The attitudes of grades 5-7 Xitsonga learners towards learning English as a first additional language.

THE ATTITUDES OF GRADES 5-7 XITSONGA LEARNERS TOWARDS LEARNING ENGLISH AS A FIRST ADDITIONAL LANGUAGE

by

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DECLARATION BY CANDIDATE

I, hereby, declare that the dissertation: “The attitudes of Grades 5-7 Xitsonga learners toward learning English first additional language**”**, submitted for the degree of MTech in Language Practice at Tshwane University of Technology at Soshanguve, is my own original work, and has not been submitted to any other institution of higher education.

I further declare that all sources cited or quoted in this dissertation are indicated and acknowledged by means of a comprehensive list of references.

T NDUKWANI

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DEDICATION

This dissertation is dedicated with love to:

My parents: MrSevha Robert Ndukwani &Ms Maria Ngobeni;

My fiancée: MsNdzalamaMaluleke;

My family members: My uncles, Abel Ngobeni, Douglass Ngobeni, Robert Ngobeni& James Ngobeni, my sisters, Dzunisani Ngobeni & Dzunani Ngobeni and my younger brother, Miyelani Ndukwani;

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Abstract

This study investigates the attitudes of Grades 5-7 Xitsonga learners towards learning English as a first additional language using the four language skills viz. listening, speaking, reading and writing.Variables such as attitude, orientation, motivation, and anxiety are imperative, influential factors to consider when studying aspects that contribute to learning a second language. Learners' attitude towards language learning is considered to be the key factor that affects the levels of learner motivation in their trajectory to learn a language and are intertwined with the aspect of motivation. This study explores the attitudes of learners from a particular primary school towards learning English as a first additional language. This study deals with a sample of a selected primary school's learners' attitudes towards learning English as a first additional language. The first language of these students is Xitsonga, one of the eleven official languages in South Africa.

The researcher followed a mixed-methods approach. A questionnaire and focus-group interviews were employed to collect data. 110 learners responded to a questionnaire and 5 learners participated in a focus-group interview. This study reveals that the Xitsonga Grade 5-7 learners generally had a positive attitude towards learning English as a first additional language. This study also reveals that parents sometimes motivate their children to learn English.Furthermore, more than half of all respondents indicated that they would like to spend as much time as possible to improve their command of English.

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Background and rationale

Investigating learner attitudes is a relatively new area in the field of second language acquisition (Şentürk, 2015:705) and the researcher aims to add to the corpus of research illuminating the importance of the role 'attitudes' play in second language acquisition. The pivotal point in this study is the attitudes of Grades 5-7 Xitsonga learners towards learning English as a first additional or second language (L2). This chapter serves as an introduction to the study and important aspects are discussed such as the background and the rationale of the study, the research problem, the research questions, the aim and the objectives. The study further embraces the significance, scope, limitations and recommendations of the study.

There are various factors in the second language learning process, that influence learning such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, and personalities (Gardner, 1960:40). The mainstream literature on learner attitudes and motivation are linked with Gardner's socio-educational tenets of second language acquisition (L2). This model embraces the following two concepts viz.:integrativeness and attitudes towards specific learning situations. These learner attitudes are entrenched in learners' sociocultural milieu. Both the above-mentioned concepts are interwoven with the learners' level of motivation to acquire the second language to communicate. Integrativeness is closely connected with an individual's desire to acquire a second language to meet and communicate with members of the target language community (Oz, Demirezen, & Pourfeiz, 2015:417).

South Africa acknowledges eleven official languages with its diverse composition of the population. Xitsonga is a language used in schools in the Limpopo province (Horsthemke, Siyakwazi, Walton & Wolhuter, 2013:105). This study aims to examine the attitudes of Xitsonga learners in Mbhureni Primary School in the Limpopo

province and seeks to investigate how these attitudes may influence their willingness to learn English as a first additional language.

Luckett (1995:73) underscores the need for a language-in-education policy to take into account the attitudes of learners and their parents. Research on language attitudes has encouraged a number of studies both at tertiary (Bekker, 2002:30) and at high schools and primary school levels (De Klerk, 2000:30).

Noursi (2013:33) reveals that studying language attitudes benefits all stakeholders in various ways. Firstly, an investigation into learners' attitudes is an effective strategy enabling language teachers, education planners, syllabus designers and researchers to obtain a clearer understanding of the language learning or teaching process. Secondly, learners have different needs, preferences, beliefs, learning styles, and educational backgrounds, and the imposition of change upon these factors can lead to negative reactions.

Şentürk (2015:704) asserts that attitudes and motivation are inextricably linked with second language acquisition. Motivation plays a profound role in language and in reading development. Students undeniably bring basic attitudes to the second language learning experience nested within the learning environment in which they learn. These reading attitudes are regarded as a system of feelings linked with reading and language development which explains the hesitation to read when made to participate in challenging oral activities. Attitudes are therefore connected to feelings and emotions that can hamper or strengthen the desire to learn a second language. Learners' attitudes are seen to affect both their motivation and possible second language acquisition success.Özönder (2015:723) maintains that motivation and attitude are closely associated with language learning achievement.

The main focus of this study is on the attitudes of Xitsonga learners at a selected primary school in the Limpopo province towards learning English. This research is predominantly located within the field of Applied Linguistics because the researcher looks at issues that have an influence on how language is acquired and taught and it embraces attitudes towards learning a second language. This dissertation also contributes to the field of Second Language Acquisition (SLA) and Bilingual and Multicultural Education. In the light of South Africa's rainbow nation with its eleven official languages, bilingualism surfaces as a prominent field in linguistics as the language speakers have to use more than one language to be able to communicate effectively. English is used in many schools as the main language of instruction and therefore this study contributes to the field of investigating learner attitudes towards learning English (Horsthemke, Siykwazi, Walton &Wolhuter, 2013:105).

1.2 Research problems

In spite of the importance of the English language, there seems to be a decline in interest among rural primary school learners in the Limpopo Province to learn English. The lack of interest or motivation has been reported by teachers of English first additional language in some forums, e.g. staff meetings, planning meetings that the researcher has been exposed to. Learners often seem to waste the opportunity they get at school to practise English. They seem to constantly revert to speaking their own language and often appear reluctant to speak English.

It therefore, stands to reason that such reluctance to venture to acquire the English language remains a relevant topic of investigation. Exploring the attitudes of Xitsonga learners to learn English is therefore appropriate to gain a better understanding of how to approach the teaching of English and how to impact learners to change their negative attitudes towards acquiring English.Learners' attitudes towards learning a second language is important, because learners who

have positive attitudes towards learning today will be motivated to pursue learning in the future (Colombo &Furbush, 2009:38).

The Department of Education identified the strategic plan called the GPLMS (Gauteng Primary Literacy, Mathematics Strategies) to improve learners' language and literacy skills due to the learners' poor performance in the ANA (Annual National Assessment). This strategic plan is aimed at Gauteng Primary Schools only, to address learners' poor performance in the ANA tests. The aim is to ensure that by the time the learner will have reached the final stage of primary school education, all Gauteng learners will be able to read and write fluently for the purpose of communication and for enjoyment. It is to enable young people to make the transition from school to further education or work that provides further education opportunities (Gauteng Primary Literacy Strategy, 2010-2014: 4-5).The GPLMS was implemented only in Gauteng. Focusing on the Limpopo province in this study can bring new suggestions to promote language achievement in the Limpopo province since there is no GPLMS in Limpopo. Focusing on learner attitudes can also help to address the poor performance of primary school learners.

1.3 Research Questions

The research questions that guided this study are:

Main question:

- What are the attitudes of Grade 5-7 Xitsonga learners in the Limpopo province towards learning English as a first additional language?

Secondary questions:

- Which factors influence learners' attitudes towards learning English as a second language?
- How do learner's attitudes influence their willingness to learn English?

- How can learner's attitudes be adapted to become more positive about learning English?

1.4 Aims and objectives

The following aims and objectives are applicable to this study:

The aim of this study is to determine the attitudes of grade 5-7 Xitsonga learners towards learning English first additional language and to assist in improving learner attitudes so that they will be more open to learn English as a target language. This study also provides insight into how learners' attitudes influence their willingness to learn English as a first additional language.

1.4.1 Objectives

The researcher investigated the research problem by sampling learners in one of the primary schools in Limpopo province making use of a mixed-methods approach embracing both quantitative and qualitative data and administered a survey questionnaire and conducted a focus group interview as part of the instrumentation. Bless, Higson-Smith, and Sithole (2013:17) regard the use of questionnaires to collect quantitative data and focus group interviews to collect qualitative data as suitable instruments. Data from the questionnaire were analysed statistically and transcripts from the focus group interview were coded and sorted into categories in order to develop themes that would provide insight into the attitudes of Grade 5-7 learners towards learning English first additional language.

1.5 Clarification of the key concepts

Attitudes: Özönder (2015:723) defines ‘attitude’ as the act of evaluating an entity expressing some degree of favour or disfavour. ‘Attitudes’ are linked with the learners’ level of motivation to acquire the second language.

Xitsonga learners: The target language in this study is intermediate learners attending the primary school belonging to the Xitsonga culture, one of the eleven official languages spoken in South Africa (Horsthemke, Siykwazi, Walton &Wolhuter, 2013:105).

English: English has come to be seen as a language of communication not only in South Africa but also globally. Learning English enables students to connect with learners in other countries and becoming competent in English is associated with finding jobs and advancement in a multilingual society (Van der Walt, Evans &Kilfoil, 2010:17-18).

Language: Language is defined as a means of constructing understanding of knowledge and is described as a mode of thinking playing a role in inner speech (Seligman, 2012: 21).

Learning: The concept of ‘learning’ is defined as a process that involves our unconscious knowledge obtained through teaching or life experiences which give rise to conscious reflection and it is composed in written and spoken form (Seligmann, 2012:21).

First additional language (FAL): Van der Walt et al. (2010:6-7) define the first additional language as a second language which is learnt in addition to the mother tongue. ESL (English second language) and FAL are regarded to be similar in meaning. For practical purpose English is regarded as the FAL because of its status in the community and English is deemed to be the relative ‘lingua franca’ and is learnt by other cultures apart from the English and Afrikaans speaking learners.

1.6 Significance of the study

The outcome of this study might benefit several stakeholders in the education sector like teachers of English second language; policy makers and officials in the Department of Education; parents of learners in the rural primary school in Limpopo; the Limpopo rural communities, and the rural primary school learners themselves.

Parents of learners in the Limpopo rural primary schools might benefit from the outcome of the study in that, having been better informed of the power of their influence on their children's attitudes towards learning a second language, they might help in improving the attitudes of learners towards English. Wilkins (1978:48) emphasises the power of parental influences on their L2 learning when he points out that:

> *"Particularly interesting is the fact the attitudes of children are almost always the attitudes of their parents also, so that it could be said that the parents do much to determine the lack of success of their children in learning a language."*

1.6 Scope and limitations of the study

Due to financial and time constraints, the present study sampled only 110 Xitsonga learners of English as a second language in a selected primary school in the Limpopo province. The quantitative findings accumulated by studying the response to the questionnaires of the Grade 5-7 learners in Limpopo province or in South Africa can be generalized and the qualitative results of data analysis can be transferred to similar situations (Bless et al., 2013:236). The qualitative data and findings cannot be generalised to become applicable to other learners of a second language.

1.7 Exposition of the study

The dissertation is divided into five chapters including the following:

Chapter 1 provides an overview of what is included in the study and illuminates the fact that the topic is a new field of research which makes it appropriate to focus on. It provides an introduction to the main ideas covered in the dissertation.

Chapter 2 involves a review of the literature and shows what previous researchers have explored. It gives the study a theoretical foundation and background, which helps to create a better understanding of the topic of the study, as well as highlighting several important concepts that are part of the study.

Chapter 3 covers the methods, instruments, and procedures adopted to obtain data for the study. The rationale elucidating the reasons for selecting the study is given. It also includes the population and sampling, procedure and time frame, analysis plan, validity, assumptions and limitations of the study.

Chapter 4 deals with the presentation, analysis, interpretation, and discussion of all data obtained and collected during the course of the study. The aim of the chapter is to explain the data collected, and how the data aided in answering the research questions.

Chapter 5 spans a presentation of the conclusions and recommendations on the research problem. The researcher draws conclusions, thereafter makes recommendations.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The previous chapter presented an introduction to this study; aspects such as aim, research questions and the rationale of the study were discussed. This chapter presents an overview of the literature, with references to attitudes of Grade 5-7 Xitsonga learners towards learning English first additional language. This section discusses the previous research that has been done within the area of research regarding second language acquisition and learner attitudes. Gardner's (1985) theory and the views of other researchers on the role of attitude in second language acquisition are merged to serve as a theoretical lens that underpins the study. Concepts pertaining to language acquisition are incorporated to link attitudes with language learning.

2.2 Language

Language can be defined in different ways. Van der Walt et al. (2010:1-2) describe language at its simplest form as a set of symbols accompanied by rules that determine the way the symbols are combined. They also contend that the system of rules applied to combine the symbols is language specific. Sounds and symbols constitute the most basic characteristics of a language and relate to the manifestation of language in its physical form. There are five basic areas linked with the definition of language that are crucial in elucidating a comprehensive notion of the concept of language. They are:

- The phonology which is regarded as the system of sounds that is identified as meaningful in a particular language e.g. the sound "ph" is pronounced differently in Tswana and English;
- The morphology which refers to the internal structure of words as evident in each unique language (the strings of letters combined);

- The syntax which is concerned with sentence construction;
- The discourse which refers to communication and utterances in paragraphs, essays and conversations;
- The pragmatics which deals with the deliberate decision of language use (Van der Walt et al., 2010: 2-3).

