.2019.1638277

García, O., & Kleifgen, J. A. (2020). Translanguaging and Literacies. *Reading Research Quarterly*, *55*(4), 553–571. https://doi.org/10.1002/rrq.286

Garcia, O., & Lin, A. M. Y. (2017). *Bilingual and Multilingual Education Third Edition* (S. Garcia ofelia.Lin,Angel.M.Y.May (ed.); 3rd ed.). Springer International Publishing. https://doi.org/DOI 10.1007/978-3-319-02258-

Goh, C. B. (1989). The Relevance Of History To Our Lives Today. *Teaching and Learning, 10*(1), 75–82.

Gounder, S. (2012). Chapter 3 - Research methodology and research questions. *Research Methodology and Research Method*, *March 2012*, 84–193.

Grant, A. (2008a). Defining bilingualism. *Encyclopedia of Language and Literacy Development*, 1–7. http://www.literacyencyclopedia.ca/pdfs/topic.php?topId=236

Grant, A. (2008b). Defining bilingualism. *Encyclopedia of Language and Literacy Development*, *October*, 1–7. http://www.literacyencyclopedia.ca/pdfs/topic.php?topId=236

Grevista, S., Sadiku1, & Sylaj, V. (2019). Factors That Influence the Level of the Academic Performance of the Students . *Journal of Social Studies Education Research*, *10*(3), 17–38.

Habi, T. D. (2022). *School Leadership Practices in High Peg Rrforminural Primary Schools in Lesotho: A Case Study*.

Haidari, S. M., & Yanpar, Y. T. (2018). Language difficulties that international postgraduate students experience during their education with the medium of Turkish language. *Journal of Language and Linguistic Studies*, *14*(1), 194–210.

Halder, U. K. (2018). *North Asian International Research Journal of ENGLISH LANGUAGE ANXIETY AND ACADEMIC. March*.

Hameso, S. Y. (1997). The language of education in africa: The key issues. *Language, Culture and Curriculum*, *10*(1), 13.

https://doi.org/10.1080/07908319709525237

Hansen-Thomas, H., Stewart, M. A., Flint, P., & Dollar, T. (2021). Co-learning in the High School English Class through Translanguaging: Emergent Bilingual Newcomers and Monolingual Teachers. *Journal of Language, Identity and Education*, *20*(3), 151–166. https://doi.org/10.1080/15348458.2020.1726759

Harris, K. L. (2018). *History " through the looking glass " Karen L. Harris *. November*, 1–16.

Heath, R., Curle, S., Aizawa, I., & Thompson, G. (2019). What drives success in English medium taught courses? The interplay between language proficiency, academic skills, and motivation. *Studies in Higher Education*. https://doi.org/10.1080/03075079.2019.1590690

ILO. (2011). *Inventory of official national-level statistical definitions for rural / urban areas*. 10. http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/genericdocument/wcms_389373.pdf

Ingse, Skattum. Brock-Utne, B. (2009). *Languages and Education in Africa: A Transdisciplinary Discussion*.

Jameel, B., Shaheen, S., & Majid, U. (2018). *Introduction to Qualitative Research for Novice Investigators Introduction to Qualitative Research for Novice Investigators*. *June*. https://doi.org/10.26685/urncst.57

Kadodo, W., & Muzira, A. (n.d.). *The Influ ence of Language Users ' Attitudes towards the Learning and Teaching of English Language in three Post-Independence Namibian Schools*. 120–135.

Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a research paradigm and its implications for Social Work research',. *Social Sciences*, *8*(9), 1–17.

Kaymakamoğlu, S. E., & Yıltanlılar, A. (2019). NON- NATIVE ENGLISH TEACHERS ' PERCEPTIONS ABOUT USING TURKISH (L1) IN EFL CLASSROOMS : A CASE STUDY. *International Online Journal of Education and Teaching*, *6*(2), 327–337.

Kelly, L. M. (2020). *Three principles of pragmatism for research on organizational processes*. https://doi.org/10.1177/2059799120937242

Kerfoot, C. (2022). *Urban Language & Literacies Transforming relations of knowing in multilingual classrooms*.

Khan, F. (2021). *Teaching English in rural Indian classrooms:difficulties and

solutions. *9*(1). https://doi.org/10.33329/rjelal.9.1.136

Khan, J. A., Ayub, A., & Farooq, U. (2022). EFFECTS OF ELECTRIC LOAD SHEDDING ON ACADEMIC PERFORMANCE OF STUDENTS IN KHYBER PAKHTUNKHWA Junaid. *Advances in Gender and Development Studies*, *1*(1), 32–41.

Kim, E. S., & Willson, V. L. (2010). Evaluating pretest effects in pre-post studies. *Educational and Psychological Measurement*, *70*(5), 744–759. https://doi.org/10.1177/0013164410366687

Kiramba, L. K. (2018). Language ideologies and epistemic exclusion. *Language and Education*, *32*(4), 291–312. https://doi.org/10.1080/09500782.2018.1438469

Kithinji, W. K., & Ohirsi, A. I. (2022). *East African Journal of Education Studies Relating English Language Proficiency to Academic Performance among non-English Speaking Undergraduate Students in Kenyan Universities* . *5*(1), 66–76. https://doi.org/10.37284/eajes.5.1.560.IEEE

Kivunja, C. (2018). Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review of lessons from the field. *International Journal of Higher Education*, *7*(6), 44–53. https://doi.org/10.5430/ijhe.v7n6p44

Koktuk, Ş., Odacıoğlu, M. C., & Uysal, N. M. (2016). Bilingualism and Bilingual Education, Bilingualism and Translational Action. *International Journal of Linguistics*, *8*(3), 72. https://doi.org/10.5296/ijl.v8i3.9601

Koricich, A., Chen, X., & Hughes, R. P. (2018). Understanding the effects of rurality and socioeconomic status on college attendance and institutional choice in the United States. *Review of Higher Education*, *41*(2), 281–305. https://doi.org/10.1353/rhe.2018.0004

Kothari, C. . (2004). *Research Methodology methods and techniques* (2nd revise). New Age International (P) Ltd., Publishers.

Kumar, R. (2011). Research Methodology.a step-by -step guide for beginners. In *SAGE publications* (3rd ed.). SAGE Publications.

Kumari, P. L. (2013). Significance of Solomon four group pretest-posttest method in True Experimental Research- A Study. *IOSR Journal of Agriculture and Veterinary Science*, *5*(2), 51–58. https://doi.org/10.9790/2380-0525158

Lanvers, U., Hultgren, K., & Gayton, A. M. (2018). 'People can be smarter with two

languages': changing anglophone students' attitudes to language learning through language awareness raising. *Language Learning Journal For*, *47*, 88– 104.

Lara, L., & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in Psychology*, *10*(JUN). https://doi.org/10.3389/fpsyg.2019.01464

Lembani, R., Gunter, A., Breines, M., & Dalu, M. T. B. (2020). The same course, different access: the digital divide between urban and rural distance education students in South Africa. *Journal of Geography in Higher Education*, *44*(1), 70– 84. https://doi.org/10.1080/03098265.2019.1694876

Li, W. (2018). Translanguaging as a Practical Theory of Language. *Applied Linguistics*, *39*(1), 9–30. https://doi.org/10.1093/applin/amx039

Li, Z., & Qiu, Z. (2018). How does family background affect children's educational achievement? Evidence from Contemporary China. *Journal of Chinese Sociology*, *5*(1). https://doi.org/10.1186/s40711-018-0083-8

lipinge, kristof. (2018). *Consequences of Ideology and Policy in the English Second Language Classroom: The Case of Oshiwambo-speaking Students in Namibia By*. *August*, 2018.

Liu, Y., & Fang, F. (2022). Translanguaging Theory and Practice: How Stakeholders Perceive Translanguaging as a Practical Theory of Language. *RELC Journal*, *53*(2), 391–399. https://doi.org/10.1177/0033688220939222

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, *51*(1), 36– 76. https://doi.org/10.1017/S0261444817000350

MacBlain, S. (2021). *Learning Theories for Early Years Practice*. SAGE Publications. https://books.google.co.za/books?id=RExAEAAAQBAJ

Madima, S. E. (2020). The accessibility to English as a language of teaching and learning by learners of different gender in public primary schools of the V .... *Gender and Behavior*, *18*(August).

Maila, P., & Ross, E. (2018). Perceptions of disadvantaged rural matriculants regarding factors facilitating and constraining their transition to tertiary education. *South African Journal of Education*, *38*(1), 1–12. https://doi.org/10.15700/saje.v38n1a1360

118

Maimona, S., & Moletsane, M. (2021). *Exploring Mother Tongue Education in the Foundation Phase to Promote Linguistic Diversity : Learning Barriers in a Historically disadvantaged School*. *1*(1), 37–48.

Maimona, S., Moletsane, M., & Mukuna, R. K. (2020). Case study of isiXhosa-speaking foundation phase learners who experience barriers to learning in an english-medium disadvantaged Western Cape school. *South African Journal of Education*, *40*(2), 1–9. https://doi.org/10.15700/saje.v40n2a1455

Makalela, L. (2019). Uncovering the universals of ubuntu translanguaging in classroom discourses. *Classroom Discourse*, *10*(3–4), 237–251. https://doi.org/10.1080/19463014.2019.1631198

Makhanya, T., & Zibane, S. (2020). Students' Voices on How Indigenous Languages Are Disfavoured in South African Higher Education. *Language Matters*, *51*(1), 22–37. https://doi.org/10.1080/10228195.2020.1711533

Makondo, D. (2018). The effects of the Language of Instruction on the Academic Performance of the Tsonga (Shangani) Speaking Grade Seven Pupils in Chiredzi South, Zimbabwe. *IOSR Journal of Research & Method in Education*, *8*(2), 1–21. https://doi.org/10.9790/7388-0802020121

Maluleke, M. J. (2019). Using code-switching as an empowerment strategy in teaching mathematics to learners with limited proficiency in English in South African schools. *South African Journal of Education*, *39*(3), 1–9. https://doi.org/10.15700/saje.v39n3a1528

Maluleke, M. J., Klu, E. K., & Demana, V. N. (2020). The impact of using code alternation in teaching life science to english first additional language learners in South African schools. *Academic Journal of Interdisciplinary Studies*, *9*(6), 175–183. https://doi.org/10.36941/AJIS-2020-0122

Mart, A. (2017). *Succes or failure? The effect of the language of test on students' academic achievement in rural Senegal*. https://cataleg.uab.cat/iii/encore/plus/C__Rb1172312__Spoblacio rural__Orightresult__U__X3__V__Ks%402017e%402018?lang=cat&link=https%3A%2F%2Flogin.are.uab.cat%2Flogin%3Furl%3Dhttp%3A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%26site%3Deds-live

Maseko, B. (2022). Translanguaging and minoritised language revitalisation in multilingual classrooms: Examining teachers' agency. *SOUTHERN AFRICAN*

LINGUISTICS AND APPLIED LANGUAGE STUDIES, *40*(May), 162–178. https://doi.org/10.2989/16073614.2022.2040370

Mashinja, B. Z., & Mwanza, D. S. (2020). The Language of Literacy Teaching and Learning in a Multilingual Classroom: Is Silozi Appropriate in the Zambezi Region of Namibia? *International Journal of Humanities, Social Sciences and Education*, *7*(3), 31–42. https://doi.org/10.20431/2349-0381.0703005

Masood, M. H., Shafi, S., Rahim Yousaf, M., & Darwesh, M. A. (2020). Interference of L1 (Urdu) in L2 (English) in Pakistan: Teaching English as a Second Language. *International Journal of Applied Linguistics and English Literature*, *9*(5), 110. https://doi.org/10.7575/aiac.ijalel.v.9n.5p.110

Mavuru, L., & Ramnarain, U. D. (2020). Language affordances and pedagogical challenges in multilingual grade 9 natural sciences classrooms in South Africa. *International Journal of Science Education*, *42*(14), 2472–2492. https://doi.org/10.1080/09500693.2019.1655177

McLeod, S. (2014). Lev Vygotsky. *Simplypsychology.Org*, *1934*, 1–9.

Mellom, P. J., Straubhaar, R., Balderas, C., Ariail, M., & Portes, P. R. (2018). *"They come with nothing:" How professional development in a culturally responsive pedagogy shapes teacher attitudes towards Latino/a English language learners Paula*.

Menken, K., & Sánchez, M. T. (Maite). (2019). Translanguaging in English-Only Schools: From Pedagogy to Stance in the Disruption of Monolingual Policies and Practices. *TESOL Quarterly*, *53*(3), 741–767. https://doi.org/10.1002/tesq.513

Michalopoulos, S., & Papaioannou, E. (2020). Historical legacies and African development. *Journal of Economic Literature*, *58*(1), 53–128. https://doi.org/10.1257/JEL.20181447

Mills, G.E, Gay, L. R. (2015). *Educational Research.competencies for analysis and applications* (eleventh). global edition.

Mkhize, D.Balfour, R. (2017). Language rights in education in South Africa. *South African Journal of Higher Education*, *31*(6), 133–150. http://dx.doi.org/10.28535/31-6-1633

Mlachila, M., & Moeletsi, T. (2019). *WP / 19 / 47 A Review of the Causes and Consequences of the Weak Outcomes of South Africa ' s Education System*

(Issue January). https://doi.org/10.5089/9781498301374.001

Mlambo, V. H. (2023). *Living in the Dark: Load Shedding and South Africa's Quest for Inclusive Development Governance and Cadre deployment in South Africa View project Chinese Investments in Africa: For development or Imperialist Project View project. July.* https://www.researchgate.net/publication/372409764

Mokala, N., Matee, L. G., Khetoa, S. G., & Ntseli, A. M. (2022). *The Impact of Multilingualism on Teaching and Learning : A Case of Sesotho Home Language in One University in South Africa. September.* https://doi.org/10.4018/978-1-6684-5034-5.ch010

Molteno, A. (2017). *The effect of LoLT on learner performance in disadvantaged schools in te Western Cape , South Africa.* 1–130.

Morgan, D. L. (2017). After Triangulation, What Next? *Journals.Sagepub.Com/Home/Mmr.* https://doi.org/10.1177/1558689817748110

Muremela, G. M., Kutame, A. P., Kapueja, I. S., & Lawrence, K. C. (2020). Challenges of retaining qualified scarce skills subject teachers in rural secondary schools: Lens of stakeholders in Mutale District, Limpopo. *African Renaissance*, *17*(3), 73–88. https://doi.org/10.31920/2516-5305/2020/17N3A4

Mwanza, D. S. (2017). Implications of Teachers ' Attitudes towards Unofficial languages on English Language Teaching in Multilingual Za ... *Zambian Journal of Language Studies*, *1*(1), 101–124.

Myende, P. E., & Nhlumayo, B. S. (2022). Enhancing parent–teacher collaboration in rural schools: parents' voices and implications for schools. *International Journal of Leadership in Education*, *25*(3), 490–514. https://doi.org/10.1080/13603124.2020.1731764

Naicker, S. (2020). *Teachers' Perspectives About the Introduction of History in the Foundation Phase. January.*

Naqvi, S. T. H. and S. M. M. R. (2006). Factors Affecting Students' Performance. *Bangladesh E-Journal of Sociology*, *3*(13621), 1–17. http://www.csus.edu/faculty/m/fred.molitor/docs/student performance.pdf

Narad, A., & Abdullah, B. (2016). *Academic Performance of Senior Secondary School Students : Influence of Parental Encouragement and School Environment. VIII*(2).