Beedham (2005:1) suggests that language is more than a means of communication; it could also be a "vehicle of thought." In a similar vein, Clark (1997:1) points out that language is also deemed a bond that connects people and links them with their culture. It is not only a principal medium that human beings harness to communicate with.

Shohamy (2000:5) asserts that "the use of language is a unique phenomenon, as it is personal, and differs hugely from one user to another." These definitions of 'language' suggest that language is important in our lives; without it, we cannot function. According to the Assembly of First Nations (1990:39), without language, our connection to a higher authority e.g. like God, with regard to our values, beliefs, and attitudes, would not be possible. This means that language is the means, whereby a person communicates to transfer their ideas to other people.

2.3 First (L1), second (L2) or additional language

Van der Walt et al. (2010:3) assert that the terms 'mother tongue', 'first' language and 'native' language are technical terms which refer to the language which is acquired first. In some societies the 'mother tongue' might refer to the 'father' tongue as the mother and father may speak different languages and the mother learns the husband's language which is then taught to the children, but more generally seen the mother tongue refers to the native language learnt at home.

The second or first additional language learnt is central to language development of the South African child. South Africa is multilingual and the majority of people speak more than one language (also known as bilingualism) (Van der Walt et al.,2010:5). In this study, the L1 of the learners is Xitsonga and their L2 is English. Horsthemke et al. (2013:105) list Xitsonga as one of the official languages used in South Africa. Horsthemke et al. (2013:105) mention that 4,4% of the South African population speak Xitsonga. Even though it is a small number of people who speak Xitsonga the study remains relevant as the information gathered of 'attitude' and its influence on language development and the findings arrived at can be transferrable to other language contexts as well.

A second language or first additional language is often an official dominant language needed for education, employment, and other basic purposes. It is often acquired by a minority group member or immigrants who speak another native language. However, it is not always the case that a second language is acquired by immigrants (Saville-Troike, 2006:4). A second language can also be called a target language (TL), the language you aim to learn, and once you have learnt it, it is no longer a target language (Saville-Troike, 2006:3).

Acquiring a second language is also often linked with the history of the language which may also exert a considerable influence on the attitudes towards the target language to be learnt. South Africa is characterised by many diverse reactions to learning a new language due to its political legislation during 1948-1994 as part of the National Party's rule and apartheid education. Because the White population comprised both Afrikaans and English speakers it became part of legislation to force learners of all races to learn English. This tendency to force learners to speak English as a foreign language caused a lot of resentment initially towards acquiring English as it was often associated with political oppression (Horsthemke et al., 2013:30).

Teaching English and Afrikaans was regarded as a political lever to force Black learners to accept dominance, and the Apartheid regime of the National party in

1979 did not sit well with the South Africans which gave rise to a new system making provision for all south African citizens to exercise choice with regards to language preference (Horsthemke, et al., 2013:37). Considering the above-mentioned political history of languages in South Africa it is obvious that language attitudes can become a learning barrier when teaching a second language. Language attitudes are dealt with in the following section.

2.4 An exploration of the concept 'attitude'

2.4.1 Definitions

'Attitude' is described as a psychological tendency that surfaces when an entity is evaluated in terms of a certain degree of favour or disfavour (Özönder, 2015:723). Many studies on language attitudes were conducted over the years; these studies were focusing on different languages. The concept 'attitude' is further defined by Rajecki (1982:33) as "the way in which a person thinks, feels and intends to behave towards something."

Ellis (1986:293) defines 'attitudes' as:

> "*Sets of beliefs possessed by learners about such factors as the target language culture and the learners' own culture. In the case of classroom learning, the attitudes would relate to their teacher and the learning tasks they are given, which influence language learning in a number of ways."*

Baker (1992:11) posits that attitude is "a mental state of readiness, organised through experience, exerting a directive or dynamic influence through the individual's response to all objects and situations with which it is related". Baker (1992:11) sees attitude as persons' mindsets which are determined by their past circumstances and experiences.

2.4.2 Attitudes and the second language (L2))

Attitudes towards second language (L2) learning or first additional language learning exert a powerful influence on second language achievement. Attitudes, in L2 research, involve a certain stance towards the language learnt, the language learning situation and language learning experiences. Native speakers of the target language or the pertinent target language community, as well as international or intercultural speakers will all display a unique attitude towards acquiring the target language. In other words, attitudes are deemed to be multifaceted and a host of influences such as educational, social, psychological, cognitive, affective, cultural and behavioural variables may influence the language learner's attitudes toward acquiring the language in question. Positive attitudes linked with motivation can ensure successful language learning (Oz, Demerezen & Pourfeiz, 2015:417-418).

The mainstream literature on L2 motivation and attitudes is based on Gardner's (1985:45) socio-educational model of L2 acquisition. This model consists of two basic concepts, i.e. integrativeness and attitudes toward the learning situations, which are deeply rooted in learners' sociocultural milieu. Both concepts are central to learners' level of motivation to learn and communicate in an L2. Integrativeness is defined as an individual's desire to acquire a second language to be able to communicate with members of the target language community (Oz et al., 2015:417-418).

2.4.3 A classification of attitudes

Gardner (1985:40) asserts that "to a considerable extent, the various ways of classifying attitudes can be seen reflected in relationships between the attitude measures and indices of achievement in a second language." He outlines three distinct classifications as follows:

The first classification deals with the dimension of specificity or generality. He illuminates this particular classification by referring to the acquisition of French. Attitude towards learning French is relatively specific in that the attitude object is fairly circumscribed and definite. On the other hand, measures like ‘interest in foreign languages’ is considered more general.

The second classification is linked with the relevance to second language achievement. Some attitudes are more appropriate to the aim of learning a second language than others. For instance, attitudes towards learning French and attitudes towards the French course are obviously more relevant to learning French in the classroom than attitudes towards French Canadians or interest in foreign languages (Gardner, 1985:40).

The third way of classifying attitude variables as proposed by Gardner (1985:40) encompasses an elaboration of the concept of ‘attitude’ by distinguishing between educational and social attitudes. Examples of educational attitudes would embrace attitudes towards the teacher, course, and acquiring the language. Social attitudes are embedded within a cultural orientation and involve the consequences of learning a second language.

Gardner (1985:400) indicates that two attitude variables, which have received considerable attention by a number of researchers, are learner attitudes towards acquiring the second language and attitudes towards the community the second language speaker is part of. He goes on to report that attitudes towards learning the second language also have been shown to relate to other factors like sex, upbringing and age. Gardner (1985:44) records that studies have also indicated that attitudes toward learning a second language become less positive with age but also add that a child’s attitudes quite probably are affected by a number of cultural characteristics.The above-mentioned definitions of ‘attitude’ provided by researchers seem to highlight the importance of paying serious attention to the issue of the learners’ attitudes, as they would appear to be prerequisites for learning a second language successfully.

Baker (1992:12) indicates that there are three dimensions to language attitudes, based on Plato's distinction between the cognitive, affective and conative components. The cognitive component refers to the knowledge and thoughts that one has regarding a certain language when one communicates with speakers of that language in their own language. The affective component includes emotions that are attached to a specific language or its speaker. The conative component can be defined as the actions of someone prepared to accept or learn a language and their choice to either refuse to learn, or speak it.

These three components have a link which connects each of them to one another; the connection will either be experienced as positive or negative. The cognitive component deals with people's perceptions, concerning a specific language. If their perception is negative, their attitude will be against that language group. The affective component deals with feelings, regarding a certain language; if there is a positive feeling about the language or its speaker, it creates positive behavior (Baker, 1992:12).

2.4.4 Functions of attitudes

Gardner (cited in Melhim& Rahman, 2009:3) explains four functions of attitudes that a person may have namely, value-expressive, ego-defensive, knowledge and utilitarian functions.

2.4.4.1 Value-expressive function

Value-expressive function enables us to express who we are and what we believe in (Gardner, cited in Melhim& Rahman, 2009:3). This function occurs when a person

holds a certain attitude towards someone or something and that attitude allows that person to express an important value (Petty &Cacioppo, 1996:8).

2.4.4.2 Ego-defensive function

Petty and Cacioppo (1996:8) state that the ego-defensive function helps protect individuals from telling the truth about themselves or about others who are important to them. Eagly and Chaiken, (cited in Lapinski&Boster, 2001:315) state that ego-defensive attitudes are generally not accessible directly to those who hold them.

2.4.4.3 Knowledge function

Gardner (1985:51) states that the attitudes that serve as the knowledge function will allow people to know situations and people whom they associate with or people around them much better. Such attitudes of knowledge function help simplify our view of the world around us so that it becomes more controllable and understandable (Petty &Cacioppo, 1996: 8).

2.4.4.4 Utilitarian function

According to Gardner (1985:50), the “Utilitarian function helps us to gain rewards and avoid punishment”. The attitudes that serve a utilitarian function may enable us to avoid unpleasant circumstances but obtain things that look more pleasurable. In other words, such attitudes will make the most of rewards and reduce punishment. From the above literature review it is clear that learners may have different attitudes towards learning another language.

2.5 The classroom and the emotional climate

Another factor that has a bearing on motivation and attitudes in a learning situation is the 'classroom emotional climate.' McDonough (1986:77) states that 'emotional climate' is the complex nature of the learning atmosphere in the classroom, which is created by the teacher and the learner and through which the teaching or learning operates. He goes on to suggest that incidental learning in the classroom usually takes the form of learning by observation. Whether or not a learner will actually attend to the discussion between teacher and another learner and learning from it, depends on whether the climate of the class favours mutual dependence among the learners or not. Learners are unwilling to have their errors in written work exposed to their peers or classmates and the reason for this is unkind attitudes to error. Cooperation among learners is possible if the teacher has promoted a friendly and warm climate in the classroom. The 'classroom emotional climate' might have a significant effect on learners' motivation towards their learning of English first additional language as well as their development of attitudes, either positive or negative.

Van der Walt et al. (2010:253) recognise the value of employing fluency communicative activities in class to lower the anxiety level of the L2 learner. They posit that the classroom atmosphere is influenced by the type of activities chosen by the teacher to enhance a positive attitude towards language learning. They commend a learner-oriented approach by the teacher and an effort to create non-threatening situations that allow the learner to use the second language for communicative purposes. They encourage oral activities to equip the learner with new vocabulary so that the learner becomes empowered and more confident and his attitude will be affected positively. The learners' level of motivation will also be affected.

2.6 Motivation in L2 learning

2.6.1 Defining motivation

Özönder (2015:723) defines the concept of 'motivation' by referring to its Latin root which means to move. He proposes that the study of motivation, in essence, is the study of action or magnitude of human behaviour. The actions and the effort that learners spend on them are all part and parcel to an understanding of the definition of motivation. The learners' goals and beliefs are also an influential factor when it comes to the role of motivation in language learning.

Gardner (1985:10) defines motivation as "the combination of effort, plus desire to achieve the goal of learning languages, plus a favourable attitude toward learning the language." Gardner (1985:10) further maintains that "individuals who are truly motivated not only strive to learn the material but also seek out situations where they can obtain further practice".

MacIntyre (2001:462) opts to view motivation as "an attribute of the individual describing the psychological qualities underlying behavior, with respect to a particular task."Dőrnyei (2003:173) suggests that motivation is "an internal driving factor which has external forces too."

2.6.2 The learning of a second language

Carrió-Pastor and MestreMestre (2014:240) link second language acquisition directly with motivation. They identify three basic elements of motivation which are: effort which refers to the time spent on studying the work, the desire to become proficient

in the language and the manner in which the learner is affected which surfaces as emotional reactions of learning towards studying.

Learners differ in their levels of motivation regarding learning a second language and they display many different attitudes towards learning a second language. A learner that has a negative attitude towards learning a language could be influenced and encouraged to change and turn those negative attitudes into positive ones and achieve a positive outcome. The question is how this motivation in L2 facilitates language learning. An answer to this question is provided by Masgoret (2003:172) when he says that learning a second language requires the acceptance of word sounds, pronunciation, word order, and other behavioural and cognitive features that are part of another culture.Learners need to be highly motivated so they can learn another language effectively. Ellis (1994:207) underscores the importance of focusing on motivation, claiming that if learners are motivated to learn a new language and regard it as imperative and indispensable, they will learn it much faster than those who disregard the value of realising the importance of learning it.

Troike (2006:86) identifies two types of motivation viz.:integrative and instrumental motivation. Troike (2006:86) explains integrative motivation as “the motivation which is based on learner interest, e.g. to what extent the learner is interested in the country or the culture represented by the target language group.” Displaying a growing interest in learning an additional language and to have the desire to learn about it or associate with it can serve as an example of integrative motivation (Troike, 2006:86). Instrumental motivation on the other hand is linked with the type of motivation that is connected with the desire to learn a language as part of occupational empowerment or a business venture that will bring about prestige and power. Language acquisition becomes a vehicle for occupational or business empowerment (Troike, 2006:86;Carrió-Pastor&MestreMestre, 2014:240).

2.7 Personality and L2 learning

Pourfeiz (2015:468) contends that the term ‘personality’ refers to all attributes that characterise the specific individual. He is of the opinion that the term also embraces personalised tendencies, and the effort of the individual to adjust to the environment. It further can be linked with individual variables such as L2 learner motivation and a willingness to communicate through the mediation of the intergroup attitudes, L2 confidence and the perceived communicative competence. Pourfeiz (2015:469) posits that personality, motivation and attitudes are interrelated concepts as personality is central in setting the context for the group’s harmony. Personality traits that are identified to impact attitude comprise of aspects such as conscientiousness, agreeableness, neuroticism and openness (Pourfeiz, 2015:469).

Van der Walt et al. (2010:11) identify personality as a crucial factor that influences language acquisition. They maintain that self-conscious learners who lack confidence will battle to acquire the target language as they might find interacting in the target language threatening. Outgoing learners who are more agreeable will be more open to learn a new language. A negative attitude towards the target language will hamper learning and resistance to learning becomes an opaque screen interfering with successful language acquisition. In the same vein, personality is also linked with learning styles and it is maintained that those learners who prefer to work independently (introverts) should be allowed to do so if it impacts their attitudes towards learning.

2.8 The role played by parents and teachers

Wang and Neihart (2015:148) maintain that the support of parents exert a direct influence on learners’ academic achievement. They also highlight the value of peer

support in having a positive attitude towards learning a language. Parents' encouragement and motivation enhance learning as their warmth and support affect the learners' willingness to interact and use the language.

Parents have a strong influence on their children's attitudes towards learning a second language.Gardner (1985:110) distinguishes between two potential roles of the parent viz.: active and passive roles. Gardner (1985:110) states that parents play an active role when they encourage their children to do well whereas a passive role involves the parents' adapting towards a more loyal stance of accommodating the second language community.

Parents play an important role when it comes to language learning attitudes. Parents are able to improve their children's attitudes if they assume their responsibility of encouraging their children by being involved and taking an interest in their children. They can improve this by monitoring their children's language learning performance and by reinforcing any success or progress they show. It is important that parents are aware of the profound role they play in affecting second language learning. The healthy partnership between teachers and families are imperative and information should be exchanged in a way as to promote the learners' contribution to uphold values and respect (Fitzgerald 2004:7). The South African Schools Act proposes that parents should assume a more significant role in the education of their children. Parents and teachers are the main influential forces to impact learner attitudes (Lemmer, Meier & Van Wyk, 2012:160). Parental involvement as far as their child's literacy practices are concerned is very crucial as it can affect children's academic performance in a positive or negative way (Enemuo & Obidike, 2013: 808).

If parents are involved in their children's education, it stands to reason that the children experience a direct benefit as of a direct consequence because the parents' attitude towards language learning rubs off on their children. The influence of parents

on their children's academic achievement is also recognised by researchers such as Enemmo and Obidike, 2013:808 and Al Summaiti, 2012:2.

South African teachers experience a great deal of frustration, because of the lack of parental involvement in education. The role of women are affected in that they leave their homes to enter the corporate world. Most parents have to work in order to eke out an existence and children are left at the mercy of their siblings. Some parents are only contacted when there is a problem, and often when it is unfortunately too late to avoid serious consequences (Singh & Mbokodi, 2004:303).

Wessels (2010:27-28) asserts that good teachers are constructivist in approach and ensure sound language acquisition. These teachers aim at achieving positive attitudes towards language learning as they:

- Prepare well to ensure that each learner knows what is expected;
- Do not shy away from being the centre of attractions when entertaining the class and giving instructions;
- Ensure learner involvement and encourage participation among peers;
- Guide and assist learners to achieve their goals and outcomes of the lesson;
- Plan properly and know what input is required;
- Choose appropriate activities to ensure learner participation;
- Write out instructions step-by-step; and
- Prepare learners and ensure they know what is expected and what to do.

Malsawmi and Renthlei (2015:121) conducted a study to investigate the role that teacher influence has on learners' academic performance. They found that a teacher should play the roles of philosopher, friend and guide to the learner. Their investigation yielded results that revealed the negative attitude of teachers towards their profession. They maintain that learners are directly impacted by the teacher attitudes. Davies, Jindal-Snape, Digby, Howe, Collier and Hay (2014:34) regard the

teacher as the main component of the educational environment. They underscore the importance of the teachers' creativity, willingness to serve as a role model, awareness of the learners' needs, flexibility, and classroom interaction in learner success.

2.9 Language attitude in South Africa and internationally

Mncwango (2009:51) reveals that Language in the Education policy is meant to encourage the use of learners' first languages, together with English as a medium of instruction. Webb (1996:175) claims that most African parents prefer to send their children to primary schools where English is a medium of instruction. Even if they have an option of mother tongue instruction for their children, most black parents choose English as the language of instruction.

Tragant (2000:50) conducted a study evaluating the motivation and attitudes of secondary school students towards learning English. They found that attitude towards learning English was connected with the number of hours allocated to English lessons. Furthermore, younger students showed a stronger desire to learn English and were more positive towards languages in general than older students.

According to a study carried out by Barkhuizen (2001), on behalf of PanSALB, learners of isiXhosa as a first language in Western and Eastern Cape secondary schools had positive thoughts about the worth of English; they believe that knowing English will make finding employment easier, and that it is also crucial for further studies. However, most of them saw the importance of studying isiXhosa at their school for 'integrative reasons' (only to be part of the community).

There are several factors that influence people to behave differently; they can be described as social, economic, or political influences. An example of this would be the negative attitudes toward the Afrikaans language, as a result of the way in which

apartheid affected Black people in South Africa. Most people today have positive attitudes toward the English language, because it is considered the language of business, and a primary medium of instruction. English is valued, because of the benefits it has in knowing it, and learners do not only acquire the language, but also adopt Western cultures, because of the perception that English is the language that opens doors to new opportunities. There also, however exists a degree of ambivalence surrounding the issue of being obliged to learn English as recently there is a tendency to focus on the development of indigenous languages and cultures. Receiving tuition through any other language as medium of instruction than the home language is believed to put the indigenous language speakers at a significant disadvantage (Horsthemke etal., 2013:115).

2.10 The language classroom

Mncwango (2004:25) explains that the language classroom is a setting where the second language is taught as a subject and the target language is not commonly used outside the classroom. Lai, Chou, Nae-Fangmiao, Yu-pingwu, Lee, Jwo (2015:388) regard the school environment as the most important learning environment for students. They recognise that even the students' mental health can be affected by a healthy school environment. The healthy classroom environment can promote positive learning behaviour, motivate students and affect their academic efficacy and adaptation. The positive learning environment can also affect positive socialisation of students and social groups can be stabilised. Learners exposed to a healthy learning environment will also experience a positive self-esteem.

2.11 Learning a language by focusing on the four basic language skills viz.: listening, speaking, reading and writing

Students must be trained effectively in mastering the four language skills**.** A discussion of the four language skills follows next.

2.11.1 Listening and speaking

Listening and speaking are a two-way process between the listener and the speaker. It is therefore imperative to identify any hearing problem and to deal with that in time in order to avoid negative attitudes towards language learning. If the learners experience listening problems their comprehension abilities are also affected. Listening entails the ability to identify and understand what others are trying to communicate. An able listener is capable of understanding accent, pronunciation, grammar, vocabulary and comprehension all in one. Speaking also involves listening as the persons speaking cannot respond to a remark or question unless they have listened by interacting in a social context. Speaking is regarded as the most important receptive skill in acquiring a second language and it involves the learners communicating and expressing their viewpoints (Idrissova, Smagulova&Tussupbekova, 2015:288).

Van der Walt et al. (2010:131) posit that listening should be regarded as a fluency activity and learners reflect their understanding of a text rather than the accuracy thereof. It is all about determining if the learners heard correctly rather than if they are speaking correctly. Extracts from texts pitched at an appropriate level can be used to test whether the learners listened well and the manner in which learners is approached and handled during their listening activities will impact their attitudes towards learning the language. Van der Walt et al. (2013:133) identify specific criteria that impact successful listening practice. These aspects embrace aspects such as motivation, purpose, task orientation, feedback, choice, variation and multimedia and are briefly elucidated next.

2.11.1.1 Motivation and listening

This particular criterion is linked with Krashen's input requirements. If the material is too difficult, too easy, or boring the learners will display a negative attitude towards acquiring g the language and the success of learning the text is placed in jeopardy. Contextualisation is regarded as a crucial motivational aspect linked with learning the language via the listening skill. When learners are familiarised with the context of the topic, the level of anxiety that they might experience, may decrease and they might display positive attitudes toward second language acquisition using their listening skills (Colombo & Furbush, 2009:38).

2.11.1.2 Purpose

Chou (2015:193) highlights the fact that listening skills and the appropriateness of texts have been areas of neglect in research studies on second language acquisition. The text must serve the appropriate purpose of developing listening skills. The apt choice of a suitable listening comprehension text is crucial in facilitating learner engagement and positive learner response. The teacher should guard against using a too lengthy text that might defeat the purpose (Van der Walt et al., 2010:134).

2.11.1.3 Task orientation

Before starting to read or talk the teacher should inform the students of what their responsibilities are. Learners should feel motivated by the task in that the possibility to succeed must be greater than the possibility to fail. Learners must be ensured that attentive listening will most definitely assist them in the successful completion of the task (Van der Walt et al., 2010:134).Lazar (2009: 62) is of the opinion that cultural

problems with the text which they are exposed to can cause serious challenges to the learners' attitudes. The text should not be remote from the students' experience in order to ensure that the learner can cope with the content of the text and display a positive attitude towards the task assigned to them.

2.11.1.4 Feedback

Learners should be informed as soon as possible whether they were successful. The teacher can use maps or grids to assist in providing immediate feedback to the learners (Van der Walt et al. 2010:134). Yildiz (2015:178) asserts that student engagement is regarded as a valuable tool for managing classroom behaviour. Student engagement necessitates feedback as approval and reinforcement are central to manage student attitude.

2.11.1.5 Choice

Real-life situations involve a specific choice of response. Open ended activities cause it to be more difficult to provide feedback and simple choices can aid a faster response from the teacher (Van der Walt et al., 2010:134).Lazar (2009:24) asserts that the choice of appropriate and stimulating material will ensure a high level of learner involvement. Literature can be chosen as a tool to encourage learners to draw on their personal experiences, opinions and feelings.

2.11.1.6 Variation

The teachers should ensure that they expose the learner to a variation of texts to fight monotony. If the student becomes bored with the similar texts or similar type of texts, they might display a negative attitude towards learning the language via listening. They should be exposed to a variety of texts in order to learn and

accommodate various types of register (Van der Walt et al., 2010:134).Killen (2013:132) emphasises the value of using a variety of teaching strategies apart from the learning content. He identifies variety as a crucial element in achieving positive learner attitudes as learners are unique and perceive and gain knowledge differently. He warns against a one-size-fits-all teaching approach as learners will get bored and become passive and uninvolved.

2.11.1.7 Multimedia

In order to ascertain that learners expand their grasp of the text, paralinguistic cues have to be provided via visual, oral or tactile cues. The tape recordings are not always available but visual material like dvds are also a source of interest to the learner and might enhance a positive response towards language learning (Van der Walt et al., 2010:135).

Colombo and Furbush (2009:84) distinguish between speech for communication and academic speech. Van der Wat et al. (2010:234) elaborate further by identifying basic Interpersonal communication skills (BICS) and Cognitive academic language proficiency (CALP) which is more linked with speech for communication. As for BICS the focus is on the ‘what’ and the ‘why’ and learner-centered activities are chosen to enhance communication. Learners will be hesitant to participate if they cannot identify with the topics covered. The focus is also on meaning, not form so much and the correct social context can enhance the meaning. This type of communication can also incorporate fun activities like games and puzzles and role play.As for CALPthe focus is on academic language development and formal work is done such as prepared speeches. It remains the task of the teacher to assist with the outlines and advice with regard to speeches and debating as that can also enhance positive attitudes to learning the language (Van der Walt et al., 2010:250-251).

According to Colombo and Furbush (2009:84) the crucial function of academic speech is transactional in nature which involves the use of formal language. The primary goal of second language speaking is to encourage multi-competence and with the specific aim of becoming a competent speaker. Teachers should engage with learners in complex and academic conversations and they should encourage think-pair work in small groups to keep the affective filter low so that they can respond and learn. Working in pairs lowers anxiety and positive attitudes toward language learning is enhanced.

2.11.2 Reading and writing

Wessels (2010:36-70) and Colombo and Furbush (2009:89) identify the top-down and bottom-up approaches to teaching reading in the second language classroom. The top-down approach involves predictions of what a text is all about by studying the topic sentence or telling a story by commenting what is going on in a picture. It involves the interpretation of paragraphs and comprehensions (Wessels, 2010:48).

The bottom-up strategy involves an approach to reading according to which the learner identifies smaller units of meaning such as letters in words, syllables and words. In order for a reader to decode the message of a text meaning should be recognised from the spelling. Good readers tap into their memories where they store words. Wessels (2010:36) states that if readers read fluently it implies that they comprehend what they are reading and when they are fast readers they make sense of the text they are reading. Colombo and Furbush (2009:89) maintain that if the texts are engaging, readers from other cultures will show a more positive attitude towards learning the language. They promote the use of instructional activities that expand their vocabulary. They also state that struggling readers lack the needed vocabulary. The availability of apt reading material affects not only reading competence but also writing (Van der Walt et al., 2010:270).

Colombo and Furbush (2009:94) maintain that academic writing is regarded as a meaning-making activity that consists of the flow between the bottom-up and top-down approaches. Early writing is often deemed to be knowledge-telling and learners write to provide personal information, familiar stories, spelling of words, and they learn about the grammar conventions of standard English. As learners progress through their academic Grades their academic writing will be more impersonal and becomes knowledge transformational which involves synthesising information and writing various types of texts and essays.