Navarro .Mario &Siegal .Jason T. (2018). The SAGE Encyclopedia of Educational

Research, Measurement, and Evaluation. *The SAGE Encyclopedia of
Educational Research, Measurement, and Evaluation*, *February*.
https://doi.org/10.4135/9781506326139

Ndawo, G. (2019). The influence of language of instruction in the facilitation of
academic activities: Nurse educators' experiences. *Health SA Gesondheid*, *24*,
1–10. https://doi.org/10.4102/hsag.v24i0.1261

Ndlovu, P. E. (2019). *CHALLENGES WHEN WRITING ENGLISH: A CASE STUDY
OF GRADE 8 SECOND LANGUAGE LEARNERS IN A RURAL SCHOOL IN
KWAZULU-NATAL A. April*.

Neumann, H., Padden, N., & McDonough, K. (2018). Beyond English language
proficiency scores: understanding the academic performance of international
undergraduate students during the first year of study. *Higher Education
Research & Development*, *38*(2), 324–338.
https://doi.org/10.1080/07294360.2018.1522621

Neumann, H., Padden, N., & McDonough, K. (2019). Beyond English language
proficiency scores: understanding the academic performance of international
undergraduate students during the first year of study. *Higher Education
Research and Development*, *38*(2), 324–338.
https://doi.org/10.1080/07294360.2018.1522621

Ngubane, N., Ntombela, B. X., & Govender, S. (2020). Translanguaging pedagogy in
selected English First Additional Language writing classrooms. *Southern African
Linguistics and Applied Language Studies*, *38*(2), 142–151.
https://doi.org/10.2989/16073614.2020.1771190

Nkambule, T. (2022). Exploring working conditions in selected rural schools:
teachers' experiences. *South African Journal of Education*, *42*(1), 1–9.
https://doi.org/10.15700/SAJE.V42N1A2013

Nngwedzeni, A. (2021). *LIMPOPO NO FEE SCHOOLS 2021*. *918510019*.

Noviyenty, L., & Putri, M. I. (2021). Mother Tongue Interference Towards Students'
English Pronunciation: A Case Study in IAIN Curup. *Proceedings of the
International Conference on Educational Sciences and Teacher Profession
(ICETeP 2020)*, *532*(532), 283–290.
https://doi.org/10.2991/assehr.k.210227.049

Nsele, T. P., Maluleke, N., & Govender, S. (2022). *A Translingual Approach to*

Learning and Teaching in a Bilingual Social Sciences Classroom. 496–508. https://doi.org/10.4018/978-1-6684-5034-5.ch027

Nxumalo(chauke), W. (2020). *Perceptions of students and lecturers on the use of Xitsongaas a language of and communication in the University of Limpopo*.

Nyoni, E., Manyike, V., & Lemmer, E. (2019). Difficulties in Geography teaching and learning in the ESL classroom in Zimbabwe. *Per Linguam*, *35*(2), 74–87. https://doi.org/10.5785/35-2-810

Nyumba, T. O., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). *The use of focus group discussion methodology : Insights from two decades of application in conservation*. *2018*(March 2017), 20–32. https://doi.org/10.1111/2041-210X.12860

Okeowhor, D., Okoh, J. O., Baakel, A., & Ookol, O. J. (2019). Poverty: A Major Challenge to the African Rural Educational System Development and the Way Forward (Review). *Asian Journal of Education and Social Studies*, *June*, 1–7. https://doi.org/10.9734/ajess/2019/v3i330098

Omidire, M. F. (2019). Experiencing language challenges in a rural school: implications for learners' life aspirations. *Early Child Development and Care*, 1–39. https://doi.org/10.1080/03004430.2019.1660963

Ozowuba, G. U. (2018). Relationship between English proficiency and academic achievement of Nigerian secondary school students. *Walden Dissertations and Doctoral Studies*, 1–103. https://scholarworks.waldenu.edu/dissertations/5243

Pandey, Prabhat. Pandey, M. M. (2015). Research Methodology:tools and techniques. In *bridge centre* (1st ed., pp. 1–118). bridge centre. https://doi.org/10.1007/978-981-10-3602-6_3

Park, M. S. (2012). *Code-switching and Translanguaging : Potential Functions in Multilingual Classrooms*. *13*(2), 50–52.

Perera, S. (2018). *Research paradiagms: Workshop on research methodology*. *2018*(August), 1–17.

Perez, A. L., & Alieto, E. (2018). Change of "tongue" from English to a local language: A correlation of Mother Tongue Proficiency and Mathematics Achievement. *Asian ESP Journal*, *14*(7), 132–150.

Phiri, C., Mpundu, G., Chama, E., & Ngandu, M. (2021). An assessment of the impact of Electricity Power Outages on University Students ' life , Lusaka ,

123

Zambia. *Canadian Journal of Health Research*, *VOL 1*(March), 1–13.

Prinsloo, C. H., Rogers, S. C., & Harvey, J. C. (2018). The impact of language factors on learner achievement in science. *South African Journal of Education*, *38*(1), 1–14. https://doi.org/10.15700/saje.v38n1a1438

Probyn, M. (2019). Pedagogical translanguaging and the construction of science knowledge in a multilingual South African classroom: challenging monoglossic/post-colonial orthodoxies. *CLASSROOM DISCOURSE*, *10*(January 2020), 216–236.

Putjata, G., & Koster, D. (2021). ' It is okay if you speak another language , but … ': language hierarchies in mono- and bilingual school teachers ' beliefs hierarchies in mono- and bilingual school teachers ' beliefs. *International Journal of Multilingualism*, *0*(0), 1–21. https://doi.org/10.1080/14790718.2021.1953503

Qomariana, Y., Puspani, I. A. M., & Rahayuni, N. K. S. (2016). *Mother tongue interference on EFL : The case of English department students in Udayana university*. 2.

Raft, M. (2017). *A retrospective inquiry into second language use for teaching and learning in a rural school by Melissa Raft Submitted in partial fulfilment of the requirements for the degree MAGISTER EDUCATIONIS (Educational Psychology) University of Pretoria Supervis*. July.

Rasman. (2018). To translanguage or not to translanguage? The multilingual practice in an indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, *7*(3), 687–694. https://doi.org/10.17509/ijal.v7i3.9819

Rathnayaka, U. (2018). *Factors affecting the academic performance of the undergraduate students ,*. *9*(October 2017), 83–91.

Reilly, C., Bagwasi, M. M., Costley, T., Gibson, H., Kula, N. C., Mapunda, G., & Mwansa, J. (2022). Languages don't have bones, so you can just break them': rethinking multilingualism in education policy and practice in Africa. *Journal of the British Academy*, *10*(4), 1–20.

Rose, J., & Johnson, C. W. (2020). Contextualizing reliability and validity in qualitative research: toward more rigorous and trustworthy qualitative social science in leisure research. *Journal of Leisure Research*, *51*(4), 432–451. https://doi.org/10.1080/00222216.2020.1722042

Rudd, M., & Honkiss, L. (2020). Analysing the correlation between english

proficiency and academic performance among thai university students. *Athens Journal of Education*, 7(1), 122–138. https://doi.org/10.30958/aje.7-1-6

Saneka, N. E., & de Witt, M. (2019). Barriers and bridges between mother tongue and english as a second language in young children. *South African Journal of Childhood Education*, 9(1). https://doi.org/10.4102/SAJCE.V9I1.516

Sapire, I. M., & Essien, P. A. A. (2021). *Language use in the learning and teaching of early grade mathematics in the context of multilingualism*.

Sayed, R., Akbar, S., & Taqi, H. A. (2020). *Translanguaging as an ESL Learning Strategy : A Case Study in Kuwait*. 9(6), 54–63. https://doi.org/10.5430/ijhe.v9n6p54

Seals, C. A. (2021). *Benefits of Translanguaging Pedagogy and Practice*. *September*.

Seconadry schools: Mopani District, Limpopo Province Number Of Schools. (2018). Www.Vendaland.Org.

Selemela, K. B. (2020). TEACHERS' PERSPECTIVES ON THE ROLE OF HOME LANGUAGE ON ACADEMIC LITERACY: A CASE STUDY OF TWO SOUTH AFRICAN SCHOOLS. *File:///C:/Users/VERA/Downloads/ASKEP_AGREGAT_ANAK_and_REMAJA_PRINT.Docx*, 21(1), 1–9.

Seotsanyana, E., & Maiketso, M. (2019). Impact of Rurality on Students' Educational Transition in Lesotho. *Humanities and Social Science Research*, 2(4), p47. https://doi.org/10.30560/hssr.v2n4p47

South Africa. (2006). South African Schools Act. *Government Gazette*, 29179(29179), 27–28. https://www.gov.za/sites/default/files/gcis_document/201409/29179.pdf

South African Government. (1996a). National Education Policy Act 27 of 1996. In *Government Gazette* (Issue 27).

National Education Policy Act 27 of 1996, Government Gazette (1996). https://www.gov.za/sites/default/files/gcis_document/201409/act27of1996.pdf

South African Government. (1996b). The Constitution of the Republic of South Africa. In *Government Gazette* (Issue May). https://www.justice.gov.za/legislation/constitution/SAConstitution-web-eng.pdf

Ssentanda, M. E., Nakijoba, S., Nakayiza, J., & Ajayi, T. M. (2020). An Ethnographic

Investigation of the Challenges of Literacy Acquisition in Selected Ugandan Rural Primary Schools. *Journal in Humanities*, *1*(28), 101–128. https://0-search.ebscohost.com.ujlink.uj.ac.za/login.aspx?direct=true&db=awn&AN=jol20 2009-372&site=ehost-live&scope=site

Ssentanda, M., Southwood, F., & Huddlestone, K. (2019). Curriculum Expectations versus Teachers' Opinions and Practices in Teaching English in Rural Primary Schools in Uganda. *Language Matters*, *50*(2), 141–163. https://doi.org/10.1080/10228195.2018.1536162

Steyn, G. (2017). *The transition of Grade 4 learners to English as medium of instruction. 11*(1), 92–105.

Suraweera.S, Kurupp.K, K. . (2019). *Analysis of Factors Affecting Academic Performance of Undergraduates of Faculty of Management Studies of Rajarata University of Sri Lanka. 3*(6), 153–166.

Tai, K. W. H., & Zhao, Y. V. (2022). *Success factors for English as a second language university students ' attainment in academic English language pro fi ciency : exploring the roles of secondary school medium-of-instruction , motivation and language learning strategies*.

Tan, C. Y. (2019). *Academic Benefits from Parental Involvement are Stratified by Parental Socioeconomic Status: A Meta-analysis Article. December*.

Tanga, M., Iimene, T., & Mushoriwa, T. (2019). The influence of learner-related factors on the academic performance of Grade 12 English (L2) Learners in the Oshikoto Region of Namibia. *Journal for Language Teaching*, *53*(1), 37. https://doi.org/10.4314/jlt.v53i1.2

Tegunimataka, A. (2021). Does First-Language Training Matter for Immigrant Children ' s School Achievements ? Evidence from a Danish School Reform. *Nordic Journal of Migration Researc*, *11*(3), 316–340.

Thamavithya, R. N. (n.d.). *A Study of Students ' Perceptions of the Factors Affecting Their Academic Performance : A Case Study at Bangkok University*. 3–14.

Tsagari, D., & Giannikas, C. N. (2018). *Re-evaluating the use of the L1 in the L2 classroom : students vs . teachers*. 1–31.

Üresin, F., & Karakaş, A. (2018). Investigation of Turkish EFL Teachers' Views about Standard Languages, Dialects and Language Varieties through the lenses of English and Turkish. *The Literacy Trek*, *4*(2), 63–76.

Van Der Wildt, A., Van Avermaet, P., & Van Houtte, M. (2017). Opening up towards children ' s languages : enhancing teachers ' tolerant practices towards multilingualism. *School Effectiveness and School Improvement*, *28*(1), 136–152. https://doi.org/10.1080/09243453.2016.1252406

Vanegas, Rojas, M., Hoyos, Giraldo, S., Martínez, E. E. A., & Gómez, Anaya, B. E. (2018). Sociocultural Factors That Influence Migrant Students ' Academic Performance in an English Language Teaching Program : Voices from Abroad Sociocultural Factors That Influence Migrant Students ' Academic Performance in an English Language Teaching Program. *The Qualitative Report, 23*(10), 2337–2356.

Vattøy, K. D., & Gamlem, S. M. (2020). Teacher–student interactions and feedback in English as a foreign language classrooms. *Cambridge Journal of Education*, *50*(3), 371–389. https://doi.org/10.1080/0305764X.2019.1707512

Vogel, S., & García, O. (2017). Translanguaging. *Oxford Research Encyclopedia of Education*. https://doi.org/10.1093/acrefore/9780190264093.013.181

Vuzo, M. (2018). Towards achieving the Sustainable Development Goals: Revisiting language of instruction in Tanzanian secondary schools. *International Review of Education*, *64*(6), 803–822. https://doi.org/10.1007/s11159-018-9740-z

Walker, M., & Mathebula, M. (2020). Low-income rural youth migrating to urban universities in South Africa: opportunities and inequalities. *Compare*, *50*(8), 1193–1209. https://doi.org/10.1080/03057925.2019.1587705

Wang, D. (2019). Translanguaging in Chinese foreign language classrooms: students and teachers' attitudes and practices. *International Journal of Bilingual Education and Bilingualism*, *22*(2), 138–149. https://doi.org/10.1080/13670050.2016.1231773

Wassermann, J., & Bentrovato, D. (2018). Confronting controversial issues in history classrooms: an analysis of pre-service high school teachers' experiences in post-apartheid South Africa. *Yesterday and Today*, *20*, 72–90. https://doi.org/10.17159/2223-0386/2018/n19a4

Wei, L., & Lin, A. M. Y. (2019). *Translanguaging classroom discourse : pushing limits , breaking boundaries*. *12*(2). https://doi.org/10.3168/jds.S0022

Western Cape Government. (2019). *Load shedding fact sheet 2019*. 2–7. https://www.westerncape.gov.za/110green/files/atoms/files/Load Shedding FAQ

127

2019_FINAL_2.pdf

Wildsmith-Cromarty, R., & Balfour, R. J. (2019). Language learning and teaching in South African primary schools. *Language Teaching*, *52*(3), 296–317. https://doi.org/10.1017/S0261444819000181

Zelime, J., Deutschmann, M., & Rijlaarsdam, G. (2018). The effect of the language of testing on second language learners' academic performance in social studies: The case of Kreol Seselwa and English in the Seychelles classrooms. *L1 Educational Studies in Language and Literature*, *18*, 1–22. https://doi.org/10.17239/L1ESLL-2018.18.01.10

Zulfikar, Z. (2019). Rethinking the use of L1 in L2 classroom. *Englisia Journal*, *6*(1), 42. https://doi.org/10.22373/ej.v6i1.2514

Zúñiga, C. E. (2016). Between language as problem and resource: Examining teachers' language orientations in dual-language programs. *Bilingual Research Journal*, *39*(3–4), 339–353. https://doi.org/10.1080/15235882.2016.1242438

Appendix A 1. University of Pretoria clearance certificate.