In the South African schools extended writing has been divided into functional and creative writing. This division is clarified as abroad outcome as part of the National Curriculum statement. Creative writing is regarded as the more demanding of the two above-mentioned categories (Van der Walt, et al., 2010:271).

Wessels (2010:208) identifies steps in scaffolding learners to write well. They are:

- Level1: Knowing the meanings of letters and words and to understand the various pieces of writing;
- Level 2: Doing transcriptions;
- Level 3: Completing sentences;
- Level4: Extending the sentences worked on;
- Level 5: Extending the paragraphs;
- Level 6: Adding the necessary details to extrapolate;
- Level 7: Knowing how to construct the paragraphs and focusing on how to write them; and
- Level 8: Knowing how to create new texts such as essays.

Van der Walt (2010:281) focuses attention on the marking of writing by the teacher that can affect learner attitudes. Research has proven that correction of errors does not necessarily impact the internalisation of vocabulary and the learners might be discouraged if faced with all the signs of a failed attempt, which might impact their attitude towards acquiring the second language. Therefore the teacher should always encourage the learners by pointing out that the content is also crucial as part of what the writer is communicating in the text.

2.12 First language versus first additional language

According to Acharya (2009:2), children learn how to listen, understand and speak the language during the process of acquiring their mother tongue language. Children acquire the first language by picking it up from their parents or guardians and people around them. The skills that children learn from their parents and people around them may not be sufficient. The skills that children learn at school are just additional knowledge because they already have some knowledge by the time they go to school. These skills help children to choose the right words and sentences to convey the intended meaning.

Acharya (2009:2) supports the idea above by saying that the language taught at school basically equips the learners with the needed resources and the right words or sentences to put across the intended meaning. The first language provides the basis for the child to scaffold and develop the ability to learn another language. Cummins (2001:17) asserts that a strong foundation in the first language is needed when he postulates: “the level of development of children’s first language is a strong predictor of their second language development”. Cook (2001:33) reveals that learners learn a second language faster when learning is first conducted in their first language. What Cook (2001:33) is stating above is that if children are trying to learn English as their second language while their first language is Xitsonga, they need to

be taught some basics of English in Xitsonga. He believes that this could speed up the pace at which learners learn a language.

However, some researchers (Nunan, 1991 and Auerbach, 1993) oppose the use of a first language in the first additional language classroom with the perception that “the more students are exposed to English, the more quickly they will learn, as they hear and use English (Auerbach, 1993:86).Cummins (2000:28) states that children‘s understanding of concepts is limited if the learning of second language is done in a second language. The child would only know a few words earlier but later the child will develop his or her vocabulary.

It seems like some researchers believe in code-switching when learning a second language. Code-switching is the use of mother tongue in the second language classroom. Atkinson (1993:240) underscores the use of code-switching in the second language classroom when he says that a limited use of the mother tongue is positive, because it helps learners to get the benefit from activities that would have been carried out in the target language.

Atkinson (1993:240) agrees that the mother tongue language should be used to learn an additional language but there should be limits, implying that the second language should be used more than the first language during class time. Setati (2001:253) supports the use of code-switching in the second language classroom as it can assist the learners to understand new words and ideas to communicate effectively. Setati and Adler (2002:252), further state that code-switching should be encouraged to make learners talk more freely in class and that learners should be encouraged to use their mother tongue as a learning resource. Heugh (2006:153) suggests that children should have as much time as they need to acquire proficiency in their first language so that they can be in a position to learn another language.

2.13 Reasons for learning a second language

There are many reasons for learning a second language. Welive in an increasingly globalised world and companies are constantly expanding overseas and dealing with clients from all over the world. Between two candidates competing for the same employment opportunity, with the exact same skill set and experience, the person who is bilingual is arguably much more likely to get the job. There are many reasons why people learn another language. Some people are motivated by their need to be able to communicate with foreigners and to understand other languages. They hold that they will be able to get more work opportunities depending on the language knowledge (Saville-Troike, 2006:4).

To be able to speak many languages may appear quite appealing on a CV when applying for a job. It could be argued that people who study a second language (L2) often learn it because they have to do it in school, but people also sometimes need languages for other reasons, for example work opportunities . Some people learn another language because they want to be able to cope properly in a new country to which they have moved, or because they think they will do better if they learn the language (Saville-Troike, 2006:4).

Gardner (1985:xi) focuses attention on reasons to opt to learn a second language. He states that bilingualism is important worldwide and multilingualism will assume even greater importance as international contact increases. Motivation is important when learning a second language and goes hand in hand with attitude. Gardner (1985:50) identifies four aspects of motivation. These are “a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question” (Gardner,1985:50).

In order for the learners to acquire the second language successfully, they should display a positive attitude. They should show a keen interest in learning that particular language. Wilkins (1978:53) also asserts that “Research has shown that where learners have rigid views, not surprisingly they are less successful in language learning.” Motivation seems to play an important role here because for learners to have a positive attitude towards a particular language, they need to be motivated; they need to know why it is important to learn that language. The process of learning a second language is one that involves a commitment from the learner. It will be a useless exercise to teach a second language if a learner lacks the willingness or interest or what is thought of as an inner drive, emotion or desire that moves one to a particular action.

According to Killen (2013:43), the teacher can take the following steps to ensure learner motivation and learner involvement. The teacher must:

- Ensure that the learner outcomes included as part of the lesson are pitched at the appropriate level;
- Help learners to understand why they have to learn the task given;
- Relate learning to everyday life;
- Structure learning in such a way that earners can experience initial success;
- Aim at making the lesson enjoyable and challenging;
- Stimulate learner curiosity;
- Consider the learners’ skills, knowledge values and attitudes that they bring to the class;
- Take into account the learners’ cultural and linguistic background.

Gardner (1985:133) reveals that learners learning a second language must be both able and willing to adopt different aspects of behaviour, including verbal behaviour, which characterises members of the other linguistic-cultural group. People who want to learn an additional language must be ready to be part of the culture of the language they are learning.

2.14 Social factors that may affect second language learning

According to Ellis (1994:201) there are four social factors that are important for the level of success in learning a second language. These factors are; age, gender, social class and ethnic identity. These four social factors work together in many ways, but will be discussed separately in the following four sub-sections.

2.14.1 Age

According to Ellis (1994:201), most linguists think that children learn a second language more quickly than older people do. Ellis (1994:201) further states that “children learn more up to a certain age e.g. young children acquire L2 much like L1, but they lose this ability later on”. According to Ellis (1994:201), the reason why children learn a second language faster than older people is because children are more likely to get input from others, for example that immigrant children tend to communicate more than their parents do with the people in the country to which they have moved.

2.14.2 Gender

According to Ellis (1994:202), female learners do better than men because they are more open to new linguistic forms. However, there are also studies that argue that men do better or simply that there are no differences between women and men. Ellis (1994:202) states that “women usually have a more positive attitude towards learning a second language, which has a huge impact on their way of learning.”Edlund (2007:56) also argues that while talking about differences among men and women there are a lot of stereotypes. For example, women talk more than men.

2.14.3 Social class

Ellis (1994:204-206) states that “social classes are usually based on level of education, income and occupation”. It seems like there are associations between social class and second language learning achievement. Learners from middle-class homes often perform better than learners who come from lower-class homes. According to Ellis (1994:204), lower-class learners typically drop their language earlier than middle class learners, for example, more middle-class learners tend to continue studying it at university.

2.14.4 Ethnic identity

An ethnic group or ethnicity is the category of people who identify with each other, because they share a common ancestor or culture. Learners who are ethnically close to the target-language culture are more likely to perform better than those who are distant from the target-language culture (Ellis, 1994:207). The above-mentioned idea indicates that if you are trying to learn a second language you need to be closer to the target language culture so that you will learn the language quickly.

However, most learners of a second language do not get the opportunity to socialise with the people of the target language. This study is based on the attitudes of primary school learners who learn English as their first additional language. These learners do not have an opportunity to socialise with speakers of the target language culture; they are only granted the opportunity to speak English at school which can lead them not to perform much better.

2.15 Mother tongue maintenance

Van der Walt et al. (2010:2) define mother tongue as the learners’ first language or native language. Which refers to the very first language that a learner learns and maintains throughout their lives. In some cultures the teaching of the mother tongue

is the responsibility of the mother and in some all family members assist with language teaching.

The factor of mother tongue maintenance was also considered relevant to the study as Xitsonga seemed to be predominantly used by most of the learners in Mbhureni Primary School, where this study was conducted. Regarding the mother tongue maintenance, Mncwango (2004:22) cites SkuttnabKangas who asserts that mother tongue maintenance can take two forms: weaker and stronger. In the weaker, learners are given classes in their mother tongue and these classes are directed at developing formal language skills, including full literacy. In the stronger form, learners are educated through the medium of their mother tongue. “The goal of mother tongue maintenance is additive bilingualism.”

There are advantages to mother tongue maintenance. Some of the advantages of mother tongue maintenance, which Mncwango (2004:22) identifies embrace that “it provides support for L2 learning; learners are characterized by organizational factors; positive affective factors, success in developing full control of the L1, and a high level of proficiency in the L2.”

2.16 English as language of learning and teaching

Another relevant factor to this study is the use of English as a language of learning and teaching (LoLT). Most schools use English as a language of learning and teaching probably because of its role, status and prestige. Three challenges have been observed in most schools for Black learners with regard to the use of English as LoLT. The first challenge is the quality of teachers and the second one is the lack of opportunities to practice English. Obanya (2004:10) points out that learning is not successful because teaching is done in a language that both the teacher and

learners are not fluent. Teachers tend to code-switch so that learners can understand them.

The second challenge is the lack of opportunities for learners to practise a second language, both, where they stay as well as in their schools where most of their teachers seem to avoid the implementation of language policies (Pluddemann (2004:14). The lack of creating opportunities in schools to practise English, can be ascribed to a marked unwillingness to use the LoLT as proposed by school language policies.

The third challenge is the lack of resources The Department of Education's Learning Programme Guidelines (2005:32) recognizes this challenge by stating that:

"Where material resources are hard to find, teachers and learners need to be resourceful and innovative to find substitutes and variations". For learning programmes, teachers should look outside the classroom for alternative resources involving study material found in both urban and rural areas.

"Rural and urban contexts Learning Programmes should be adapted to suit urban or rural contexts" (The Department of Education's Learning Programme Guidelines, 2005:32). For example, in rural areas without electricity, a radio could be used to assess the impact of mass media in terms of the use of language, voice and sound.

2.17 Conclusion

This chapter focused on what second language learning is, the reasons or motivation for learning a second language; attitudes and their effect on second language learning, as well as other factors such as second language learning contexts; the distinction between ESL and EFL, and studies related to attitudes. The next chapter (Chapter 3) will focus on the methods used to collect data in the study. The research design, data collection and data analysis are discussed in detail in the next chapter.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The aim of this study is to determine the attitudes of Grades 5-7 Xitsonga learners toward learning English first additional language. In addition, the researcher also wants to explore how Grade 5-7 Xitsonga learners' attitudes towards English can influence their willingness to learn the English language as their first additional language. 110 participants responded to the questionnaire providing the quantitative data and as part of the qualitative data a focus group of five participants were interviewed. The five participants who responded to the interview questions were also part of the 110 who were involved in the questionnaires.

3.2 Research approach and design

To address the research questions, the researcher employed a mixed-methods approach. Creswell (2005:846) explains a mixed-method approach as "a study that involves procedure for collecting, analyzing and mixing quantitative and qualitative data at some stage of the research process in a single study". However the quantitative approach was the dominant approach adopted in this study. The use of a mixed- methods approach is supported by Turner (2003:80) when he says "when used in combination, qualitative and quantitative complement each other and provide a more complete picture of the research problem".

The reason for using a mix-methods approach is that neither quantitative nor qualitative methods are sufficient to use independently to capture the data that are needed by the researcher (Maree, 2013: 262). In this study, the researcher used a qualitative method to obtain a more detailed understanding of learner's attitudes towards learning English first additional language. This view of the qualitative

research method is supported by Henning (2004:5) who says: “a qualitative approach denotes an inquiry in which qualities, the characteristics or the properties of phenomenon, are examined for the better understanding of it”. The quantitative data and results provided a general picture of the research problem, while the qualitative data analysis expanded the statistical results by discovering the learners’ views regarding their attitudes towards learning English first additional language.

3.2.1 Case study

Maree (2013:75) explains that a case study refers to an empirical inquiry that is aimed at investigating a contemporary phenomenon embedded in a real-life context. A holistic perspective of the concept of case study includes an interpretation of how participants interact with each other in a certain situation and the way in which they make meaning of the phenomenon under study. This study is a case study because it only focuses on a single case. Case studies provide the powerless like children the opportunity to voice their opinions which contribute to the deeper understanding of the situation. The study only focuses on grade 5-7 Xitsonga learners in Mbhureni Primary school in Limpopo province. Case studies are usually carried out to generate findings of relevance beyond the individual cases.

3.2.2 Research paradigm

Reichhardt and Ralli (1994:112) indicate that:

> *“The paradigm problem for mixed methods arises because of the so called ‘paradigm wars’ of the 1970s and 80s where the positivist paradigm of quantitative research came under attack from social scientists supporting qualitative research and proposing constructivism as an alternative paradigm”.*

Teddlie and Tashakkori (2009:4) define a paradigm as “a worldview, together with the various philosophical assumptions associated with that point of view”. Similarly Creswell and Plano Clark (2007:21) refer to a paradigm as “a worldview”. According

to these authors, a worldview consists of stances adopted on each of the elements involving ontology, epistemology, axiology and methodology.

The paradigm adopted in this study is pragmatism. The researcher employed the pragmatist paradigm because a pragmatist paradigm is appropriate for mixed methods and is considered most appropriate for addressing the research problem which involves a Likert scale survey and a focus group interview. The use of a pragmatic approach is supported by Feilzer (2010:8) when he says “pragmatism is oriented toward solving practical problems in the ‘real world’ rather than on assumptions about the nature of knowledge”. Pragmatism has gained considerable support as a stance for mixed methods researchers (Feilzer, 2010:8).

3.3 Research Methodology

According to Strydom and Venter (2002:225), a research methodology should include the following; instruments, data collection procedures, sampling plan, target school and a description of participants.

3.3.1 Sampling Plan

A sampling plan refers to the specific process used to select a portion of the population for the study (Maree, 2013:79). This section will explain the target population and the sample for the study.

3.3.1.1 Target population

Welman (2005:52) defines a target population as “the population encompasses the total collection of all units of analysis about which the researcher wishes to make specific conclusions”.Polit and Beck (2006:500) see target population as “a

population is the entire set of elements, that is, individuals, objects and events that have common characteristics as determined by the researcher." The population of the particular study includes all the people who meet the sampling criteria or certain specified properties (Burns & Grove, 2009:714).Struwig and Stead (2001:52) define a population as groups, organisations, or human products to which you want to generalise the results of a study.

The population for this study included the Grade 5, Grade 6 and Grade 7 learners of Mbhureni primary school. Burns and Grove (2009:721) indicate that:

> *"There are two types of population, the accessible population, which is the population the researcher has access to because it meets the criteria for inclusion in the study and the target population, which is the population within the accessible population from whom a sample is selected to contextualize the research findings."*

The sample population for this study consisted of 110 participants (female, n=50, male, n=60), enrolled in grade 5 to 7 in a primary school located in Giyani (Limpopo province). English is taught as a first additional language in this primary school up to 10 hours a week. This primary school falls under Mopani District in Giyani area, Limpopo Province. The researcher used a random sampling method to select the sample. The researcher used a random sampling to ensure that each person in the population had the same probability of being selected.

3.3.1.2 Sampling

According to White (2005:114), "sampling means to make a selection from the sampling frame". White (2005:114), further indicates that "a sampling frame refers to a specific list that closely approximates all the elements that make up the population and the key concept in sampling is representativity". White (2005:114) also indicates that it is important that the selection of a sample has to be consistent and representative of the population. The term, sampling, is explained by Bogue (1981:78) and De Vos (1991:60) as when a researcher selects a portion from the

whole population, in order to make conclusions on behalf of the whole. The main purpose of sampling is to reduce the time and money that would have been spent, if the entire population were to be sampled. The researcher must understand that the data from the sample must be accurate, because the data are a representation of the entire population. This study included two sets of samples. For the Likert scale questionnaire, the researcher sampled the grade 5-7 Xitsonga learners in Limpopo. The researcher sampled both females and males. The number of participants was 110.5 learners took part on the focus group interview. The participants were randomly selected and they covered the Grade 5-7. The researcher sampled both female and males.

3.4 Data collection

Burns and Grove (2009:695) define data collection as “a process of systematically gathering of information relevant to the research purpose, objectives and to address the research problem”. According to Cohen (2007:181), there are many data collection methods that a researcher may use when using a mix-methods approach and they include interviews, observation, field notes, audio recording, documents and video recordings. The researcher selected the methods which best suited the purpose of the study. The researcher used a Likert questionnaire as quantitative method and held focus-group interviews to collect qualitative data.

3.4.1 Questionnaire

According to Bless et al. (2013:215-218), there are three things that constitute the questionnaire: firstly, a questionnaire must consist of a written list of questions to which respondents choose the answers that suit them; secondly, the questions or

statements that are listed must be suitable to them; and, the information gathered should be analysable.

The questionnaire used in this study was divided into two sections, namely: biographical data and learners attitudes towards learning English first additional language. The questionnaire contained 19 Likert scale items which were based on learner's attitudes towards learning English first additional language (addendum A).

The questionnaire followed a Likert scale, where respondents had to choose from the following options: strongly agree, agree, neutral, disagree and strongly disagree.110 learners participated in this study. The researcher anticipated obtaining 120 respondents but only 110 participants took part in the study. Some targeted participants did not return questionnaires.

Cohen (1989:111) lists the following points as advantages of using questionnaires:

- A written questionnaire guarantees anonymity;
- A written questionnaire is cheap as a means of data-gathering, and even if the target population is not easy to contact, the researcher can make use of email to send the questionnaire, and the collected data can be more easily analysed and interpreted than data obtained from verbal responses;
- Questionnaires give a respondent more time to think before answering.

3.4.2 Focus group interviews

In research, there are three types of interviews: structured, semi-structured and unstructured interviews (Welman, 2005:29).The researcher conducted a focus-group interview in this study. Freitas (1998:22) explains focus group as "a type of in-depth interview accomplished in a group whose meetings present characteristics defined with respect to the proposal, size, composition and interview procedures".

Maree (2013:90) asserts that focus group interviews are based on the assumption that interaction within the group will be productive in widening the range of responses, stimulating details. Rich data can be achieved which is difficult to obtain when using other research methods.

The interview was conducted in class of the participants at a pre-arranged time. The focus-group interview consisted of five participants and was randomly selected. In all the cases the venues provided comfort, privacy, adequate lighting, freedom from noise and other distractions. Participants needed to be comfortable during interviews because learners would not feel free to talk if the venue did not provide comfort.

During the interviews the researcher maintained eye contact, showed genuine interest and listened actively. Showing eye contact to interviewee showed that the researcher was paying more attention to what the interviewee was saying. The researcher used audio recorder to record the learners during interviews.

3.5 Data analysis

According to White (2005:104), “data analysis is mainly interpretive and it involves categorizing of the findings in a particular study.”

3.5.1 Quantitative data

For quantitative data, hand tabulations were used in the earliest step of counting the responses for each item. The mean score was calculated for each statement. After that, the results were recorded by the researcher. Maree (2013:80) asserts that reliability and validity are crucial aspects to take into consideration when it comes to quantitative research.

Welman et al. (2005:142) define validity as “the extent to which the research findings accurately represent what is really happening in the situation”. Cooper and Schindler (2006:720) state that “validity is present when a test measures what the researcher wants to measure” and they further said that research errors, such as faulty research procedures, poor samples and inaccurate or misleading measurements, can undermine validity.

Each transcript was read and re-read whilst listening to the tape in order to ensure accuracy of the transcribed tape. An external independent translator was used to translate the transcripts from Xitsonga to English.

Furthermore, no personal opinions were provided by the researcher as these might steer participants towards a particular position and this could limit reliability. All the learners were allowed to voice their own opinion. All the data recorded were the learners’ opinion.

3.5.2 Qualitative data

The researcher analysed the qualitative data based on the constant comparative analysis. The constant comparative method can be described in four stages: the first stage is comparing incidents that are applicable to each category, the next step is integrating categories and their properties, and the next stage includes delimiting the theory and lastly writing the theory (Spring, 1965:439)

The researcher collected and recorded the focus group interviews. This interview was transcribed. After transcribing the interviews, an independent translator was used to translate the transcript from Xitsonga to English since the interviews were conducted in respondent’s mother tongue. After transcribing the data, the researcher read the transcripts many time to familiarise himself with the gathered information. The researcher followed this procedure by categorising and classifying data that were similar to each other.

Maree (2013:104) suggests that the researcher should move from a mass of words to a final report which requires organising and keeping track of the text. It is advisable to keep three sets of data viz.: observation data, field notes and interview data in separate boxes. Labelling the boxes facilitates easy retrieval. He suggests to give participants pseudonyms for easy identification.

Coding involves reading through the data carefully to divide them into analytical units. Once the researcher has located the meaningful units segmenting occurs. Coding enables the researcher to collect data and arrange them according to some thematic ideas. This process is also known as open coding. Later the same codes are re-applied to corresponding segments of data, a process which is known as in-vivo coding which is typical of narrative data analysis (Maree, 2013:105-106). Lastly, the researcher should present the data.

Observations are deemed as an essential data gathering technique as it enables the researcher to obtain an insider perspective of the participants' behaviour within the groups. As the researcher becomes involved in the social setting, he/she can build a relationship with the participants and observe their unique behavior. The researcher is also advised to remain passive and not to obtain the data aggressively. The researcher's role of observer participant enables him/her to try and make sense of the assumptions, values and beliefs of the participants. Anecdotal notes can be used to provide short descriptions of basic actions (Maree, 2013: 84-85).

3.6 Trustworthiness

Maree (2013:80) asserts that in qualitative research the researcher serves as the data collection instrument and when referring to validity in qualitative research the researcher is in fact making reference to trustworthiness. Trustworthiness is concerned with the believability of a study, and the extent to which a reader has faith in the worth of the study (Lankshear & Knobel, 2004: 366). In this study, the researcher has increased the grounds for confidence in data collection by checking

with interviewees to ensure the accuracy of interpretation of their responses. During the interview, the researcher frequently paraphrased what the interviewees said. This process, which is called participant checking; the researcher gave the respondents a chance to clarify anything that needs clarifying. The triangulation of methods for data collection was employed to ensure the trustworthiness of this study.

Maree (2013:39) posits that triangulation is critical in promoting validity. It is achieved by checking the extent to which conclusions based on qualitative research are echoed by a quantitative perspective. Triangulation relies on using a variety of methods.

By using both quantitative and qualitative methods for data collection, the researcher could evaluate the consistency between data which were collected through different methods. In addition, data collected by different methods may complement each other and thus strengthen the credibility of this study. Lastly, the familiarity of the researcher with Xitsonga culture and Mbhureni Primary school learners added to the credibility of the study.

3.7.1 Ethical consideration

Silverman (2000:201) says that “researchers should always remember that while they are doing their research, they are in actual fact entering the private spaces of their participants”. This raises several ethical issues that should be addressed during and after the research has been conducted. Creswell (2003:21) states that the researcher should always respect the rights, need, values and desires of the participants, therefore, appropriate steps should be taken to adhere to strict ethical guidelines in order to uphold participants’ privacy, confidentiality, dignity, rights and anonymity. The following sections describe how ethical issues in the conducting of the research have been addressed by the researcher:

3.7.1 Informed consent

The researcher informed the learners and their parents about the purpose, nature, data collection methods and extent of the research before the commencement of the research in the form of information brochure. The researcher had to obtain permission from parents or guardians since the participants were below the age of 18 years. Permission to undertake the study was granted in written form by parents before the commencement of the study.Letters of authorisation to carry out the study were written and distributed to the authorities concerned. The researcher obtained Permission from the Department of Basic Education and principal of the school to conduct the study. Furthermore, the researcher explained to the learners their typical roles in this study.

3.7.2 Harm and risk

No learners were placed in physical or psychological harm in this study as a result of their participation.

3.7.3 Honesty and trust

Honesty must be maintained in all aspects of the research work. The researcher was honest when conducting this study. Adhering to all the ethical guidelines serves as standards about the honesty and trustworthiness of the data collected and data analysis (Silverman, 2000:201).

3.7.4 Privacy, confidentiality and anonymity

The researcher ensured that all the information obtained during the course of this study was strictly confidential. The researcher coded the data so that it will not be linked to any name. All the data sheets that have been collected were stored in a secure place. Any information that was obtained in connection with this study and

that could be identified with the participants remain confidential and will be disclosed only with parents' permission or as required by law. The information received during the project was only used for research purposes and will not be released for any employment-related performance evaluation, promotion and/or disciplinary purposes.

3.7.5 Voluntary participation

The researcher made clear to the participants that their participation in this study was absolutely voluntary. No one was forced to participate. The researcher also ensured that respondents were only interviewed on a voluntary basis.

3.8 Conclusion

This chapter has detailed the methods of data collection that were employed in the study, the research instruments as well as the planning for the administration of the research instruments have been presented and the population group chosen to which the instruments were administered. In the next chapter (chapter 4), the researcher will present the findings, synthesis and discuss the relevance thereof.

CHAPTER 4: RESEARCH FINDINGS AND DATA ANALYSIS

4.1 Introduction

This chapter reports the results of the analysed and interpreted data. The methods of data elicitation were a questionnaire administered on 110 respondents; and a focus-group interview that consisted of five respondents. Statistics were used to present the findings of the quantitative data. The focus group interview responses as part of the qualitative data were coded, sorted into categories and furthermore, themes emerged.

4.2 Questionnaire data

Table 4.2.1 Breakdown of responses to questionnaire

Learners	Questionnaires handed out	Questionnaire returned	Response rate
Grade 5	35	31	89 %
Grade 6	38	34	89%
Grade 7	47	45	96%

Questionnaires were handed out to Grade 5 learners in a selected primary school. The response rate was satisfactory as 31 out of 35 were returned. The Grade 6 learners had a response rate of 89%. Of the 47 questionnaires handed to Grade 7 learners, 45 responded.

4.2.2 Section A: Biographical information

Section A asked respondents their biographical information.

Question 1: Respondents' gender

Of the 110 participants, 50 (45%) participants were female learners and 60 (55%) participants were male learners. As stated in chapter 1 of this study, the researcher chose to use 60 female and 60 male learners. However, 10 questionnaires were not returned.

Question 2: Respondents' grade

From 110 participants, 31 learners were in Grade 5, 34 learners indicated that they are in Grade 6 and the remaining 45 learners indicated that they were doing Grade 7.