FACULTY OF
Ethics

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: **EDU114/22**
DEGREE AND PROJECT	MEd
	Academic performance, bilingualism and rurality: insights from Grade 10 History classroom contexts
INVESTIGATOR	Ms Khensani Eunice Sombani
DEPARTMENT	Humanities Education
APPROVAL TO COMMENCE	**STUDY** 29 September 2022
DATE OF CLEARANCCERTIFICATE	01 November 2023
CHAIRPERSON OF ETHICS	**COMMITTEE**: Prof Funke Omidire

Mr Simon Jiane

Dr Nkhensani Maluleke

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

Fakuiteit Opvoedkunde
Lefapha la Thuto

129

Appendix A2. Title and supervisor approval letter

Student no.   21832553
Our ref.   Ms Jacqueline Mabokela
Tel.   012 420 2725
Email   jacky.maluka@up.ac.za

2023-03-15

Ms KE Sombani
House number 626 E Giyani
Po box 2205 Giyani 0826
giyani township
Giyani
0826
South Africa

Dear Ms Sombani

TITLE AND SUPERVISOR APPROVAL

I have pleasure in informing you that your approved title and supervisor for **MEd General** are as follows:

Title:

Academic performance, bilingualism and rurality: insights from Grade 10 History classroom contexts

SUPERVISOR:

You are advised to acquaint yourself with Regulations in the publication 'General Regulations and information'.

Your registration as a student must be renewed annually before 28 February until you have complied with all the requirements for the degree. You will only be entitled to the guidance of your supervisor if annual proof of registration is submitted.

You are welcome to contact us at the abovementioned telephone number or email address if you have any enquiries.

Yours sincerely

for DEAN:
Faculty of Education
P06

130

Appendix B: committee clearance certificate (office of the Premier)

CONFIDENTIAL
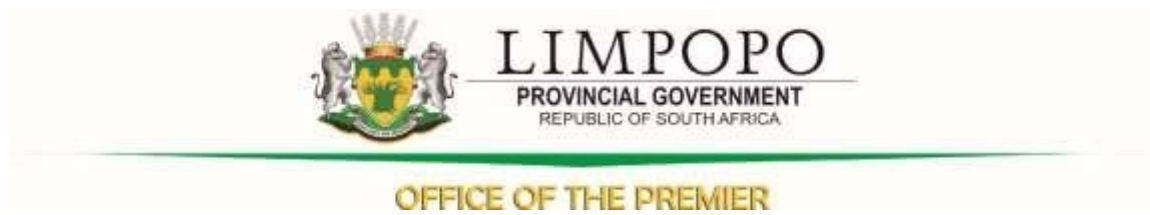
Office of the Premier

Research and Development Directorate

Private Bag X9483, Polokwane, 0700, South Africa

Tel: (015) 230 9910, Email: mokobij@premier.limpopo.gov.za

LIMPOPO PROVINCIAL RESEARCH ETHICS

COMMITTEE CLEARANCE CERTIFICATE

Online Review Date: 20 December 2022

Project Number: LPREC/73/2022: PG

Subject: Academic Performance, Bilingualism and Rurality: Insights from Grade 10 History Classroom Context

Researcher: Sombani KE

 Dr Thembinkosi Mabila

Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number **REC-111513-038.**

Note:

i.   **This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)**

ii.   **Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.**

131

iii. **The researcher(s) must provide annual reporting to the committee as well as the relevant department and also provide the department with the final report/thesis.**

iv. The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.

Appendix C: permission to conduct research.

CONFIDENTIAL

TO: DR MC MAKOLA

FROM: DR T MABILA

CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE (LPREC)

ONLINE REVIEW DATE: 20 DECEMBER 2022

SUBJECT: ACADEMIC PERFORMANCE, BILINGUALISM AND RURALITY:

INSIGHTS FROM GRADE 10 HISTORY CLASSROOM CONTEXT

RESEARCHER: SOMBANI KE

Dear Colleague

The above researcher's research proposal served at the Limpopo Provincial Research Ethics Committee (LPREC). The committee is satisfied with the ethical soundness of the proposed study.

Decision: The research proposal is granted approval.

Regards

Chairperson: Dr T Mabila

Secretariat: Ms J Mokobi

Date: 31/01/2023

133

Appendix D: letter from Mopani district granting permission to conduct research.

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

MOPANI EAST DISTRICT
CONFIDENTIAL

DEPARTMENT OF EDUCATION
MOPANI EAST DISTRICT
OFFICE OF THE DISTRICT DIRECTOR

1 3 MAR 2023

PRIVATE BAG X578
GIYANI 0826

LIMPOPO PROVINCE
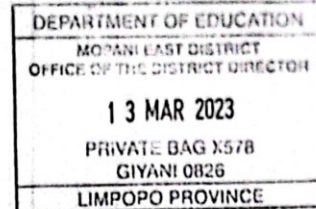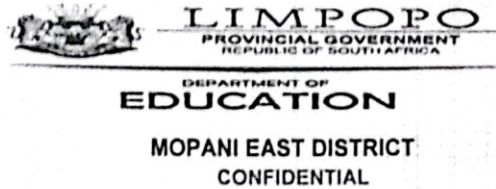
Ref: 2/2/2.... ENQ: Ngobeni D   Tel: 063 146 1114   Email: davidngobeni9@gmail.com   Date: 13.03.2023

TO   : SOMBANI KE

PERMISSION TO CONDUCT RESEARCH: ACADEMIC PERFORMANCE, BILINGUALISM AND RURALITY: INSIGHTS FROM GRADE 10 HISTORY CLASSROOM CONTEXT.

1. The above matter refers.

2. The Department wishes to inform you that your request to conduct research on the above mentioned Topic has been approved.

3. Your focus should only be limited to selected schools at Nsami Circuit as per the list of the Schools listed below:

NAME OF CIRCUIT	SCHOOLS
Nsami	Matsambu
	Chamandu
	Famandha
	Mbhangazeki

4.   The following conditions should be considered:

4.1. Arrangement should be made with selected schools.
4.2. The research should not be conducted during Examinations especially the 4th term.

PERMISSION TO CONDUCT RESEARCH: Sombani KE

DEPARTMENT OF EDUCATION
MOPANI EAST DISTRICT, Private Bag X 578 GIYANI, 0826
Tel 015 811 7803
The heartland of Southern Africa – development is about people

4.3 During research, applicable research ethics should be adhered to, in particular the principle of voluntary participation (the people involved should be respected).

4.4 Upon completion of the research study, the researcher shall share the final product of the research with the Department.

4.5 The research should not have any financial implications to the Department of Education Limpopo Province.

5. Furthermore, you are expected to produce this letter to schools and offices where you intend to conduct your research since it will serve as proof that you have been granted permission to conduct the research.

6. The Department appreciates the contribution that you wish to make and wishes you success in your research.

pp DISTRICT DIRECTOR

13 – 03 - 2023
DATE

DEPARTMENT OF EDUCATION
MOPANI EAST DISTRICT
OFFICE OF THE DISTRICT DIRECTOR
1 3 MAR 2023
PRIVATE BAG X578
GIYANI 0826
LIMPOPO PROVINCE

PERMISSION TO CONDUCT RESEARCH: Sombani KE

DEPARTMENT OF EDUCATION
MOPANI EAST DISTRICT, Private Bag X 578 GIYANI, 0826
Tel 015 811 7803
The heartland of Southern Africa – development is about people

135

Appendix E: Letter to the SGB requesting permission to conduct research.

To: Principal and the School Governing Body

My name is Khensani Eunice Sombani; I am conducting research for a Master's degree at the University of Pretoria under the supervision of Dr. N Maluleke, from the Faculty of Education. The title of the research is **"Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts"**. The aim of the study is to investigate the impact of the language of learning and teaching on the academic success of Xitsonga speaking grade 10 learners in a rural History classroom context.

I hereby request for permission to conduct a study at your school. I would also like to be granted access to grade 10 History learners as well as their History teacher so that they can take part in the research project.

What the data collection will involve:

The lesson observation-the History lesson will be observed for one hour, once a day, for five days.

Semi-structured interviews. -Teachers will be interviewed for 40 minutes after each observation, for five days.

 Quasi experiment-learners will participate in an experiment for one hour on a Monday, one hour on Wednesday, and one hour on a Friday.

Focus school discussions-five learners will be selected to participate in a focus school discussion for one hour.

All these activities will take place after an ethical clearance certificate has been granted by the University of Pretoria.

Covid 19 clause

Due to Covid-19, and to minimise the spread of infection, the research may be conducted online or through various other media platforms.

No award clause

Since the participation in the study is voluntary, please note that no participants will receive any monetary awards or award of any kind.

Confidentiality clause

None of the participants' names or personal information will be used in the report of my study.

136

Because confidentiality is important, we expect that any information that will be provided is also private and that it would not be discussed with anyone.

Kind regards,

_____

Student: Sombani K.E (Ms)

Contact number: 0737934176.

E-mail address: u21832553@tuks.co.za

_____

Supervisor: Dr. Maluleke N

Contact Number: 0793057443

Email address: nkhensani.maluleke@up.ac.za

Permission to conduct research.

I _____ on behalf of the SGB of _____ Secondary School hereby give permission to _____to include our school as a participant in her research titled: **Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts'.**

_____   _____

Signature   **Date**

```
┌──────────────────────────────────┐
│ School Stamp:                    │
│                                  │
│                                  │
│                                  │
│                                  │
└──────────────────────────────────┘
```

To: The Department of Basic Education

 Limpopo Province

Mopani District

From: Khensani Eunice Sombani

University of Pretoria

Faculty of Education

Department of Humanities Education

Masters 'Student

My name is Khensani Eunice Sombani; I am conducting research for a master's degree at the University of Pretoria under the supervision of Dr. N Maluleke, from the Faculty of Education. The title of the research is **"Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts"**. The aim of the study is to investigate the impact of the language of learning and teaching on the academic success of Xitsonga speaking grade 10 learners in a rural History classroom context.

I hereby request for permission to conduct in secondary schools in the Mopani District.

What the data collection will involve:

The lesson observation-the History lesson will be observed for one hour, once a day, for five days.

Semi-structured interviews. -Teachers will be interviewed for 40 minutes after each observation, for five days.

 Quasi experiment-learners will participate in an experiment for one hour on a Monday, one hour on Wednesday, and one hour on a Friday.

Focus school discussions-five learners will be selected to participate in a focus school discussion for one hour.

All these activities will take place after an ethical clearance certificate has been granted by the University of Pretoria.

Covid 19 clause- Due to Covid-19, and to minimise the spread of infection, the research may be conducted online or through various other media platforms.

138

No award clause- Since the participation in the study is voluntary, please note that no participants will receive any monetary awards or award of any kind.

Confidentiality clause- None of the participants' names or personal information will be used in the report of my study. Because confidentiality is important, we expect that any information that will be provided is also private and that it would not be discussed with anyone.

Kind regards,

_____

Student: Sombani K.E (Ms)

Contact number: 0737934176.

E-mail address: u21832553@tuks.co.za

_____

Supervisor: Dr. Maluleke N

Contact Number: 0793057443

Email address: nkhensani.maluleke@up.ac.za

Permission to conduct research.

I _____ on behalf of the Limpopo Department of Basic Education; give permission to _____to conduct research titled: **Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts';** at schools in the Mopani District.

_____   _____

Signature   **Date**

```
 Official Stamp:



```

Appendix G1: Parents' consent form

Dear parent/guardian

My name is Khensani Eunice Sombani; I am conducting research for a Master's degree at the University of Pretoria under the supervision of Dr. N Maluleke, from the Faculty of Education. The title of the research is **"Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts"**. The aim of the study is to investigate the impact of the language of learning and teaching on the academic success of Xitsonga speaking grade 10 learners in a rural History classroom context.

I hereby request your consent for your child to participate in the study.

What the data collection will involve:

The lesson observation-the History lesson will be observed for one hour, once a day, for five days.

Semi-structured interviews. -Teachers will be interviewed for 40 minutes after each observation, for five days.

Quasi experiment-learners will participate in an experiment for one hour on a Monday, one hour on Wednesday, and one hour on a Friday.

Focus school discussions-five learners will be selected to participate in a focus school discussion for one hour.

All these activities will take place after an ethical clearance certificate has been granted by the University of Pretoria.

Covid 19 clause- Due to Covid-19, and to minimise the spread of infection, the research may be conducted online or through various other media platforms.

No award clause- Since the participation in the study is voluntary, please note your child as a participant will not receive any monetary awards or award of any kind.

Confidentiality clause-your child's names or personal information will not be used in the report of my study. Because confidentiality is important, we expect that any information that will be provided is also private and that it would not be discussed with anyone.

Kind regards,

_____

Student: Sombani K.E (Ms)

Contact number: 0737934176.

E-mail address: u21832553@tuks.co.za

_____

Supervisor: Dr. Maluleke N

Contact Number: 0793057443

Email address: nkhensani.maluleke@up.ac.za

Permission form for your child to participate in a study.

I... parent/guardian to----------------------------------I hereby give permission to.............................. to include my child as a participant in her research on: **Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts'.**

I have read and understood the contents explained above.

Confirm the following by placing a tick in the relevant place.

a)	I give consent to have the voice of my child recorded during the interviews so that the recording can be used during reporting of the results.	**yes**	**no**
b)	I understand that participation of my child is anonymous and neither the name of my child or the identifying details will be published	**yes**	**no**
c)	I understand that my Child's participation is voluntary, and no award will be given in a form of cash or any form to any participant.	**yes**	**no**

_____   _____

Signature of parent/guardian   Date

_____   _____

Signature of Student   Date

Appendix G2: Parents' consent form (Xitsonga copy)

Eka mutswari/muhlayisi

Vito ra mina hi mina Khensani Eunice Sombani. Ndzi endla ndzavisiso leswaku ndzita fikelela ku kuma digiri ya le henhla e Yunivhesithi ya Pitori, ehansi ka vudzhaberi bya Dr N Maluleke va le ka Ndzawulo ya Dyondzo kona kwale Yunivhesithi ya le Pitori. **Nhlokomhaka ya vulavisisi i "Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts.**

141

Ndzi kombela mpfumeleo wao katsa nwana wa nwina e ka ndzavisiso lowu nga ta endliwa exikolweni xa yena

Ndlela yo hlengeleta vumbhoni:

Ku xiyisisa madyondzelo- hi ta tshama na nwana wa nwina na mudyondzisi wa yena wa dyondyo Matimu hi karhi hi xiyisisa madyondzelo ku ringana awara yinwe, siku rinwana na rinwana ku ringana ntlhanu wa masiku.

Ku hlamula swivutiso. -vadyondzisi va ta nghena eka xiyenge xo vutisiwa swivutiso leswi nga ta teka 40 wa timinete endzhaku ka nxiyisiso wa madyondzelo siku ni siku ku ringana masiku ya ntlhanu.

xipirimente-Vadyondzi va ta nghenelela eka xipirimente ku ringana awara yinwe hi Musumbhunuko.awara hi Ravunharhu, ni awara hi Ravuntlhanu.