Question 3: Respondents' age

Respondents were asked for their age. There were a number of age groups from 12 up to 15 and above. Most learners were 12 years old. 54 % of participants were 12 years old, 27% of respondents were 13 years old, 11 % of respondents indicated that they were 14 years old, 6% of respondents were 15 years old and only 2% of respondents indicated that they were above 15 years old.

4.2.3 Section B of the questionnaire

Section B of the questionnaire looked at the attitudes respondents had toward learning English as a first additional language. Likert scale statements were used to obtain opinions from the respondents. There were fifteen statements, and a *mean* was calculated for each statement. The data were interpreted statement-by-statement. The respondents rated their answers with the following scale: **1= strongly disagree; 2= disagree; 3= not sure; 4= agree; 5= strongly agree**.

Table 4.2.2: Attitudes towards learning English first additional language (N=110)

No.	Statements	Mean
1.	I love learning English.	**4.7**
2.	Learning English is important.	**4.5**
3.	I prefer to focus on other subjects rather than English	**1.5**
4.	I don't think that I need English in my future job.	**1.7**
5.	I would like to spend as much time as possible to study English.	**4.3**
6.	Learning English is a waste of time.	**1.6**
7.	I am not going to use English in the future.	**1.6**
8.	English should be known since it is an international Language.	**4.6**
9.	I find learning English interesting.	**4.7**
10.	I wish I could speak English fluently.	**2.6**
11.	Studying English subject makes me feel more confident.	**4.6**
12.	To be honest, I really have little interest in my English class.	**4.7**
13.	Knowing English is an important goal in my life.	**4.6**
14.	I enjoy doing activities in English	**1.8**
15.	I find learning English language very difficult.	**4.7**

Statement 1: *I love learning English.*

A *mean* score of 4.7 was recorded here (i.e., between 'agree' and 'strongly agree'), signifying more toward strongly agreeing that learners love learning English first additional language.

Statement 2: *Learning English is important.*

A mean score of 4.5was recorded here (i.e., between 'agree' and 'totally agree'), signifying more toward strongly agreeing that learning English language is important.

Statement 3: *I prefer to focus on other subjects rather than English.*

The aim of this statement was to find out if respondents value English subject equally to other subjects. The statement scored a mean of 1.5, indicating that the respondents disagreed that they prefer to focus on other subjects rather than English.

Statement 4: *I don't think that I need English in my future job*.

A mean score of 1.7 was noted, which indicates that the respondents disagreed that they do not need English in their future job.

Statement 5: *I would like to spend as much time as possible studying English.*

The statement scored a mean of 4.3 ('Agree'). This *mean* suggests that the respondents would like to spend as much time as possible studying English.

Statement 6: *Learning English is a waste of time.*

With a mean score of 1.6 (between strongly disagree and disagree) respondents indicated that learning English language was not a waste of time.

Statement 7: *I am not going to use English in the future.*

With this statement, the aim was to find out if respondents were aware of the use of English language at work place. A mean score of 1.6 (between strongly disagree and disagree) was recorded. This means the respondents disagreed with this statement.

Statement 8: *English should be known since it is an international Language.*

The highest mean score of 4.6 (close to strongly agree) was recorded in this statement. This mean indicates that respondents agree that English should be known as it is an international language.

Statement 9: *I find learning English interesting.*

The aim of this statement was to find out if respondents find learning English language interesting. 4.7(close to strongly agree) mean score was recorded, this mean indicates that respondents agree that learning English is interesting to them.

Statement 10: *I wish I could speak English fluently.*

The statement aimed at finding out if respondents wish to speak English fluently. A mean score of 2.6 (close to not sure) was recorded here. In this case, respondents were not sure if they wish to speak English fluently or not.

Statement 11: *Studying English subject makes me feel more confident.*

In this statement, the aim was to check if using the English language made respondents feel confident. A mean score of 4.6 (between agree and strongly agree) was recorded which indicates that they agreed that studying English language improved their self-confidence.

Statement 12: *To be honest, I really have little interest in my English class*.

A mean score of 4.7 (between agree and strongly agree) was noted here, indicating respondents agreed that they had little interest in their English class.

Statement 13: *Knowing English is an important goal in my life.*

The statement aimed at finding out if knowing English is a goal in their life. A mean score of 4.6 was recorded. In this case, the respondents were, almost mid-way between 'Agree' and 'strongly agree.'

Statement 14: *I enjoy doing activities in English.*

One of the lowest means in the study (1.8 close to disagree') was recorded on this item. With this statement, the aim was to check if respondents enjoyed doing activities in English. The mean recorded indicates that respondents did not enjoy doing activities in English.

Statement 15: *I find learning English language very difficult.*

A mean score of 4.7 (between agree and strongly agree) was recorded for this statement. This mean indicates that the respondents found it very difficult to learn the English language.

Question 16-19: Polar questions

Question 16*: I think I am improving my English knowledge day by day.*

Yes	No
97%	3%

When participants were asked if they were improving their English day-by-day, 97% of participants agreed while only 3% did not agree with this. It was clear that the learners thought they were improving their English everyday even though they indicated that it was difficult for them to learn the language.

Question 17*: I always practise English whenever there is a chance.*

Yes	No
96%	4%

The majority of participants (96%) claimed that they always practised English whenever there was a chance. Only 4% of participants indicated that they did not always practise English whenever there was a chance. So most learners made use of the chance they had to improve their English and since it is only through practice that learners are able to improve their language learning, this statistic caught the researcher's attention.

Question 18: *Is English only used in class?*

Yes	No
12%	88%

A very large percentage of respondents (88%) indicated that they only used English in their classes. Some 12% of respondents indicated that they used other languages other than English. The use of English in class can facilitate second language acquisition, because the more you speak the language the faster you learn to write it.

Question 19: *I understand what my English teacher is saying without a problem.*

Yes	No	DNR
63%	36%	1%

More than half (63%) agreed that they understood what their English teacher was saying without a problem. Some 36% indicated that they had problems with understanding what their English teacher was trying to say in class. Only 1% of

respondents did not respond to the above statement. This might be caused by teachers who used high register English terminologies in class or poor English.

4.3 Focus-group interview data

The researcher conducted a focus-group interview. The focus-interview consisted of five participants. See addendum B. The researcher fragmented the data into the codes, the codes were sorted into categories and themes emerged:

Transcriptions of the focus group interviews were fragmented into the following codes:

Positive attitude
Spoken in class
Business purpose
Emotional attachment
Socialise in English
Language of industry
Enjoy English lessons
To be accepted by native speakers
Medium of instruction
Vocabulary
People should learn English
Important language
Everyone speaks English

Use English at home

Teacher should use simple language pitched at the learners' level.

Watch television and learn new words

Support L2 learning

Lingua franca

Parents encourage learners

Parents discourage learners

Medium of instruction

Widely spoken

Communication purpose

For future job

Many languages in SA

The codes were sorted into the following categories:

Communication	**The role played by English**	**The role played by parents**	**Learners attitude**
• English spoken in class • Socialize in English • Language of industry • Medium of instruction • Vocabulary • Everyone speaks English • Fear of rejection • Use English at home • Television at home	• For future job • Business purpose • To be accepted by native speakers • Emotionally attached • Self-esteem • Motivation • Personality	• Parents encourage learners • Parents discourage learners • Parents did not know English	• Positive attitude • Enjoy English lessons • Important language • Support L2 learning

4.4 Synthesis and discussion

The following themes surfaced and are discussed next.

4.4.1 The importance of English

The main theme that emerged from an analysis of the focus group interview concerned the importance of the English language. Concerning the learners' attitude towards English language learning, the study revealed that the Grade 5-7 learners had a positive attitude towards learning English first additional language. L1 said:" *English is spoken everywhere and we need it to be able to communicate with people from all races. It is an important language."*

Gardner's (1985:45) socio-educational model proposes the concepts of integrativeness and attitudes towards learning a second language. It was clear from the responses that the manner in which these respondents viewed the importance of English was influenced by their attitudes towards integrativeness. They acknowledged the importance of English since they realised that it was the language of learning and teaching at school. In order to develop academically English was viewed as vital to academic progress. They showed a positive attitude towards integrativeness.

Learners further added that they enjoyed learning English and the majority of learners acknowledged that they were positive about being informed, learning new words that they could use to empower themselves. Vocabulary branching was deemed as central to the integration of new topics as part of subject content. New words allowed them to understand new topics better. The entrenchment of new vocabulary seemed to be a crucial ingredient of being able to communicate fluently in English. Learner 5 said: *"If you use the language you learn new words as you remember them once you repeat them in conversations."*

4.4.2 The international role that English plays

It is not surprising that the learners agreed that the English language was very important. This is because they were aware of the international role the English language plays across the globe. They expressed their concern for becoming eloquent English speakers as they realised the value of English as a medium of communicating in the corporate world. They claimed that they would be able to secure a proper job and expressed their desire to be able to travel one day and to be able to communicate internationally, a good command of English was vital. L5 said: *"I intend studying overseas one day if my dream will come true and I know that English is spoken in many countries and I will be able to get a job there if I can speak English and understand people all over the country.*"

English has become the stepping stone to a more advanced world of knowledge and new jobs once the students would leave school. The corporate world demands good language proficiency in English to enable them to participate in working for global companies. Work opportunities were seen to be linked directly with a good command in English that could enable them to perform well financially earning better salaries.

4.4.3 English as a common medium of communication

When learners were asked about the roles the English language played, they indicated that English was important because it was the medium of instruction at school and most people who spoke different languages used it to communicate. Learner 1 said: *"Learning a second language empowers you because it helps you to know more than one language. Further it helps you to understand people who are not speaking Xitsonga. It is very good if you can then communicate with people from other races."*

In the light of the rainbow nation with its different ethnicities, English serves as the lingua franca which enables speakers from a variety of ethnicities to understand each other. In order to be able to understand one another all participant speakers

showed a willingness to use English as they also pointed out that they did not feel any resentment towards the use of English since the resentment towards language was associated with the compulsory use of Afrikaans which became clear in the 1976 riots in South Africa. They also expressed the wish to be able to develop their indigenous, minority language alongside English to preserve their cultural roots.

The learners indicated that the English language was important as they all had various mother tongues and using English helped them to understand one another. They also claimed that they would avail themselves in the future to use English more regularly as they realised that if they had negative attitudes towards learning English they would suffer as a result thereof. They admitted to speaking their mother tongue when given the opportunity but realised they had to change their attitudes and also had a responsibility to inform the rest of the family at home about the pros of reading, speaking and writing in English. L2 said: *"I must admit I prefer to speak Xitsonga as it is easier to say what I wish to say. I can communicate better by using my own language as I have the necessary words to say what I want."*

4.4.4 Attitudes towards their mother tongues

Concerning the orientation towards the English language alongside their mother tongue, the learners' responses indicated that almost all of them were not sure if they were willing to express themselves as fluent English speakers. There was a marked uncertainty about whether they would prefer it to their mother tongues. However, almost all of the respondents agreed that they would like to spend as much time as possible studying the English language.The study revealed that the learners treated English as a subject in the same way as other subjects. This study also found that learners were aware of the use of the English language in the work place where many cultures featured and many different mother tongues were spoken apart from English. L3 said*: "I love my home language as it is also about my culture. My parents teach me to respect other people of other language very much. My Xitsonga language makes me think of our traditional dances and food like tshophi (porridge).*

Other cultures do not have this type of food. I love my language as it is the language that my mother speaks."

The speakers expressed the wish to become more efficiently trained in Xitsonga as they yearned to know more about their own language too. They wished for literature written in their own minority language which could ensure that it would be used in the future and that it would not become subject to language death. More available books in their own minority language would also stimulate the arts and entertainment could bring the treasure of the Xitsonga language so that other ethnic groups could also learn about the special assets of their unique mother tongue.

4.4.5 Knowing English instills confidence

The learners indicated in this study that the English language should be studied since it is an international language. They were aware that the English language was used globally. They realised that if they wanted to communicate confidently they had to make an effort to learn to listen to English and read, write and speak it. The current study also revealed that the Grade 5-7 learners found learning interesting and they further said that learning English language made them feel more confident. They acknowledged the fact that knowing English affected their level of self-confidence and that expanding their vocabulary empowered them. They also admitted that because they lacked the necessary vocabulary they avoided speaking the language in fear of being laughed at. The lack of the necessary vocabulary made them feel unsure and in a way inferior and dumb. L4 said*:" I notice my friends are scared to speak English as they do not wish to be laughed at when they make mistakes. It takes courage to speak English in front of others and my other friend always asks the teacher to come and do his speech during break."*

The respondents expressed the wish to upgrade their levels of English so that they could communicate confidently with other language speakers and up their command by using the English language regularly. They wished for more opportunities to practise their oral skills as they believed that using English would help in entrenching

new vocabulary and mastering the English idiom. They did not see the use of English as a threat to Xitsonga as the speakers of a language carry their heritage and roots with them. They realised the advantage of being multilingual but also wished to protect Xitsonga from becoming extinct.

4.4.6 Learning English in the school environment

However, there was a contradiction in the findings of this study since the majority of learners indicated that they had little interest in their English class but on the other hand they said learning English was an important goal in their lives. This could be caused by learners who wanted or preferred to learn English outside class, e.g. when they were socialising with other people. Furthermore, the study also revealed that learners did not enjoy doing activities in English. This might be caused by not having sufficient vocabulary for English and other skills needed to learn a language. The majority of participants also indicated that they found it difficult to learn the English language. Learners also expressed the desire for rewards to motivate them in class.L3 said*: " I think we do choose to speak our mother tongues as we feel safe and able to communicate if we use Xitsonga. Sometimes some learners scratch words on the tables to remember them when they must use English words in class. Our Xitsonga friends all love to speak Xitsonga at school but we know we need to know English if we wish to pass.'*

They wished for intensive assistance by skilful teachers to expand their knowledge on English and to gain advanced knowledge by writing and speaking the language in class. The teachers could revisit their teaching English programmes to make it learner-friendly and to study the learner needs so that all problems could be investigated from class size to the curriculum and the implementation thereof. sContact with English home language speakers was also a need. All subject teachers were using the English medium of instruction and all could make an effort to expand the knowledge of English collectively.