Mbulavurisano wa ntlawa –vadyondzi va ntlanu vata hlawuriwa ku nghenelela eka mbulavurisana va ri ntlawa.

Migingiriko leyi yi ta endliwa loko ndzi kumile xitifikheti xa ku ndzi tshunxa ku tirha hi matirhele lama nene xa ku suka e Yunivhesithi ya Pitori.

Nawu wa Covid 19- ku endla leswaku ntungu wa covid 19 wu nga hangalaki, vumbhoni byi nga hlengeletiwa hi ndlela ya thekinoloji kumbe swinwana swo hlengeleta vumbhoni.

Nawu wa ku pfumala hakelo- leswi ku nghenelela eka ndzavisiso lowu ku nga ku tinyiketela, tiva leswaku a kunga vi na hakelo leyi nwana wa nwina a nga ta yi kuma, ku nga va hi mali kumbe swi nwana

Nawu wa ku hlayisa xihundla-mavito ya nwanna wa nwina kumbe vixoko-xoko bya yena bya a byi nga tirhisiwi loko hi nyika xiviko xa ndzavisiso. tani hi leswi xihundla xi nga ni nkoka hi langutele leswaku vumbhoni lebyi nga ta kumeka a byi nga burisiwi hi byona ni vanwana.

Wa nwina,

_____

xichudeni: Sombani K.E (Ms)

Contact number: 0737934176.

E-mail address: u21832553@tuks.co.za

_____

Supervisor: Dr. Maluleke N

Contact Number: 0793057443

Email address: nkhensani.maluleke@up.ac.za

Mpfumelelo wa ku endla Ndzavisiso

Mina_____ mutswari wa_____ ndzi nyika mpfumelelo eka _____ku katsa nwana wa mina eka ndzaviso lowu a wu endlaka hi: **Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts'.**

Ndzi hlayile/hlayeriwile ndzi tlhela ndzi twisisa lesi nga hlamuseriwa laha henhla.

Tiyisisa hi ku vekela gwaju laha swi faneleke.

d)	Ndzi nyika mpfumelelo wa ku va rito ra nwana wa mina ri kandziyisiwa hi nkarhi wa mbulavurisano, leswaku nkandziyiso lowu wu ta tirhisiwa loko ku vikiwa mbuyelo.	**Ina**	**E-e**
e)	Ndza swi twisisa leswaku nghenelela ka nwana wa mina i ka ku tinyiketela naswona ku ta endleriwa exihundleni na swona vito ra yena kumbe vuxoko-xoko bya vutitivisi bya yena a swi nga hangalasiwi.	**Ina**	**E-e**
f)	Ndza swi twisisa leswaku ku nghenelela ka nwana wa mina i ka ku tinyiketela naswona a ku nga vi na hakelo a nga ta nyikiwa yona kunga va hi xiyimo xa mali kumbe swinwana	**Ina**	**E-e**

_____   _____
Nsayino wa of mutswari/muhlayisi   Siku

_____   _____
Nsayino wa Xichudeni   Siku

Appendix H: Teachers' letter of consent

Dear Teacher

My name is Khensani Eunice Sombani; I am conducting research for a Master's degree at the University of Pretoria under the supervision of Dr. N Maluleke, from the Faculty of Education.

143

The title of the research is **"Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts"**. The aim of the study is to investigate the impact of the language of learning and teaching on the academic success of Xitsonga speaking grade 10 learners in a rural History classroom context.

I hereby invite you and your grade 10 History class to participate in the study.

What the data collection will involve:

The lesson observation-the History lesson will be observed for one hour, once a day, for five days.

Semi-structured interviews. -Teachers will be interviewed for 40 minutes after each observation, for five days.

Quasi experiment-learners will participate in an experiment for one hour on a Monday, one hour on Wednesday, and one hour on a Friday.

Focus school discussions-five learners will be selected to participate in a focus school discussion for one hour.

All these activities will take place after an ethical clearance certificate has been granted by the University of Pretoria.

Covid 19 clause- Due to Covid-19, and to minimise the spread of infection, the research may be conducted online or through various other media platforms.

No award clause- Since the participation in the study is voluntary, please note you as a participant will not receive any monetary awards or award of any kind.

Confidentiality clause-your names or personal information will not be used in the report of my study. Because confidentiality is important, we expect that any information that will be provided is also private and that it would not be discussed with anyone.

Kind regards,

_____

Student: Sombani K.E (Ms)
Contact number: 0737934176.
E-mail address: u21832553@tuks.co.za

_____

Supervisor: Dr. Maluleke N
Contact Number: 0793057443
Email address: nkhensani.maluleke@up.ac.za

Permission to conduct research.

144

I..hereby give permission to...

to include me as a participant in her research on: Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts'.

I have read and understand the contents explained above.

 Confirm the following by placing a tick in the relevant place.

I.. Hereby give permission to... to include me as a participant in her research on: **Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts'.**

I have read and understood the contents explained above.

Confirm the following by placing a tick in the relevant place.

a)	give consent to have my voice recorded during the interviews so that the recording can be used during reporting of the results.	yes	
b)	I understand that my participation is anonymous and neither my name nor the identifying details will be published	yes	
c)	I understand that my participation is voluntary, and no award will be given in a form of cash or any form to any participant.	s	

_____	_____
Name of the learner	Grade
_____	_____
Signature of Student	Date

Appendix I1: (Leaner assent)

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

To be read to children under the age of 18 years.

Dear learner

My name is Khensani Eunice Sombani; I am conducting research for a Master's degree at the University of Pretoria under the supervision of Dr. N Maluleke, from the Faculty of Education.

145

The title of the research is **"Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts"**. The aim of the study is to investigate the impact of the language of learning and teaching on the academic success of Xitsonga speaking grade 10 learners in a rural History classroom context.

I hereby invite you to participate in the study.

What the data collection will involve:

The lesson observation-the History lesson will be observed for one hour, once a day, for five days.

Semi-structured interviews. -Teachers will be interviewed for 40 minutes after each observation, for five days.

Quasi experiment-learners will participate in an experiment for one hour on a Monday, one hour on Wednesday, and one hour on a Friday.

Focus school discussions-five learners will be selected to participate in a focus school discussion for one hour.

All these activities will take place after an ethical clearance certificate has been granted by the University of Pretoria.

Covid 19 clause- Due to Covid-19, and to minimise the spread of infection, the research may be conducted online or through various other media platforms.

No award clause- Since the participation in the study is voluntary, please note you as a participant will not receive any monetary awards or award of any kind.

Confidentiality clause-your names or personal information will not be used in the report of my study. Because confidentiality is important, we expect that any information that will be provided is also private and that it would not be discussed with anyone.

Kind regards,

_____

Student: Sombani K.E (Ms)
Contact number: 0737934176.
E-mail address: u21832553@tuks.co.za

_____

Supervisor: Dr. Maluleke N
Contact Number: 0793057443
Email address: nkhensani.maluleke@up.ac.za
Consent section

I _____give consent to _____to include me in her study. I have read/had someone read to me the information above

146

Please confirm by placing a tick in the relevant place

			yes	no
d	I give consent to have my voice recorded during the interviews so that the recording can be used during reporting of the results.		**yes**	**no**
e	I understand that my participation is anonymous and neither my name nor the identifying details will be published		**yes**	**no**
f)	I understand that my participation is voluntary, and no award will be given in a form of cash or any form to any participant.		**yes**	**no**

_____   _____

Name of the learner   Grade

_____   _____

Signature of learner   Date

_____   _____

Signature of Student   Date

Appendix I2: Learner Assent (Xitsonga)

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Swi ta hlayeriwa vana lava nga e hansi ka malembe ya khume-nhungu

Eka mudyondzi

Vito ra mina hi mina Khensani Eunice Sombani. Ndzi endla ndzavisiso leswaku ndzita fikelela ku kuma digiri ya le henhla e Yunivhesithi ya Pitori, ehansi ka vudzhaberi bya Dr N Maluleke va le ka Ndzawulo ya Dyondzo kona kwale Yunivhesithi ya le Pitori. **Nhlokomhaka ya vulavisisi i "Academic performance, bilingualism and rurality: insights from grade 10 History classroom contexts**.

Ndza ku rhamba ku nghenelela e ka ndzavisiso lowu wu nga ta endliwa exikolweni xa wena

Ndlela yo hlengeleta vumbhoni:

Ku xiyisisa madyondzelo- hi ta tshama na nwina na mudyondzisi wa nwina wa dyondyo Matimu hi karhi hi xiyisisa madyondzelo ku ringana awara yinwe, siku rinwana na rinwana ku ringana ntlhanu wa masiku.

Ku hlamula swivutiso.-vadyondzisi va ta nghena eka xiyenge xo vutisiwa swivutiso leswi nga ta teka 40 wa timinete endzhaku ka nxiyisiso wa madyondzelo siku ni siku ku ringana masiku ya ntlhanu.

xipirimente-Vadyondzi va ta nghenelela eka xipirimente ku ringana awara yinwe hi Musumbhunuko.awara hi Ravunharhu, ni awara hi Ravuntlhanu.

Mbulavurisano wa ntlawa –vadyondzi va ntlanu vata hlawuriwa ku nghenelela eka mbulavurisana va ri ntlawa.

Migingiriko leyi yi ta endliwa loko ndzi kumile xitifikheti xa ku ndzi tshunxa ku tirha hi matirhele lama nene xa ku suka e Yunivhesithi ya Pitori.

Milawu ya Covid 19- hikwalaho ka Covid 19 na ku endla leswaku ntungu wu naga hangalaki, vumbhoni byi nga hlengeletiwa hi ndlela ya thekinoloji kumbe swinwana swo hlengeleta vumbhoni.

Nawu wa ku pfumala hakelo- leswi ku nghenelela eka ndzavisiso lowu ku nga ku tinyiketela, tiva leswaku a ku nga vi na hakelo u nga ta yi kuma, ku nga va hi mali kumbe swi nwana.

Nawu wa ku hlayisa xihundla-mavito ya wena kumbe vixoko-xoko bya wena a byi nga tirhisiwi loko hi nyika xiviko xa ndzavisiso. tani hi leswi xihundla xi nga ni nkoka hi langutele leswaku vumbhoni lebyi nga ta kumeka a byi nga burisiwi hi byona ni vanwana.

148

Wa nwina,

_____

xichudeni: Sombani K.E (Ms)

Contact number: 0737934176.

E-mail address: u21832553@tuks.co.za

_____

Supervisor: Dr. Maluleke N

Contact Number: 0793057443

Email address: nkhensani.maluleke@up.ac.za

Xiphemu xa ku amukela ku nghenelela eka ndzavisiso

Mina _____ndzi nyika mpfumelelo eka _____ kundzi katsa eka ndzavisiso lowu anga taw u endla exikolweni xa hina.

Tiyisisa hi ku vekela gwaju laha swi faneleke.

g)	Ndzi nyika mpfumelelo wa ku va rito ra mina ri kandziyisiwa hi nkarhi wa mbulavurisano, leswaku nkandziyiso lowu wu ta tirhisiwa loko ku vikiwa mbuyelo.	**Ina**	**E-e**
h)	Ndza swi twisisa leswaku ku nghenelela ka mina i ka ku tinyiketela naswona ku ta endleriwa exihundleni na swona vito ra mina kumbe vuxoko-xoko bya vutitivisi bya mina a swi nga hangalasiwi.	**Ina**	**E-e**
i)	Ndza swi twisisa leswaku ku nghenelela ka mina i ka ku tinyiketela naswona a ku nga vi na hakelo leyi ndzi nga ta nyikiwa yona kunga va hi xiyimo xa mali kumbe swinwana.	**Ina**	**E-e**

_____   _____

Vito a Mudyondzi   Ntlawa (grade)

_____   _____

Nsayino wa Mudyondzi   siku

_____   _____

Nsayino wa of mutswari/muhlayisi   Siku

_____   _____

Nsayino wa Xichudeni   Siku

149

Appendix J: Data collection instruments.

Observation instruments.

OBSERVER NAME	OBSERVER ID	GRADE	SCHOOL	CIRCUIT	DISTRICT	PROVINCE
SOMBANI KE	21832553	10	……………………	………………	MOPANI EAST	LIMPOPO

DATE OF OBSERVATION DAY 1

TEACHER. MABASA F. LEARNING AREA……. HISTORY.....................

AREA OF FOCUS: THE NATURE OF INTERACTION BETWEEN L1SPEAKING LEARNERS AND THEIR TEACHERS IN AN

ESL MONOLINGUAL CLASSROOM

Number of learners in the classroom …41 out of .41

Classroom arrangement. Leaners are arranged in schools of three or every table which are in rows…….

TIME PERIOD			
	1.First 10 minutes		
Teacher behavior **Learners' behavior**			**CONTEXTUAL FACTORS** Which can influence teaching and learning
OBSERVATIONS IN THIS PARTICULAR CLASS WITH REGARDS TO LANGUAGE USE			
SPECIFIC OBSERVATION ON LEANERS AND TEACHERS' INTERACTION IN LoLT .			
2. During period			
OBSERVATIONS IN THIS PARTICULAR CLASS WITH REGARDS TO LANGUAGE USE:			
SPECIFIC OBSERVATION ON LEANERS AND TEACHERS' INTERACTION IN LoLT			

151

3. last ten minutes	
OBSERVATIONS IN THIS PARTICULAR CLASS WITH REGARDS TO LANGUAGE USE **SPECIFIC OBSERVATION ON LEANERS AND TEACHERS' INTERACTION IN LoLT**	

ADDITIONAL OBSERVATIONS

CHALLENGES IN THIS PARTICULAR CLASS WITH REGARDS TO LANGUAGE USE

SPECIFIC OBSERVATION ON LEANERS AND TEACHERS' INTERACTION IN LoLT:

152

Appendix K: Semi structured interview (Teacher interview).

In the designing of the instrument, the red font is used to write research question in Xitsonga.

which is the L1 of the participants?

RESEARCHER	EDUCATOR RESPONSE	● RESEARCH QUESTION ALIGNED TO THE QUESTION
• Do you think that the language used for teaching and learning contributes to the learners' performance in History? If yes, how? If no, how? • Xana mi ehleketa leswaku ririmi ra ku dyondza ing dyondzisiwa inga va ri ri ni xi-ave eka matirhelo ya vana ya dyondzo ya matimu ke?		● How do English Second language (ESL) learning and teaching impact learner academic performance in rural public schools in Xitsonga dominant Grade 10 History classrooms?
Followup question		●
• Do you think the learners' English skills are adequate to understand the History content? Please elaborate. • Xana u ehleketa leswaku vuswikoti bya vona bya ririmi ra xinghezi byi ringanerile ku va va twisisa dyondzo		● What is the nature of language use amongst Xitsonga speaking grade 10 History learners and their teachers in the classroom?