4.4.7 The influence of the teacher

Teachers were identified as having boring teaching techniques and were also not mother tongue speakers who battled to communicate well in English themselves. Further it was also found that teachers were behaving in a degrading way in some instances which also affected their willingness to communicate to learn English. They needed a warm classroom atmosphere that could be conducive to learning which should be created by the teacher. They regarded it as the teacher's responsibility to prepare and present interesting work to entice them into learning more readily. They also expressed their wish to be taught by means of simple English that was pitched at their level. They would also enjoy being praised for good work more often. Teacher motivation, punctuality, dedication are also crucial to facilitate proper teaching of English. L3 said*: " Our teacher sometimes leaves the class and then nobody tries to use the English language as part of the group work to speak and Write English when doing our speeches. I wish the teacher will praise us more and it will help if he is friendlier without becoming scared of the naughty learners."*

They wished for the teacher to guide them properly as the teacher seemed to influence their attitudes not only towards learning languages but also towards all subjects at school. The teacher seemed to influence their academic performance in its entirety. The teachers' attitudes should also be positive towards the learners to aid good academic progress. The teachers should also realise that their professional attitudes also impacted the learners and their respect that they held for the teachers. The teacher seemed to have played a crucial role in motivating the learners.

4.7.8 Parental influence on learner attitudes towards second language acquisition

Parents sometimes motivate their children to learn English. This can be equated to what Gardner (1985:110) identifies as the active role that parents play, “when they encourage their children to do well, when they monitor their language learning performance and when they reinforce any success identified by the school.” It was found that because the parents also lacked good education, they also lacked the necessary second language skills and some were still illiterate which made it difficult for the learners to feel enthusiastic about academic achievement. L1 added*: “My dad is more positive towards learning English as he speaks English at work and he learns the language and teaches me words. My mom is a stay-at-home mom and she cannot read English, so she cannot help me with my homework as we learn at school using English.”*

The learners expressed the wish for their parents to become proficient in using English too as they had to assist with homework and had to understand the way that the learners communicated. Their linguistic progress could also affect the learners’ attitudes towards their academic work.

4.7.9 Learning in private

Finally, the findings also indicated that learners always practised English language whenever they had a chance and they also indicated that their English knowledge was improving day by day. They also expressed their willingness to change their habits so that they could become linguistically proficient in English. They claimed that technology also helped as watching English television programmes helped building their vocabulary.

They realised that they had to be positive towards English even in their private lives where nobody was monitoring their progress in order to be eloquent English speakers. The responsibility rested with them to develop their command of English

and that their mother tongue would not become extinct if they would learn English. English was just an additional language that could open doors. They knew that they were still able to use Xitsonga among themselves to communicate and that their love for their mother tongue would not be affected, if they also afforded it its rightful place in their society.

4.5 Conclusion

The above-mentioned discussions presented the findings obtained from the questionnaire and interviews. The data revealed the learners' willingness to improve their English. The data were presented, analysed and interpreted to determine the attitudes of grade 5-7 Xitsonga learners toward learning English first additional language. In the following chapter, the researcher will conclude and provide recommendations for this study. Gardner's concepts of motivation and parental support in facilitating second language acquisition resonated throughout the dissertation and the data and findings proved that learner attitudes can be influenced by learner motivation and creating a positive climate for language learning at school and at home.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter, findings were presented, interpreted and analysed. This chapter provides a summary of findings, and make recommendations after careful consideration of various aspects of the study. This study aimed at determining the attitudes of Grades 5-7 Xitsonga learners towards learning English first additional language in a primary school located in Giyani area (Limpopo province).

The study was conducted using both qualitative and quantitative instruments. The objective of this study was to determine the attitudes of Grade 5-7 Xitsonga learners towards English first additional language. By conducting this study, the researcher endeavoured to answer the following questions:

Main question:

- What are the attitudes of Grade 5-7 Xitsonga learners in the Limpopo province towards learning English as a first additional language?

The Xitsonga Grade 5 learners experienced problems with motivation to learn English as they were prone to revert to their mother tongue easily. They were hesitant to speak as they lacked confidence even though they expressed the desire to learn to speak and write English properly. The findings revealed that they wished to become eloquent speakers and felt that the teacher could make a few adjustments to help them to become more motivated and enthusiastic. Rewards would also help.

Secondary questions:

- Which factors influence learners' attitudes towards learning English as a second language?

Learners admitted to lack self-confidence and felt anxious and humiliated when they could not find the right word to express themselves. They wished for more interesting lessons in class and to be handled more sympathetically. They also expressed the wish for their teacher to be more enthusiastic and to speak at their level using simple language that they could understand.

- How do learner's attitudes influence their willingness to learn English?

It became clear that it was the learners themselves who had a responsibility towards changing their attitudes towards learning and that they needed to be brave to make mistakes and learn from them. They also realised that they should also motivate themselves to learn the English language. They realised that once their marks improved they would also be motivated.

- How can learner's attitudes be adapted to become more positive about learning English?

Learners should become part of their own learning experience and should aim at achieving good results in school. They can interact more regularly using English outside and inside the classroom in written and spoken form. They mentioned that writing competitions could also help to motivate them to improve.

5.2 Overview of findings

From the research findings, it can be concluded that the Grade 5-7 Xitsonga learners had positive attitudes towards learning English first additional language. It was noted from this study that parents sometimes motivated their children to learn English.Furthermore, more than half of all respondents (85%) agreed that they would like to spend as much time as possible studying English which made it clear that they liked the language.

From the research findings, more than half of the number of the participants mentioned that learning English made them feel confident. The results showed that

the Grade 5-7 learners always practised English whenever there was a chance and they were improving their English knowledge day-by-day.

To conclude the findings, it can be pointed out that motivation is an important variable when examining successful second language learning. It should be realised that making learners recognise a real need to accomplish learning goals and providing them with the motivation to learn is one of the best steps educational stakeholders can take to facilitate learning success. It should also be noted that there was a strong desire to improve.

5.3 Recommendations

After reflecting on my findings, I offer the following recommendations for the parents, the school, the Department of Education, teachers and learners.

5.3.1 Recommendations for the school

The following recommendations are made:

- It is recommended that primary schools have competitions for English so that learners who learn English as additional language can get attracted to the language.
- The primary schools can also give awards to learners who perform well in English subject.

5.3.2 Recommendations for the Department of Education

The Office of Education should give more freedom to the teachers who teach English first additional language in selecting approaches and strategies which suit their learners' levels. The Department of education can also pay attention

to the motivation and equipment of the teachers so that they can be empowered to use the latest and most modern teaching equipment and teaching skills.

5.3.3 Recommendations for the parents

The qualitative findings revealed that parents exert an influence on their children's attitudes towards learning a second language; they might help in improving attitudes of learners towards English. Therefore, it is recommended that parents should always encourage learners to speak English and read materials written in English, for an example newspaper. They should be willing to learn the language themselves as well.

5.3.4 Recommendations for the teachers

The following recommendations are made:

- Teachers can influence learners' ability to learn a second language by creating a positive attitude towards the target language, e.g. English. Teachers of English as additional language should recognise that all learners possess positive and negative attitudes in varying degrees, and that the negative ones can be changed by thoughtful instructional methods;
- It is recommended that teachers of English as additional language should have friendly relationship with their learners. This can develop a positive attitude towards learning English language;
- Teachers of English as additional language should also motivate their learners to learn English by highlighting its importance as they need English for getting employment in future;
- Teachers should also give their learners other materials as supplementary resources in addition to the text books. This will help teachers to capture learners' attention to learn English successfully; and
- Teachers have to bear in their minds that the maximum use of a target

language facilitates its learning. It is recommended that teachers of English should balance the use of first language and second language according to the learners' levels and abilities and this will encourage learners to learn English.

5.3.5 Recommendations for the learners

It is recommended that learners should understand the importance and take steps to improve their mother tongue so that they can transfer the skills they have on their mother tongue to a second language such as English.

5.4 Limitations of the study

This study is a case study; it focused on three classrooms in one of the schools located in Mopani district, working with a small sample. Therefore, it is difficult to generalise the findings to all Grade 5-7 learners in the district and to South Africa as a whole. A larger sample studied over a longer period of time would have given more generalisable results but the time constraint of this dissertation did not allow for this. Nonetheless, the findings provided the researcher with a unique experience. The study also involved only Grade 5 learners and it would be interesting to see what the attitude of adolescents in secondary school are towards learning the English language.

5.5 Suggestions for future research

The researcher believes there is a need for follow-up research on the attitudes of learners towards learning English first additional language. Further research could be undertaken in the following areas:

- An investigation of how the L1 can assist English first additional language

learning;

- An investigation into how parents' attitude towards English can influence their children's attitudes towards English; and
- Parents' attitudes towards English second language.

5.6 Conclusions

In spite of the limitations mentioned above, this study has achieved its objectives of determining the attitudes of the Grade 5-7 Xitsonga learners towards learning English first additional language. Given that South Africa is a multilingual country, the practice of many languages should be promoted, more especially English because it is the medium of instruction at schools and is a business language.

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ADDENDUM A: LETTER FROM DEPARTMENT OF EDUCATION

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Enquiries: Dr. Makola MC, Tel No: 015 290 9448. E-mail: MakolaMC@edu.limpopo.gov.za

P O BOX 3052

GIYANI

0826

TIYISELANI NDUKWANI

RE: Request for permission to Conduct Research

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct a research has been approved- **TOPIC: ATTITUDES OF XITSONGA LEARNERS WHO ARE IN GRADE 5-7 TOWARDS LEARNERS ENGLISH FIRST ADDITIONAL LANGUAGE.**

3. The following conditions should be considered

   3.1 The research should not have any financial implications for Limpopo Department of Education.

   3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.

   3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.

   3.4 The research should not be conducted during the time of Examinations especially the fourth term.

   3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).

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

4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

04/09/2014

Mashaba KM **Date**

Acting Head of Department

ADDENDUM B LETTER FROM THE PRINCIPAL

Enq: Rikhotso S.M
Cell no. 083 260 3520
Emis no. 916410621
Email:mbhurenischoolc@gmail

MBHURENI PRIMARY SCHOOL

P.O Box 995
Giyani
0826
29 .09.2014

To whom it may concern

This is to confirm that Mr Tiyiselani Ndukwani, student number 210265309 has been granted permission to conduct research with the working title; "Attitudes of grade 5-7 Xitsonga learners towards learning English first additional language".

The school principal and teachers of English first additional language in Mbhureni primary school agreed to assist him in collecting data for his research. We are giving him permission to collect data before the end of December 2014.

Yours Faithfully
Rikhotso S.M
Signature.....

MBHURENI SCHOOL
P.O. BOX 995 GIYANI 0826
EMIS NO: 916410621
29 AUG 2014
PRINCIPAL
LIMPOPO PROVINCE

ADDENDUM C: LETTER TO THE PRINCIPAL AND DEPARTMENT OF EDUCATION

P O BOX 3052

Giyani

0826

25/07/2014

TO WHOM IT MAY CONCERN

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a bona fide registered student, at Tshwane university of Technology, student no: 210265309, Department of Applied Languages in Pretoria Soshanguve South Campus. I wish to conduct research for my Master's dissertation, with the title: Attitudes of Xitsonga learners who are in grade 5-7 towards learning English first additional language. This project is conducted under the supervision of Dr Collins G.W.

I hereby seek your consent to approach learners in Mbhureni Primary School to complete my questionnaire and to conduct semi-structured interviews with them relating to the topic mentioned above. I have included a copy of information leaflet which explains the project.

Upon completion of the study, I undertake to provide the Department of Basic Education with a bound copy of the full research report. If you require any further information, please contact me on 0739905715, email: ndukw@webmail.co.za. Thank you for your kind consideration in this matter.

Yours sincerely,

Tiyiselani Ndukwani.

ADDENDUM D: INFORMED CONSENT

FACULTY OF HUMANITIES

DEPARTMENT OF APPLIED LANGUAGES

INFORMATION LEAFLET AND INFORMED CONSENT

[**Parents]**

PROJECT TITLE:

Attitudes of Xitsonga learners who are in grade 5-7towards learning English first additional language.

Primary investigator: Mr T Ndukwani

Study leader: Dr GW Collins,

Department of Applied Languages,

Tshwane University of Technology,

Soshanguve South

Co-study leaders: Ms KM Makgopa

Department of Applied Languages,

Tshwane University of Technology,

Soshanguve South

Prof L van Huyssteen

Department of Applied Languages,

Tshwane University of Technology,

Soshanguve South

Dear parents

Your child is invited to participate in a research study that forms part of my formal MTech. studies. This information leaflet will help you to decide if you would like him/her to participate. Before you agree, you should fully understand what is involved. You should not agree unless you are completely satisfied with all aspects of the study.

WHAT IS THE STUDY ALL ABOUT?

This study is about Attitudes of learners towards learning English first additional language. An investigation into learners' attitudes is an effective method by which language teachers, education planners, syllabus designers and researchers can obtain greater understanding into the language learning /teaching process. The objective of this study is to determine the attitudes that learners have towards learning English first additional language. This study will also provide answers to how do learners' attitudes influence their willingness to learn English.