153

leyi ya matimu? Seketela nhlamulo ya wena.		154
Follow up question where possible		
● What role do you think the location of the school play in how learners learn and their achievement in English as LoLT? ● **Xana mi ehleketa leswaku matshamele ya xikolo laha eka tindzhawu ta le makaya swi nga va ni xi-ave muni eka madyondzelo ya vana ni ku humelela ka vona eka ririmi ra xinghezi leri vari tirhisaka tani hi ririmi ro dyondza no dyondzisiwa?**		•What role does the learner's rural environment play in grade 10 History academic performance where English is used as LoLT?
● What is your overall view about the learners' command of English as LoLT? ● • Xana mavonele ya nwina hi ndlela leyi vana va swi kotisaka swona ku tirhisa xinghezi tani hi ririmi ro dyondza ni ku dyondzisiwa hi wahi?		
● Follow up question		

Appendix L: learners focus school discussion instrument.

FOCUS SCHOOL DISCUSSION SCHEDULE

XITSONGA	ENGLISH
• Tsundzuka endzhaku, le ku sunguleni ka lembe loko wa ha hlawula ti dyondzo leti u lavaka ku ti dyondza! -i yini xi nga ku hlohletela leswaku u hlawula dyondzo ya matimu tani hi yinwana ya tidyondzo leti u tsakelaka ku ti dyondza?	• Think back to the beginning of the year when you were choosing subjects! -What influenced you to choose History as one of your subjects for this year in grade 10?
• Xana u ti twisa ku yini hiku va u dyondza dyondzo ya matimu hi ririmi ra xinghezi loko ku wi fananisiwa ni ku yi dyondza hi ririmi ra Xitsonga?	• How do you feel about learning History in English as compared to learning it in Xitsonga?
• Xana Mbango lowu u nga ka wona wa tindzhawu ta le makaya wu tlanga xiyenge xihi eka matirhelo ya wena eka dyondzo ya matimu loko u karhi u yi dyondza hi xinghezi?	• What role does your rural environment play in your academic performance in History when you are learning it in English?
• Xana u ehleketa leswaku ku nga endliwa yini ku lwisana ni nhlohlotelo lowu tindzhawu ta le makaya ti nga nga na wona eka matirhelo ya wena eka dyondzo ya matimu?	• What do you think should be done to counter the impact of rurality on your academic performance in History?
• Xana a ku na swinwana hi nga swi engetelaka eka leswi vuriweke?	• Is there any other thing that we can add to what has already been mentioned?

155

Appendix M: History notes for a pre-test. (English)

HISTORY NOTES.

THE FRENCH REVOLUTION (CAUSES)

Revolution is a dramatic change in in society. This happened in France in 1789.

The masses in French people had many complaints which led to them revolting against the Ancient Regime.

CONCEPTS

CONSTITUTIONAL MONARCHY -A system with king or queen as head of the sate but power rests with an elected parliament, according to a constitution

NATIONALISE -When privately owned property is taken over by the state on behalf of the nation.

REPUBLIC-A country Ruled by an elected president rather than the king or Queen.

EXTREMISTS-Fundamental, extreme

WORKING CLASS-People who earn wages from manual work and their families.

REIGN OF TERROR-Every person who opposed the revolution was executed.

CONSCRIPT-To force people to do military service.

DEPOSED-Removed from power.

RADICAL-Allowing for no political alternative or compromise.

AUTHORITARIAN-Those with power being strict and controlling.

How did the French Revolution lay the foundations for modern democracies?

A revolution is a dramatic change in society. This happened in France in 1789. Discontented ordinary citizens revolted against the Old Order of government, known as the Ancien Régime. After six bloody years of protests, a new constitution was adopted in 1795. The French people had achieved 'liberty, equality and fraternity.'

The social causes.

● **The diagram below shows how the French society was divided before 1789.**

156

Absolute power .... King

Rich, powerful, influencial bishops .... Upper clergy

1st Estate

Priests who sympathised with the poor .... Lower clergy

2nd Estate

They had inherited their titles and high positions .... Nobles

Middle class or bourgeoisie .... Rich professionals: teachers, doctors, lawyers, merchants, philosophers, artists

3rd Estate

Hungry and oppressed .... Poor town workers Poor peasants on farms } 90% of the population

The French Society before 1789

158

- The Third Estate was heavily taxed – 80% of their income could be taken from them. But the rich First and Second Estates were not taxed.
- The factory workers were cruelly treated. They were poor and lived in dreadful conditions in the towns.
- The peasants on the farms hated the feudal system.
- In return for the protection of a noble, the peasants had to work for him, pay to use his mill, oven, slaughterhouse, and winepress.
- The peasants could not hunt on the farm.
- The noble would often ride all over the peasants' precious vegetable gardens.
- The wealthy professionals, called the bourgeoisie, were angry because:
- they had no say in the government and no freedom of speech
- they could never be promoted because the nobles got all the top positions, even though many were not suited to these positions.

1.2 Political causes – how the French were governed.

- King Louis XVI, from the bourbon family, had a weak personality.
- His Austrian wife, Queen Marie Antoinette, dominated him.
- The King had absolute power – what he said was law. The Estate-General, the French parliament, had not met since 1614.
- With a letres de cachet (= a letter bearing the King's seal), anyone could be sent to prison without a trial.

It is interesting to note that at this time the monarchies in Britain and Russia had introduced some social and labour reforms. Therefore, there was no need for their people to revolt.

1.3 Economic causes – bankruptcy

159

- **People were starving in France in 1789 because of a severe drought, which had caused a lack of food, making food prices too high for them to afford.**
- **The rich First and Second Estates were not taxed, as the King did not want to lose their support.**
- **Louis XVI demanded heavy taxes from the Third Estate because France was almost bankrupt as a result of:**
- **past wars, e.g., the American War of Independence**
- **debt because Louis XV had spent a fortune on his Versailles palace**
- **Marie Antoinette's extravagant lifestyle, spending huge amounts of money on clothes and court entertainment.**

The philosophers – inspired the people to protest.

The thinkers or intellectuals of that time were called philosophers.
- **They wrote articles that encouraged the French people to question the Divine Right of Kings, which meant that a king's authority came from God, and no one could ever criticise the king.**
- **Voltaire**
- **openly attacked the abuses in the church and the political tyranny of the Ancien Regime (Old Order).**
- **Rousseau wrote**
- **The *Social Contract*, which said that all citizens should submit themselves to the General Will of the people (= democracy).**
- **Montesquieu promoted the radical and unheard-of idea of the separation of government powers:**
- **some people make the laws = legislative powers**

160

- some **people carry out the laws = executive powers**

- **some people judge the lawbreakers = judicial powers.**

Conclusion

- **The French people were oppressed, hungry and angry in 1789.**

- **They blamed King Louis XVI for their problems.**

- **The philosophers inspired them to protest and fight for their rights.**

- **The revolutionary motto was:**

- **'Liberty, Equality and Fraternity'**

- **= freedom, no social classes, brotherhood.**

The diagram on the next page summarises the causes of the French Revolution.

161

King Louis XVI

Political causes → Unhappy ← Economic causes

Social causes → Grievances ← Philosophers

Discontent

French Revolution

Estates General — 1

Storming the Bastille — 2

Womens' March — 3

Reforms — 4

Reign of Terror — 5

The Directory

Napoleon Bonaparte

EVENTS

RESULTS
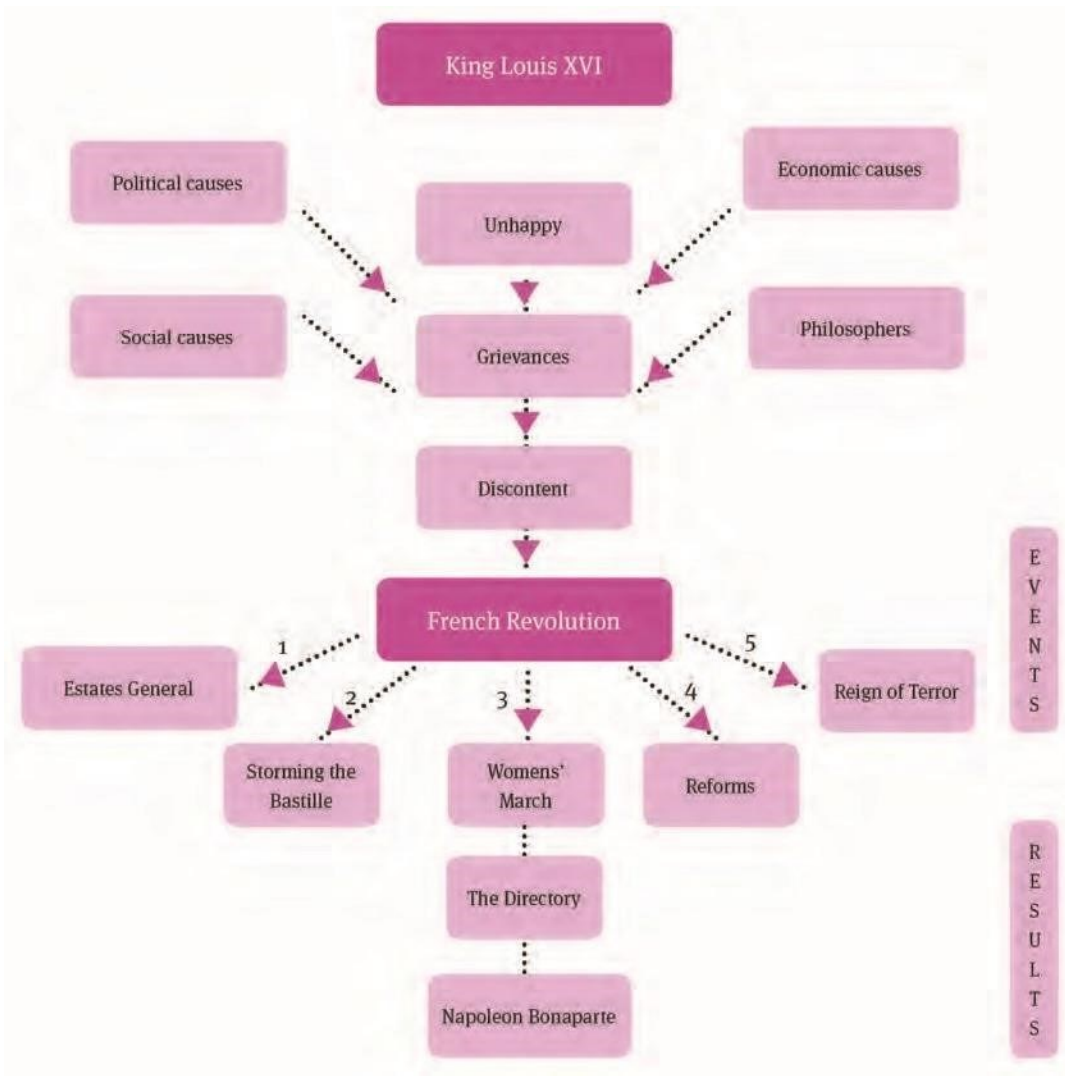
Appendix N: History notes for a pre-test (Xitsonga).

RHIVHOLUXINI YA LE FURHWA (SWIVANGELO)

162

Rhivholuxini I ku cinca hi ku hatlisa e ndzhawini. leswi swi humelele e Furhwa hi lembe 1789. Ntshungu wa vanhu e furhwa a va ri ni swirilo swo tala leswi nga endla leswaku va pfukela mfumo luwa wa xikahale matimba.

MARITO

•   **Constitutional monarchy**-ma endlelo lawa hosi kumbe hosi kat iyi rhangelaka kambe matimba ya ri e swandleni swa phalamende leyi vaka yi hlawuriwe hi vanhu ku ya hi khonstichuxini

•   **NATIONALISE** -When privately owned property is taken over by the state on behalf of the nation.

•   **REPUBLIC**-tiko leri fumiwaka hi murhangeri loyi a nga hlawuriwa hi xidemokirasi ematshanwini ya hosi kumbe hosi-kati.

•   **EXTREMISTS**-va ni nkani na swona a va cinci.

•   **WORKING CLASS**-lava faneleke ku tirha leswaku va ta kuma muholo ni mindyangu ya vona.

•   **AUTHORITARIAN**-lava fumaka va fuma hi voko ra nsimbhi.

Xana rhivholuxini ya le Furhwa wu vekerise ku yini rirhangu ra xidemikirasi xa manguva lawa?

rhivholuxini I ku cinca ka xihatla e ndzhawini. Leswi swi humelerile e Furhwa hi 1789.va aka tiko lava a va nga tsakangiva pfuke matimba ehenhla ka mafumele ya xikhale, lawa a ya vuriwa Ancien Régime. Endhaku ka malembe ya ntsevu ya ku halaka ka ngati hi ku tereka, tsalwa ra vumbiwa lebyi ntswha ri pasisiwile hi 1795. MaFurhwa va kumile 'ntshuxeko, ndzinganeloa ni vumakwerhu.' **mpfapfarhuto lowu landzelaka wu kombisa leswi mintlawa ya vanhu va le Furhwa a yi avanyisisiwe swona hi 1789.**

swivangelo swa ku avanyisiwa hi mintlawa

●● Ntlawa wa vunharhu a wu hakela swibalo swo tika. – a va tekeriwa 80%ya miholo ya vonao. Kambe lavo fuma ni la ntlawa wa vumbirhi a va nga hakeli swibalo.

●● Vatirhi va le tifemeni a va khomiwa hi tihanyi. ava ri swisiwana na swona a va tshama e ka tindzhawu to ka ti nga ri kahle e madorobeni.

●● Swisiwana swo tirha emapurasini a swi venga maendlelo lawa ya swibalo.

●• Ku xavelela ku sirheleriwa hi lavo fuma, swisiwana a swi fanele swi va tirhela, swi hakela ku tirhisa xigayo, oven, ndzhawu yo dlayela swifuwo, xigandlu ni ndzhawu yo endla byalwa.

●• Swisiwana a swi nga pfumeleriwi ku hlota e mapurasini. peasants.

●• Swifumi a swi pfa swi kandziyela matsavu ya swisiwana e masinwini.

●● swidyondzeki swo fuma, leswi a swi vitaniwa bourgeoisie, a swi hlundzukile hikuva:

●• A va nga ri na rito e ka mfumo na swona a va nga ri na ntsuxeko wo vulavula,

164

●. **A va nga tlakusiwi entirhweni hikuva swifumi hi swona a swi kuma switulu swa le henhla.**

1.2. swivangelo swa xipolotikiolitical – leswi Furhwa a yi fumisiwa swona.

●● **Hosi Louis XVI, wa ndyangu wa bourbon, a nga tiyanga.**

●● **Nsati wa kwe wa mu-Austrian, Queen Marie Antoinette, a nwi koka hi nhompfu.**

© University of Pretoria
The French Society before 1789
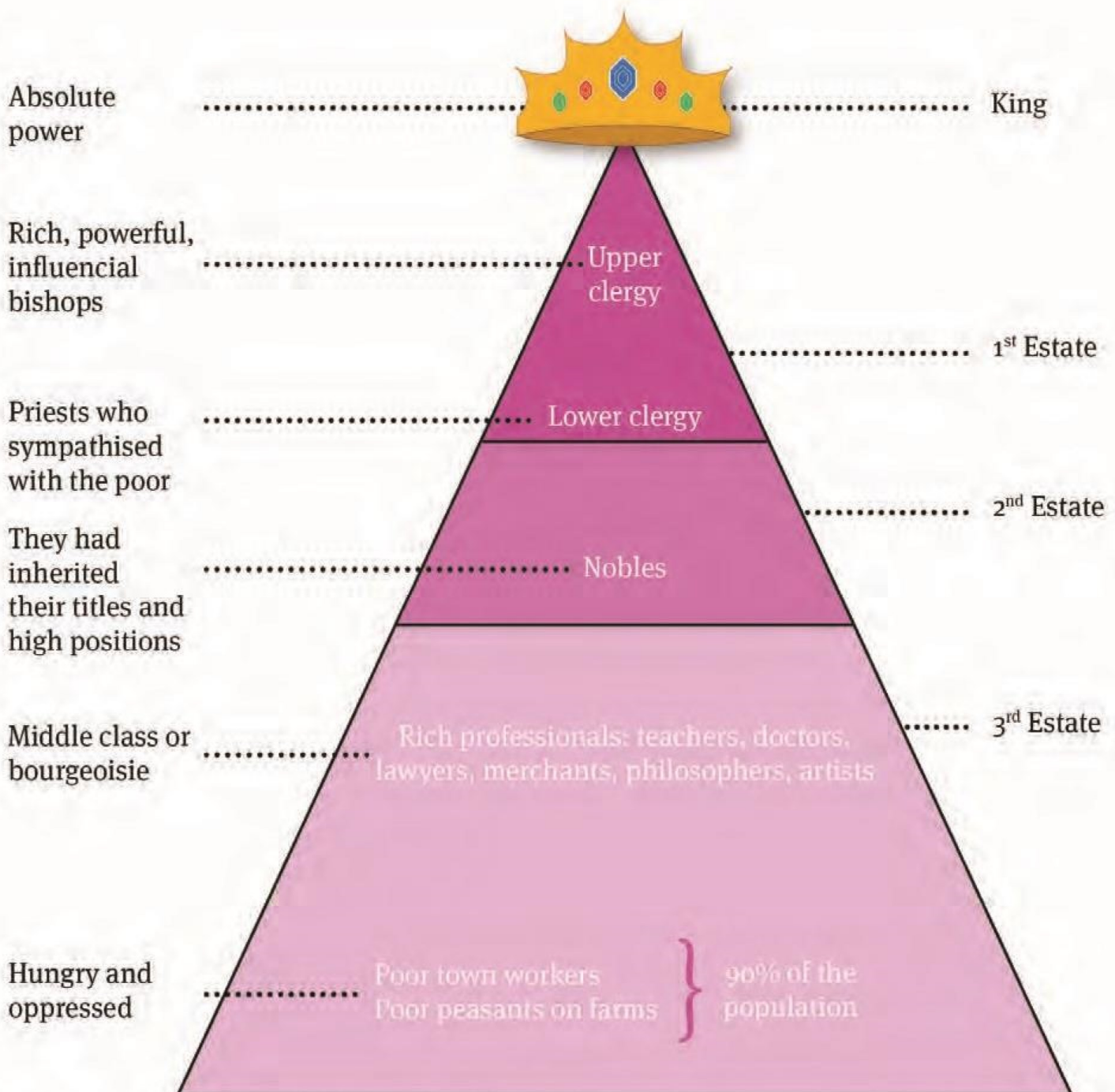
●● **Hosi a yi ri ni matimba yo ka ya nga kanetiwi – leswi a vula swona a ku ri nawu. Estate-General, phalamendhe ya le Furhwa, a yi nga se tshama yi hlangana ku suka hi 1614.**

●● **Hi ku tirhisa lettres de cachet (= papilla leri nga ni xigandlu xa hosi), a yisiwa e khotsweni a nga tengisiwanga, unwana ni unwana anyone a yisiwa e khotsweni a nga tengisiwanga.**

1.3 Swivangelo swa timali – ku wa ka ikhonomi

● Vanhu a va sika e Furhwa hi 1789 hikwalaho ka dyandza, leri a ri vange leswaku ku pfumaleka swakudya, swi endla leswaku minxavo ya swakudya yi tlakuka lero vanhu va nga fikeleli ku swi xava.

● Lava ntlawa wo sungula ni wa vumbirhi ava nga hakeli swibalo. Tani hi leswi Hosi a yi nga ri ni mhaka ni ku seketeriwa hi vona.

● Louis XVI a koxa swibalo swa le henhla eka va ntlawa wa vunharhu hikuva xiyimo xa tiko ra Furhwa xa timali a xi wile hikwalaho ka:

● Tinyimpi leti nga hundza- xikombiso, nyimpi ya le America ya ntshuxeko.

● Swikweleti -hikuva Louis XV a tirhise mali yo tala ku aka ntsindza wa Versailles

● Vutomi bya Marie Antoinette bya manyunyu- u tirhise mali yo tala ku xava swi ambalo na vuhungasi.

   o Swidyondzeki/lavo ehleketa ngopfu – Va hlohlotele vanhu ku tereka.

   o Lavo ehleketa /Tintlhari ta nkarhi wa kona lava a va vitaniwa ti philosopher. va tsale matsalwa lawa a ya hlohlotela MaFurhwa ku vutisa hi mayelana ni timfanelo ta tihosi leto ka ti nga kanetiwi leswi a swi vula leswaku matimba ya tihosi ya huma eka xikwembu, na swona a ku na loyi a pfumeleriwaka ku sola hosi.

Nkatsakanyo

●●   MaFurhwa a va tshikeleriwa, va ri ni ndlala va tlhela va va vahlundzukile hi 1789.

●● ava sola Hosi XVI hikwalaho ka swiphiqo swa vona.

●● Tiphilosophers a ti endla va navela tereka ni ku lwela timfanelo ta vona.

●● Risimu ra Marhivholuxinari a ku ri:

●●   'Liberty, Equality and Fraternity'

166

- • = **freedom, no social classes, brotherhood.**

Mpfapfarhuto lowu landzelaka wu katsakanya swivangelo swa Rhivholuxini ya le Furhwa.
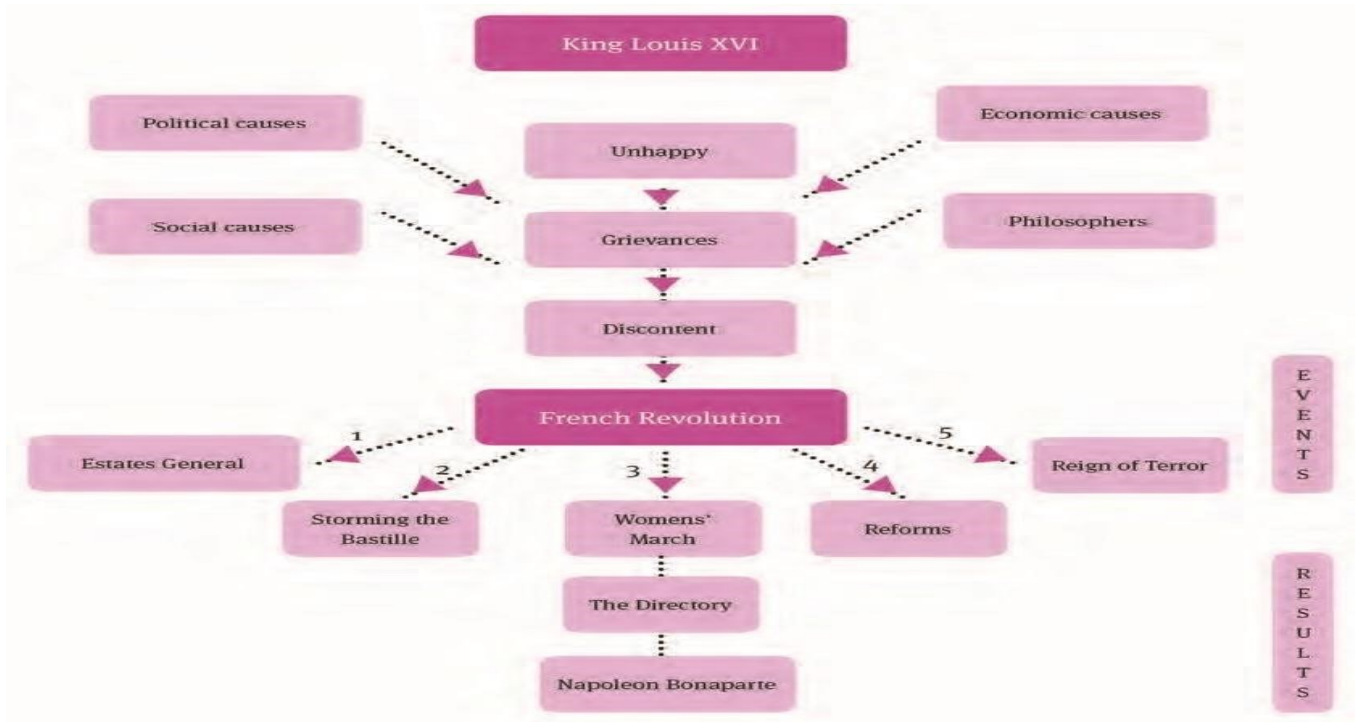
Appendix O: History test (pre-test) English input-Xitsonga output.

This question paper consists of one page and a one-page addendum.

Question1

What were the reasons for and results of the French revolution? Use Sources 1A, 1B, and 1C to answer the following questions:

1.1 **Study Source 1 A.**

1.1.1. What evidence is there from the source that Louis XV1 cared for France? 2x1(2)

1.1.2. What, according to the author of the source, could have prevented the Outbreak of the revolution? 2x2(4)

1.2. Use Source 1B.

1.2.1. Use your own knowledge to explain who the Third Estate was.   1x2 (2)

1.2.2. What message does the cartoonist want to convey about the Third Estate?   2x2 (4)

1.2.3. Do you think this is an accurate portrayal of the Third Estate? Explain your answer.   2x2 (4)

1.2.4. write a paragraph of about six lines and explain how the economic status of the third estate before the revolution compares to the economic status of the working class. in your own democratic country?   6

<u>Total 22</u>

The reforms under Louis XVI were a step forward, but there needed to be a massive re-evaluation of the French political structure in order to bring it to date with current social, economic, and ideological realities. A bankrupt state only made the situation worse, so what I'm saying is that if they had found a way to bring about these reforms early on during the estate general, the revolution would not have turned out like it did. however, such change was not in the in the interest of those who already had

168

Photo.

EXPLICATION DE L'ALLEGORI
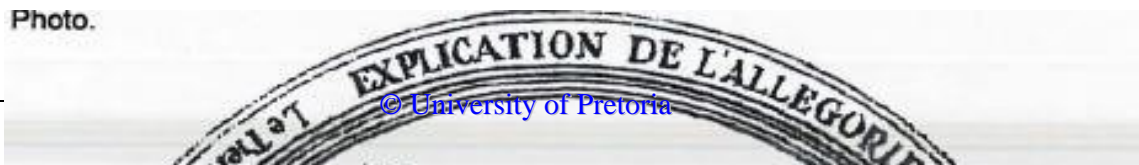
power.so, like I said you can't have expected them to readily give it up.an extremely capable and forceful monarch with excellent foresight might have been capable of making this work. Even if he didn't like it was a matter of necessity lest something more drastic occurred. Louis the XVi was well intentioned and cared for his people but he was not up to the task of majorly reforming the ancient regime particularly given the urgency of the situation of the state.   **Source 1B**

Appendix P: Marking guidelines (pre-test)

Question 1

What were the reasons for and results of the French Revolution?

1.1. **Source 1A.**

1.1.1.

- Louis XV1 tried to introduce reforms.
- He had good intensions for France.   2x1(2)

1.1.2.

- capable and forceful monarch.
- major reforms of the existing regime.

(Any other relevant response.   2x2(4)

1.2**. Source 2B.**

1.2.1. Consisted of Bourgeoisie, peasants, and workers.   1x2(2)

1.2.2. Third Estate carried a heavy burden.

- They paid all the taxes in France.
- Peasants performed forced labour for nobles.

Any two of the mentioned responses.   2x2(4)

1.2.3. **Yes, Because:**

169

The third Estate was indeed exploited by the state, nobles, and clergy. they carried a heavy burden of taxation, forced labour, and had no privileges. Any other levant answer.

<p style="text-align:center">2x2(4)</p>

1.2.4.

•   The third estate was heavily taxed -just as the working class in our democracy pay taxes.

•   Amongst the third estate were the bourgeoisie, educated professionals and the farm workers-in today's democracy the working class consist of the businesspeople, educated professionals as well as the farm workers.

•   The third estate had to maintain the extravagant lifestyles of the first and second estate through their taxes, in our democracy the working class support the families of politicians which includes paying salaries of their household staff and buying groceries through the taxes.

•   the third estate were dissatisfied with their economic state and joined the revolution-the working class are constantly getting involved in protest for salary increases and forcing the state to give them a better living condition (6)

Appendix Q: History test (pre-test) Xitsonga input

Phepha leri ra swivutiso ri ni pheji rinwe ni adendamu ya pheji rinwe.

Xivutiso1

Xana hi swihi swivangelo swa nkitsikitsi lowu nga va kona e Furhwa?
Tirhisa xihungwana xa 1A na 1B ku hlamula swivutiso leswi landzelaka:

1.1 **Hlaya xihungwana xa 1 A.**

<p style="text-align:center">170</p>

1.1.1. Xana I vumbhoni byihi byi nga eka xihungwana byi kombaka leswaka Louis XV1 a rhandza tiko ra Furhwa? 2x1(2)

1.1.2. Xana I yini, ku ya hi mutsari wa xihungwana a xi ta va xi endle leswaku ku nga vi na nkitsikitsi?

2x2(4)

1.2. Tirhisa xihungwana xa 1B.

1.2.1. Tirhisa vutivi bya wena ku hlamusela leswaku ntlawa wa vunharhu a ku ri va mani.

1x2 (2

1.2.2. Xana I hungu muni leri mupfapfarhuti a ringetaka ku ri hundzisa hi mayelana na lava ntlawa wa vunharhu (Third Estate) ? 2x2 (4)

1.2.3. Xana leswi va ntlawa wa vunharhu (Third Estate) wu kombisisiwaka swona hi swona ke? Hlamusela ku tiyisisa nhlamulo ya wena. 2x2 (4)

1.2.4. Tsala ndzimana ya mintila ya ntsevu u hlamusela ku fambelana ni ku hambana ka swa xiyimo xa swa timali swa va ntlawa wa vunharhu hi nkarhi lowu a ku nga si va ni

nkitsikitsi ni xiyimo xa timali xa ntlawa wa vatirhi e tikweni ra wena ra xidemokirasi? 6

Timaraka hinkwato 2
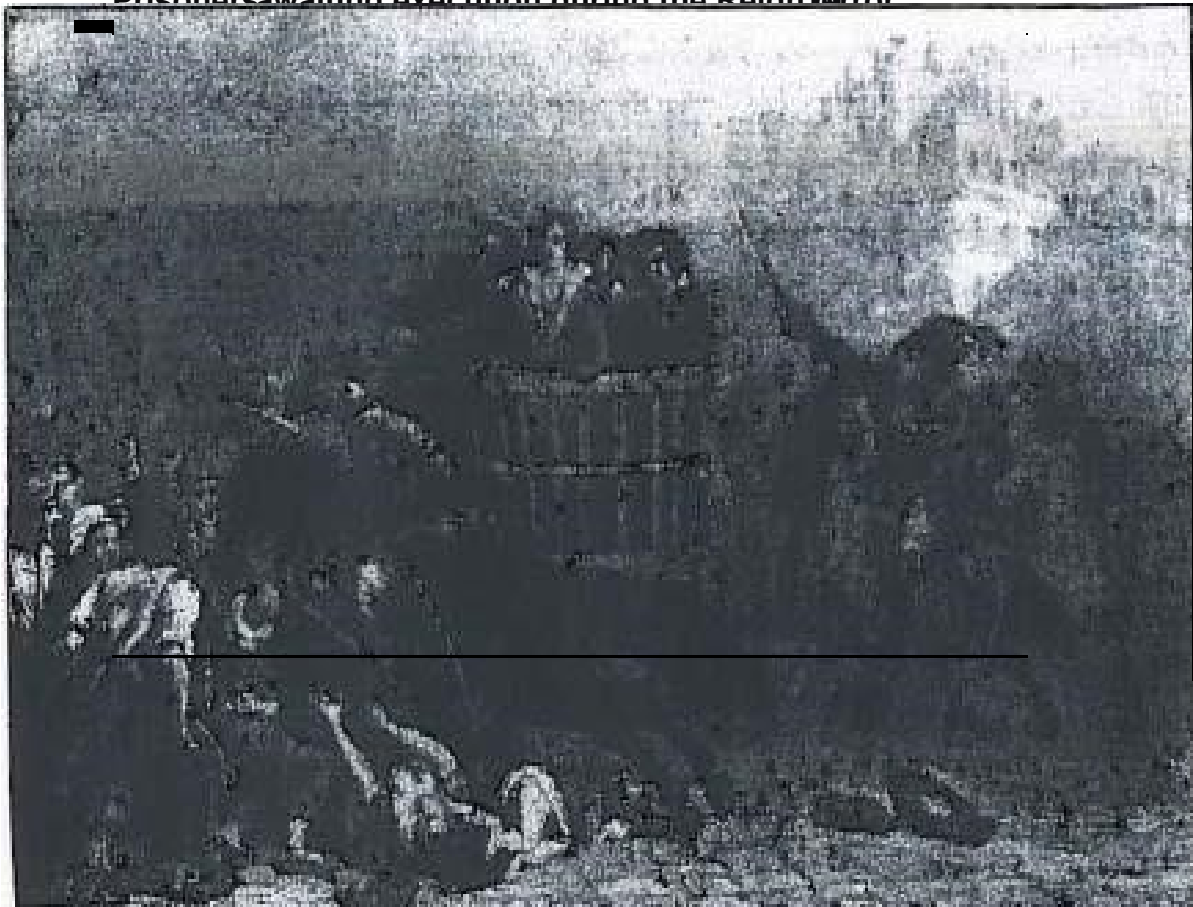
171

Appendix U: Addendum for a post test.

4. Source A

5.

6.

7.

This sketch, taken from Google images: Pictures of French Revolution shows a group of Prisoners awaiting execution during the Reign of Terror.

8.

9. Source B

Declaration of the Rights of Man

- Articles:
- 1. Men are born free and remain free and equal in rights. Social distinctions can be based only on public utility.
- 2. The aim of every political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.
- 3. The sources of all sovereignty resides essentially in the nation; no body, no individual can exercise authority that does not proceed from it in plain terms.
- 4. Liberty consists in the power to do anything that does not injure others; accordingly, the exercise of the rights of each man has no limits except those that secure the enjoyment of these same rights to the other members of society. These limits can be determined only by law.
- 5. The law has only the rights to forbid such actions as are injurious to society. Nothing can be forbidden that is not interdicted by the law, and no one can be constrained to do that which it does not order.
- 6. Law is the expression of the general will. All citizens have the right to take part personally, or by their representatives, and its formation. It must be the same for all, whether it protects or punishes. All citizens, being equal in its eyes, art equally eligible to all public dignities, places, and employments, according to their capacities, and without other distinction than that of their virtues and talents.

10.

11. **Source C**

> If we read the declaration of the rights of man carefully, we see that it was mainly concerned with things that mattered to the better off classes, for example, taxation, the freedom of the individual and the rights of property. for the poor, who owned no property, the declaration of the rights of man little to offer.
>
> *R tames in the French revolution, Harrap world History programme, 1974 p10 is critical*
>
> *of the declaration, saying that it favoured the rich.*

12.

 Appendix R: Xikomba tinhlamulo. Xikambelwana xa le ku sunguleni.

 Question 1

Xana hi swihi swivangelo swa mpfilumpfilu lowu nga va kona e Furhwa?

1.1.

1.1.1.

- Louis XV1 u ringetile ku tisa ku cinca.
- A ri n l swi kongomelo swa kahle hi tikor a Furhwa.   2x1(2)

1.1.2.

- Hosi leyi ng ani vuswikoti byo fuma ni ku va ni matimaba.
- Ku cinca eka mafumele lawa a ya ri kona.

(Ni tinwana ti nhlamulo leti ringaneleke).   2x2(4)

1.2**.**

1.2.1. a ku ri ma Bourgeoisie, swisiwana ni vatirhi.   1x2(2)

1.2.2. -ntlawa wa vunaharhu a wu khome ku tika.

  -A va hakela swibalo hinkwaswo e furhwa.

  -Swisiwana a swi tirha mintirho leyo tika ya mavoko.

Ku laveka timbirhi ta leti kombiweke.   2x2(4)

1.2.3. **Ina, hikuva:**

- Ntlawa wa vunharhu a wu xanisiwa hi mfumo, lava swiyimo swa le henhla, ni vafundhisisi.
- A va rhwexiwe ndhwalo wa swibalo mintirho ya ku tirha leyi ava sindisiwa ku yi endla, va tlhela va nga vi na timfanelo kumbe ku vuyeriwa.

  levant answer.   2x2(4)

1.2.4.

•   Ntlawa wa vunharhu a wu durhiseriwa swibalo-eka xidemokirasi xa hina ku hakela lava tarhana ni va-nwamabindzu ntsena.

174

• E xikarhi ka ntlawa wa vunharhu a ku ri ni ma bourgeoisie, swi dyondzeki leswi tirhaka mintirho leyi swi nga yi dyondzela. Vatirhi va le mapurasini -e ka xidemokirasi xa sweswi ntlawa lowu tirhaka wu katsa va nwamabindzu, lava tirhaka mintirho leyi va nga yi dyondzela ni va tirhi va le mapurasini.

• Ntlawa wa vunharhu a wu fanele ku hlayisa mahanyele ya vusopfa ni mali ya ntlawa wa vumbirhi ni lowo sungula hi ku hakela swibalo. - eka xidemokirasi xa hina lava tirhaka va hlayisa mindyangu ya va nwa-tipolitiki leswi katsaka ku hakela miholo ya vatirhi va vona va le tindwini miholo hi mali ya xibalo

• Ntlawa wa vunharhu a wu nga enetiseki hixiyimo xa vona xa swa timali ku

tani va nghenelelerile eka rhivholution. -vatirhi va tshama va karhi va nghenelela

e ka xitereko xa ku lwela ku engeteriwa miholo tani hi leswi va nga enetekeku hi

xiyimo xa vona xa timali (6)

Timaraka hinkwato 22

175

Appendix S: Notes for the post test. (English input)

Events of the French Revolution

• **REIGN OF TERROR**-anyone who was opposed the revolution was executed.

• **DEPOSED**-to be forcefully removed from authority.

• **RADICAL**-when people are not allowed to have a different view of politics.

• **DEMOCRACY** -it is a democratically elected government where people have a say in how the country should be run.

• **THE ESTATE-GENERAL**

● The King called the Estate-General together to discuss the economic crisis.

● A deadlock (5 May 1789) when the deputies of the three estates met at Versailles.

● All the decisions were to be made by a vote of the estates – each estate had one vote. This, however, would mean that the privileged clergy and nobles would always vote together against reforms, and they would beat the Third Estate two to one each time.

● The Third Estate refused to accept this voting method and declared themselves a National Assembly.

● They were then locked out of the meeting place and so they met on a nearby indoor tennis court.

● They swore that they would not separate until France had a new constitution.
   (The Tennis Court Oath of 20 June 1789).

● The lesser nobility and the lower clergy supported them and soon the King ordered them all to join the Assembly. Individual voting (= one vote per member) would take place. This was a victory for the Third Estate.

2.2 THE ORDINARY PEOPLE PROTEST.

● The King had fired Necker after Necker had suggested that the nobles and clergy should also pay taxes.

176

- On 14 July 1789, a starving, lawless mob equipped with pikes stormed the Bastille which was a visible symbol of the royal tyranny.
- They paraded through the city with some of the prison guards' heads on their pikes, as proof of their victory.
- The 14th of July is now celebrated as a public holiday in France.

2.3 LOUIS XVI STARTED TO LOSE HIS POWER.

- Citizens set up a local government and recruited a National Guard under La Fayette, a hero from the American War of Independence.
- A humiliated Louis XVI was forced to wear a tri-colour cockade – the red, white, and blue revolutionary badge.
- Bread riots spread through all the towns.
- The peasants burned the nobles' castles.
- The terrified nobles fled to foreign countries to get help. They became known as the émigrés.

2.4 WOMEN PLAYED THEIR PART.

- In October 1789, about 7 000 hungry, angry women marched 22 km to Versailles.
- With the help of La Fayette and the National Guard, they forced the royal family to return as virtual prisoners to the Tuileries palace in Paris.

2.5 REVOLUTIONARY REFORMS

- The National Assembly now controlled the King, the administration, and the army.
- By 1791 a document was drawn up which gave all citizens liberty, equality, justice, and a say in the government -The Declaration of the Rights of Man and of the Citizen'.
- A limited monarchy was created together with a parliament. This is known as a constitutional monarchy.
- The privileges of the nobles and clergy were abolished.
- The clergy became civil servants paid by the government.

177

- **2.6 THE REACTION TO THE REFORMS**

- Bitter opposition came from the royalists, nobles and clergy who were angry at their loss of power and privileges. They turned to foreign countries for help.

- The poverty-stricken town workers and peasants were furious that their economic grievances were not sorted out.

- In June 1791, the royal family disguised themselves and tried to flee to Marie Antoinette's family in Austria but were recognised and arrested at Varennes near the border, and brought back to Paris,
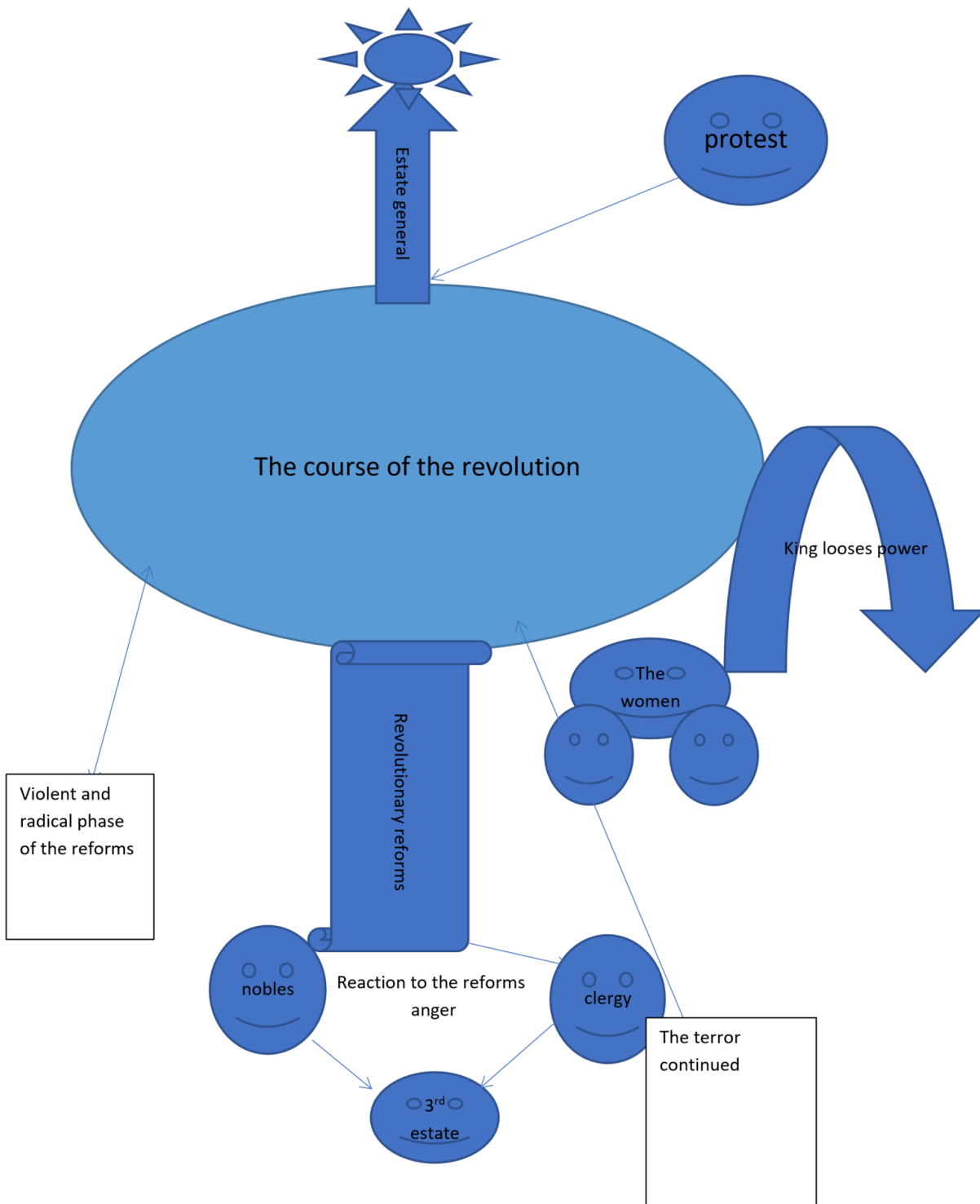
2.7 THE VIOLENT AND RADICAL PHASE OF THE REVOLUTION

- In October 1791, a school of extremists, called the Jacobins, managed to get control of the new Assembly.

- Prussia and Austria were desperate to prevent a revolution in their countries. They invaded France in April 1792 to rescue the monarchy.

- The Tuileries palace was stormed, and the royal family became prisoners. About 600 of the Swiss guards, recruited to safeguard the royal family were massacred by the mob.

- The Jacobins, led by Danton and Robespierre, hunted out nobles and priests. More than 1 000 people were killed. This time became known as the September Massacre.

- The monarchy was abolished, and France was declared a republic.

- In January 1793, the King was guillotined. The revolutionaries were fighting the enemy inside and outside the country.

  2.8 THE TERROR CONTINUED – the end of the Revolution A feeling of utter horror spread through the monarchies of Europe. Britain, Holland, Austria, Prussia, Spain, and Sardinia joined together in a coalition and declared war on France.

- The Jacobins formed a Committee of Public Safety. They began a Reign of Terror in September 1793, which lasted for 10 months.

178

- Robespierre aimed to get rid of all traitors. About 40 000 suspects were brutally butchered or guillotined, including Marie Antoinette.
- Robespierre guillotined his friend Danton, who had wanted the terror to stop.
- Soon Robespierre himself was overthrown by his own friends and guillotined. This ended the terror.
- In 1795 a new moderate middle-class body of five members was formed to govern France.
  - It was called the Directory.
- The Directory ruled the country for four years.
- But it was corrupt, inefficient and it could not solve France's financial problems.

protest

Estate general

The course of the revolution

King looses power

Violent and
radical phase
of the reforms

Revolutionary reforms

The
women

nobles

Reaction to the reforms
anger

clergy

The terror
continued

3rd
estate

180

Appendix T: History test (post-test)

Question 1 refer to sources A, B and C

Refer to source A

1.1.1. Explain the historical term democracy in your own words.   1x2(2)

1.1.2. What, according to Robespierre, were the aims of the revolutionaries?

2x1(2)

1.1.3 Do you think the reign of terror could be justified? Explain your answer. 2x2(4)

1.1.4. Explain in your own understanding what the term nationalise means.1x2(2)

1.2.

1.2.1. How do you think the Clergy would react to the changes introduced by the national assembly?

1x2 (2)

1.2.2. **Refer to source** B and C

. Democracy today is based on certain essential features. Identify the clauses in the declaration that provided for the following features.   2x2(4)

a)   You have freedom of expression and religion.

b)   All people are equal according to the law.

1.2.3. Write an essay of a paragraph with six lines and compare the efforts by Louise XI to resist the French revolution in France to the efforts by the apartheid government to resist democracy in your own country.   6

Appendix V: Marking guidelines for a post test.

Question 1

1. **Source**

181

A.

1.1.1.

• A government in which people have a say through their elected representatives.

• Any other relevant explanation.   1x2(2)

1.1.2.

• France had to become the model state for all nations to follow.

• France had to implement democracy to realise these aims.   2x1(2)

1.1.3. **Justified because**:

• It was the only way for the revolutionaries to consolidate their power base.

• It was the only way to prevent France from returning to be an autocratic state.

Any other relevant answer.

Not Justified because:

• The revolutionaries killed thousands of innocent civilians.

• Revolutionaries used terror to consolidate their power base which was against the spirit of the human rights that they fought for.

• Any other relevant answer. Any related answer   2x2(4)   1.1.4. The government takes over properties that used to belong to the individuals and controls it on behalf of the people. any related answer 1x2(2)

1.2

1.2.1. The clergy would be angry as the changes meant they had to pay taxes. 1x2(2)

1.2.2.law is the expression of the general will, all citizens   have the right to take part personally or by representative, and its formation .it must be the same for all, whether it protects or punishes, all

182

citizens, being equal in its eyes, are equally eligible to all public dignities, places, and employments, according to their capacities and without other distinction than that of their

virtues and talents   2x2(4)

1.2.3

- •   King louis invited soldiers to the city of Versailles to intimidate the people.

- •   He tried to run away from the city but was rearrested and brought back to the city.

- •   In the end, king Louis XVI was executed

- •   In the fight against apartheid the leaders of the struggle were arrested •   Many people who resisted the system of apartheid were killed or arrested.

- •   in the end the leader of the apartheid a government (FW De Klerk) accepted the democratic elections and democracy started.   6

Appendix W: Xikambelwana xa matimu (post-test)

Tirhisa swihungwana swa A, B and C k uku pfuna ku hlamula swivutiso leswi landzelaka

Xivutiso 1

Tirhisa xihungwana xa A

1.1.1. hlamusela rito ra xidemokiasi hi marito ya wena   1x2 (2)

1.1.2. hi ku ya hi Robespierre, swikongomelo swa ma Rhivholuxinari hi swihi? 2x1(2)

183

1.1.3 xana ku tirhisa mafumele ya ku chuhwisela a ya fanerile ke? Hlamusela ku seketela nhlamulo ya wena   2x2(4).

1.1.4. hlamusela ku ya hi ku twisisa ka wena leswaku rito nationalise swi vula yini.

1x2(2)

1.2.

1.2.1. xana u ehleketa leswaku vafundhisi /varhangeri va tikereke a va ta amukerisa ku yini ku cinca loku ku nga tisiwa hi national assembly?   1x2 (2)

1.2.2. **tirhisa xihungwana xa** B and C

xidemokirasi xa namuntlha xi na timintsu ta xona eka swilo swinwana sa

nkoka. kombisa swinawana eka diklarexini leswi swi ringanisiwaka ni milawu leyi

landzelaka.   2x2(4)

c) U tshunxekile ku va ni vukhongeri leby u byi tsakelaka ni ku endla leswi u swi lavaka.

d) Vanhu hinkwavo va ringana ehansi ka nawu.

1.2.3. tsala xitsalwana xa ndzimana yinwe ya kwalomu ka ntsevu wa mintila, u fananisa migingiriko ya Louise XI ya ku alana ni ku cinca loku aku ta tisiwa hi nkitsikitsi wa le Furhwa ni migingiriko ya mumo wa xihlawu-hlawu ku alana ni ku isiwa ka xidemokiasi.   (6)

 Appendix X: Adendamu ya xikambelwana xo landzelerisa

 Xihungwana xa A

184

Xikeche lexi xi huma eka swifaniso swa gugulu: swifaniso swa nkitsikitsi wa le Furhwa.xi kombisa ntlawa wa vabohiwa lava va yimeleke ku sungiwa hi nkarhi wa ku fuma hi ku chuhwisela
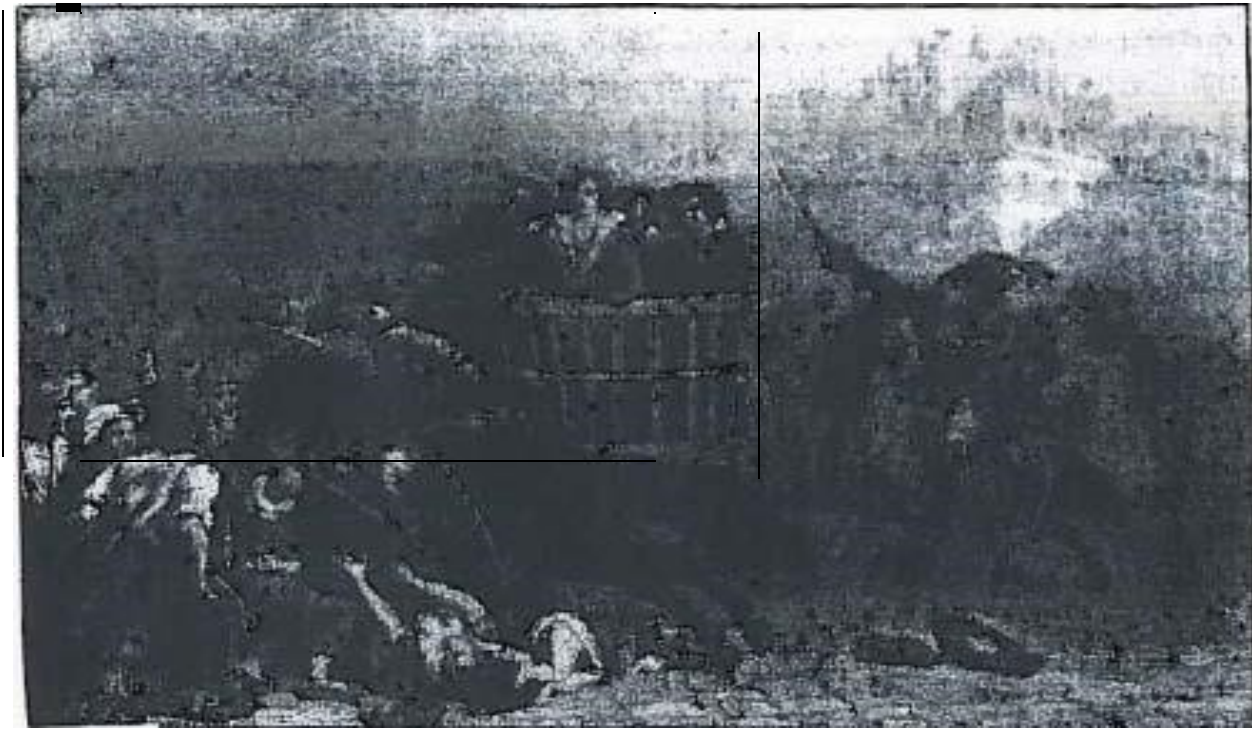
Xihungwana xa B

Swi tsavuriwe e ka *declaration ya timfanelo ta munhu ni va -aka tiko ,1789*
(leswi ekusunguleni a swi tsariwile hi xi Furhwa) hi 2003 UNESCO yi

185

tivisile leswaku declaration leyi yi fanele yi hlayisiwa eka rhejistara ra misava laha ku hlayisiwaka kona nongonoko wa mapapila lawa ya ng ani nkoka ni rinoko laha misaveni. (Swi huma eka Via Afrika History Grade 10(Jill Allwood)

Xitiviso xa timfanelo ta munhu

swipapilwana

1. munhu u velekiwe a tshunxekile na swona u tshama a tshunxekile a tlhela a va ni timfanelo to ringanela., ku hambanyisiwa ku ya hi xiyimo swi nga endliwa hi kwalaho ka ntshungu.

2. Xikongomelo xa nhlangano wunwana wa vupolitiki I ku hlayisa ntumbuluko wa ti mfanelo ta munhu. leswi swi katsa ntshuxeko, vunwinyi, nhlayiseko ni ku landzula ntshikelelo.

3. Xiyenge lex inga ni matimba I rixaka, a ku na munhu loyi a ng ani matimba lawa ya nga tumbulukangiki ka rixaka.

4. Ntshuxeko wu ta ni matimba lawa ya pumelelaka ku a muunhu a endla swinwana ni swinwana leswi na vaviseki vanwana. i manelo a munhu am I pimiwangahandle ka ku va ti xixima timfanelo a vanwana va aka tiko, swipimelo swa kona swi endliwa ntsena hi nawu.

5. Nawu wu ni mfanelo ya ku arisa ntsena migingiriko leyi vavisaka rixaka. kambe a ku na swinwana swi nga arisiwaka loko swi nga yirisiwangiki ku ya hi nawu.

6. Nawu wu kombisa ku tsakela ka vanhu hinkwavo.va aka tiko hinkwavo va ni mfanelo ya ku nghenelela hi voxe kumbe hi ku rhumela

186

vayimeri, na swona maendlelo ya wona ya fanele ya fana eka vanhu hinkwavo, hambi wa sirhelela kumbe wa xupula.va aki hinkwavo va ringana e mahlweni ka nawu, va faneriwile hinkwavo ku va vayimeri va tiko, tindzhawu kumbe mintirho ku ya hi vuswikoti bya von ana swona a ku na swilaveko swinwana ehandle ka vuswikoti kumbe tinyiko ta vona.

Loko hi hlaya xitiviso xa timfanelo ta munhu hi vukheta, hi lemuka leswaku lexi a xi kongomisa ngopfu eka leswi ng ani nkoka e ka lava mintlawa leya xiyimo xa le henhla, xikombiso, xibalo, ntshuxeko wa munhu ni vunwinyi bya nhundzu. Eka swisiwana, lava nga ri ku na nhundzu, xitiviso lexi a xi na va endleli nchumu.

R tames hi nkarhi wa nkisinkisi wa le Furhwa, Harrap world History programme, 1974

p10 u sola xiiviso xa timfanelo, a vula leswaku yi seketela lavo fuma.

187

Appendix Y: Xikomba tinhlamulo ta xikambelwana xo landzela.

Xivutiso 1

Xihungwana A.

1.1.1.

-Mfumo lowu vanhu va nga na xi ave e ka mafumele hi ku yimeriwa hi vayimeri va vona.

-Nhlamulo yinwana ni yinwana leyi faneleke.   1x2(2)

1.1.2.

-Furhwa a yi sungule ku va tiko leri vanhu va tinxaka tinwana a ti navela ku fana na rona.

-Furhwaa a yi fanele ku tirha hi Ndlela ya xidemokirasi ledswaku va kota ku fikelela swikongomelo leswi. 2x1(2)

1.1.3**. swi fanerile**:

-Hi yona ntsena Ndlela leyi ma rhivholuxinari a va ta kota ku tiyisisa ndzhawu ya vona ya vona.

-Hi yona ntsena Ndlela leyi a va ta kota ku sivela leswaku Furhwa yi nga tleleli eka ku va tikor o fumiwa hi voko ra nsimbhi.

     Nhlamulo yinwana ni yinwana leyi faneleke.

A swi fanelanga:

-Ma rhivholuxinari va dlaye va aki lava nga ri ki na nandzu.

-Ma rhivholuxinari ava tirhisa ku chavisela ku tiyisa matimba ya vona leswi a swi lwisana ni timfanelo ta vanhu leti a ti lweriwile.

-Nhlamulo yinwana ni ynwana leyi faneleke.   2x2(4)   1.1.4. Ku va mfumo wu teka nhundzu leyi leyi a yi ri ya vanhu vo karhi Kutani wu yi lawula hi ku yimela rixaka.

-Nhlamulo yinwana ni yinwana leyi faneleke   1x2(2)

1.2

1.2.1. Vafundhisi a va ta hlundzuka tani hi leswi ku cinca loku a ku endla

     leswaku va hakela xibalo.   1x2(2)

1.2.2.- Nawu wu kombisa ku tsakela ka vanhu hinkwavo.

Va aka tiko hinkwavo va ni mfanelo ya ku nghenelela hi voxe kumbe hi ku rhumela vayimeri, na swona maendlelo ya wona ya fanele ya fana eka vanhu hinkwavo, hambi wa sirhelela kumbe wa xupula.

-Va aki hinkwavo va ringana e mahlweni ka nawu, va faneriwile hinkwavo ku va vayimeri va tiko, tindzhawu kumbe mintirho ku ya hi vuswikoti bya vona na swona a ku na swilaveko swinwana ehandle ka vuswikoti kumbe

tinyiko ta vona   2x2(4)

1.2.3

- Hosi Louis XI u rhambe masocha ku ta e dorobeni ra Versailles ku chuwhisa vanhu.
- U ringete ku baleka e dorobeni kambe va nwi landzile va ya nwi khoma. Va vuya na yena. e dorobeni.
- Eku heteleleni hosi Louis XI u dlayiwile
- Loko ku karhi ku lwiwa ni xihlawu-hlawu varhangeri va kona xitereko va khomiwile.
- Vanhu vo tala lava a va alana ni xihlawu-hlawu va dlayiwile vanwana va khomiwa.
- E ku heteleleni murhangeri wa mfumo wa xihlawuhlawu (FW De Klerk) u amukerile nhlawulo wa amani na mani Kutani ku va ku sungula ka xidimokirasi.   6

190