WHAT WILL YOU BE REQUIRED TO DO IN THE STUDY?

If you agree that your child take part in this study, you will be required to do the following:

- To sign the parental informed consent form.
- Your child will have to complete a questionnaire on the Attitudes of learners towards learning English first additional language and to participate on the interview on this.
- The child will be asked to respond to questions regarding their attitudes towards learning English first additional language. He/she will complete the questionnaire in class. It should not take more than 15 minutes to complete the questionnaire.

ARE THERE ANY CONDITIONS THAT MAY EXCLUDE YOUR CHILD FROM THE STUDY?

Your child will not be eligible to complete the questionnaire if he/she is not from Limpopo province and not a learner in 2015. The child will also not be allowed to answer this questionnaire if he/she is not in grade 5-7.

CAN ANY OF THE STUDY PROCEDURES RESULT IN PERSONAL RISK, DISCOMFORT OR INCONVENIENCE?

The study will however not put the participant in any risk. Completion of this questionnaire involve no foreseeable emotional discomfort or inconvenience to you or your family.

WHAT ARE THE POTENTIAL BENEFITS THAT MAY COME FROM THE STUDY?

The benefit of participating in this study is:

- The child will make a contribution on the growing research about the attitudes of learners towards learning English first additional language.

WILL YOU RECEIVE ANY FINANCIAL COMPENSATION OR INCENTIVE FOR PARTICIPATING IN THE STUDY?

Please note participants **will not** be paid to participate in the study.

WHAT ARE THE RIGHTS OF PARTICIPANT IN THIS STUDY?

Participation in this study is entirely voluntary. The child has the right to withdraw at any stage without any penalty or future disadvantage whatsoever. The child don't have to provide the reason/s for their decision. Note that they are not waiving any legal claims, rights or remedies because of their participation in this research study.

HOW WILL CONFIDENTIALITY AND ANONYMITY BE ENSURED IN THE STUDY?

All information obtained during the course of this study is strictly confidential. The study data will be coded so that it will not be linked to any name. The child's identity will not be revealed while the study is being conducted or when the study is reported in scientific journals. All the data sheets that have been collected will be stored in a secure place. Any information that is obtained in connection with this study and that can be identified with your child will remain confidential and will be disclosed only with your permission or as required by law. The information received during the project will only be used for research purposes and not be released for any employment-related performance evaluation, promotion and/or disciplinary purposes.

IS THE RESEARCHER QUALIFIED TO CARRY OUT THE STUDY?

The researcher is a junior lecturer at Tshwane University of Technology, Department of Applied Languages and has completed a B-Tech degree in Language Practice and is therefore, equipped to do research in the development of language.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

Yes. The Faculty Higher Degrees Committee and the Research Ethics Committee of Tshwane University of Technology have approved the formal study proposal.

WHO CAN YOU CONTACT FOR ADDITIONAL INFORMATION REGARDING THE STUDY?

The primary investigator, Mr T Ndukwani, can be contacted at 073 990-5715 on his cellular phone. The study leader, Dr GW Collins, can be contacted during office hours at (012) 382 4607 Should you have any questions regarding the ethical aspects of the study, you can contact the chairperson of the TUT Research Ethics Committee, Dr WA Hoffmann, during office hours at (012) 382-6265/46, E-mail hoffmannwa@tut.ac.za. Alternatively, you can report any serious unethical behaviour at the University's Toll Free Hotline 0800 21 23 41.

DECLARATION: CONFLICT OF INTEREST

The final results of the study will only be published after the management of Tshwane University of Technology has given written approval of the research report.

A FINAL WORD

Your co-operation and child's participation in the study will be greatly appreciated. Please sign the parental informed consent below if you agree that your child can participate in this study. In such a case, you will receive a copy of the signed informed consent from the researcher.

PARENTAL INFORMED CONSENT

(Applicable when participants are younger than 18 years old)

I hereby confirm that I have been adequately informed by the researcher about the nature, conduct, benefits and risks of the study. I have also received, read and understood the above written information. I am aware that the results of the study, including personal details regarding my child, will be anonymously processed into a research report. I understand that his/her participation is voluntary and that he/she may, at any stage, without prejudice, withdraw his/her assent and participation in the study. He/she has had sufficient opportunity to ask questions and I, of my own free will, declare that my child can participate in the above-mentioned study.

Research participant's name: _____ (Please print)

Research participant's parent/guardian's name:_____(Please print)

Research participant's parent/guardian's signature: _____

Date: _____

Researcher's name: _____ (Please print)

Researcher's signature: _____

Date: _____

CHILD ASSENT FORM

(Applicable when participants are younger than 18 years old)

I, ……(print full name), understand that my parent(s)/guardian(s) has given permission (said it is okay) for me to take part in the research project. I am taking part because I want to and not because I'm forced to do so. I have been assured that I can stop at any time I want to without getting into any trouble (nothing bad will happen to me and nobody will be mad at me if I want to stop). Also, I can always ask the researcher any question about the study.

_____
Signature/Name

ADDENDUM E: QUESTIONNAIRE

Questionnaire

Attitudes of Xitsonga learners who are in grade 5-7towards learning English first additional language.

Dear Respondent

The main goal of this study is to investigate attitudes of learners towards learning English first additional language and how do learners attitudes influence their willingness to learn English first additional language. You are the expert in this case. **Please be assured that your identity is completely confidential**. Your answers will help English first additional language educators to understand English first additional learners' needs and overcome any challenges they may have with English language. There are no wrong or right answers.

A. Demographic Profile

Please read the statements below carefully and select the appropriate choices.

1. **Gender:**

Female ☐ Male ☐

2. Grade

Grade 5 ☐ Grade 6 ☐ Grade 7 ☐

3. Age

☐ ☐ ☐ ☐ ☐

12 yrs. 13 yrs. 14yrs. 15 yrs. Above 15yrs

B. Your attitudes toward English

To what extent do you agree with the following items? Remember there is no right or wrong answers;

Use the scale below to answer the questionnaire items.

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree.

1. I love learning English	
2. Learning English is important	
3. I prefer to focus on other subjects rather than English	
4. I don't think that I need English in my future job	
5. I would like to spend as much time as possible to study English	
6. Learning English is a waste of time.	
7. I am not going to use English in the future	

8. English should be known since it is an international Language.	
9. I find learning English interesting	
10. I find learning English language very difficult	
11. I enjoy doing activities in English.	
12. I wish I could speak English fluently.	
13. Studying English subject makes me feel more confident.	
14. To be honest, I really have little interest in my English class.	
15. Knowing English is an important goal in my life.	

In this section, please read each of the following statements carefully; and then use an X to indicate your answer.

16. I think I am improving my English knowledge day by day.

YES ☐ NO ☐

17. I always practice English whenever there is a chance

YES ☐ NO ☐

18. Only English is used in the class

☐ ☐

YES NO

19. I understand what my English teacher is saying without a problem

☐ ☐

YES NO

I would like to interview 7 learners who have finished this questionnaire for further understanding of attitudes of learners towards learning English first additional language. If you would like to participate in an interview, please write your information below. Your participation will be highly appreciated! **Please indicate whether you would like to participate in an interview.**

_____ **Yes, I would like to be interview**

My name is.....

I am in grade.....

_____ No, thanks, I do not want to be interviewed.

Thanks again for your participation! □

ADDENDUM F: FOCUS-GROUP INTERVIEWS (XITSONGA)

Q1: U ehleketa yini loko hivulavula hiririmi ra xinghezi? nakona hikokwalaho kayini uvula tano?

L1: Ndzivona onge xinghezi iririmi rakahle hikuva vanhu votala vavalavula rona hinkwaku lha nifambaku kona.

L2: Xinghezi I ririmi rakahle. Hidyondza hixilungu axikolweni, unga feyila loko ungativi xilungu.

L3: Ndzivona xilungu kuri ririmi rakahle ngopfu-ngopfu kahina vadyonzi himhakaku hidyondzisiwa hixilungu axikolweni. Xilungu xitahi pfuna naleka mintirhu yahina ya mundzuku loko hikula.

L4: Ndzivona xinghezi kuri ririmi rakahle nova na nkoka hikuva vanhu votala vari tsakela ririrmi leri na vanhu hinkwavo va vulavula rona. Vanhu vanwani vavulaku loko unga tivi xilungu awutlharihangi.

L5: xilungu xikahle hikuva hinkwako lha nifambaku kona vanhu vavulavula hixilungu.Xilungu xahi pfuna loko hifanele kuvulavula na vanhu lavanga vulavuleki ririmi rahina, leswi swi endla leswaku hikota ku vvulavula navona hi xilungu .

Q2: Hikuvona kawena, vadyondzi kuloni vawena varirhandza ririmi ra xinghezi? Hikokwalaho kayini uvula tano?

L1:Ndzi ehleketaku lava ndzi dyondzaka na vona varhandza xilungu hikuva varhandza ku vulavula hixilungu atlilasini na loko hirikudyeni.

L2: Ndzi vona onge vaxirhandza xilungu hikuva minkarhi hinkwayo loko hihlangana na mudyondzisi wahina wa xinghezi vanwu xeweta hi xinghezi.

L3: Lava ndzi dyondzaka na vona vaxirhandza xilungu hikuva valanguteka vatiphina minkarhi hinkwayo loko hiri atlilasini ya xilungu.

L4: Vadyonzi kuloni vaxirhandza xilungu hikuva minkarhi hinkwayo vatsala-tsala marito yaxilungu amatafuleni.

L5: Kuya himina,lava ndzi dyondzaku navona vaxirhandza xilungu hikuva varhandza kuvulavula xilungu naloko hingari atlilasini, naswona varhandza kuni xeweta hixilungu loko hiri kaya.

Q3: Xana loko uvulavula hi xinghezi ekaya, vatswari vawena vaku hlohlotela naa?

L5: Minkarhi yinwani vatswari vamina vatsaka loko nivulavula xilungu navanghana vamina, mara loko nivulavula navona hixilungu avaswitsakeli, vari avaswitwi kunivula yini.

Q4: U ehleketa yini hi xiave lexi xinghezi xixitisaku?

L1: Kuya himina, xinghezi xina nkoka hikuva hidyondza hixona axikolweni, naswona hikota kuvulavula navanhu hambi vangativi ririmi rahina.

L2: Ririmi leri rina nkoka hikuva ritani pfuna kukuma ntirhu loko nikula.

L3: Ririmi ra xinghezi rina nkoka hikuva loko uri nwamabindzu utaboheka kutiva xilungu ku endlela leswaku uta kota kuvulavula na vanhu vanwani.

L5: Xinghezi xina xiave xikulu hikuva hikota kutwisisa mudyondzisi atlilasini loko ahidyondzisa. Tidyondzo totala tindliwa hixilungu lero loko ungativi xilungu swinga endleka unga pasi axikolweni.

Q5: Ungavula yini hikuva munhu adyondza ririmi rongetelela?

L1: Mina nivona kudyondza ririmi rinwani kurio mhaka yakahle, switahi pfuna kuva hitiva tindyimi totala. Loko hivhakela vanhu switahi olovela kuvulavula navona.

L2: Nivona swiri kahle kudyondza ririmi rinwani, mara hikuvona kamina ahimhaka yo olova.

L4: Hikuvona kamina kutiva tindyimi totala swatsakisa, swiendla leswaku vanhu vaku tsakela loko utiva ririmi ravona.

Q6: Hikokwalaho kayini uvula leswaku kudyondza ririmi rinwani aswiolovi?

L2: swatika hikuva uva ungativi nchumu hiririmi rero, ufanele udyonza kusuka ahansi.

Q7: Hiswihi swinwani ungaswivulaku?

L5: Lexi ndzinga xivulaku iku vanhu avatekeli ririmi raxinghezi anhlokweni, rina nkoka atikweni rahina hikuva kuna vanhu vovulavula tindyimi totala, kufana na Xitsonga, sepedi,natinwani.

L3: Mina ndzingaku vanhu avatiyimiseli kudyondza xilungu kundlelaku hitakota kupasa axikolweni.

ADDENDUM G: FOCUS-GROUP INTERVIEWS (ENGLISH)

Q1: What do you think of English language and why?

L1: I think English is a good language because many people speak English. People speak English everywhere.

L2: English is a good language. We are taught in English at school and you will fail if you do not know English.

L3: I see English as a good and important language more especially to us as learners because we are taught in English at school and English will also help us in our future job when we grow up.

L4: English is spoken everywhere and we need it to be able to communicate with people from all races. It is an important language. I think English is a good language. The reason why I say this is because people like and love this language and everyone wants to speak this language. Some people say if you do not know English you are stupid.

L5: If you use the language you learn new words as you remember them once you repeat them in conversations. English language is good because everywhere I go they speak English. This language also helps us to communicate with people who do not understand our language because if people do not know your language they are going to use English and if you do not understand it you won't hear them.

Q2: What do you think your classmates attitude towards learning English is and why?

L1: I think my classmates like English because every day they like speaking English in class and when we are eating during break time.

L2: I must admit I prefer to speak Xitsonga as it is easier to say what I wish to say. I can communicate better by using my own language as I have the necessary words to say what I want. Our teacher sometimes leaves the class and then nobody tries to use the English language as part of the group work to speak and Write English when doing our speeches. I wish the teacher will praise us more and it will help if he is friendlier without becoming scared of the naughty learners.

L3: I think we do choose to speak our mother tongues as we feel safe and able to communicate if we use Xitsonga. Sometimes some learners scratch words on the tables to remember them when they must use English words in class. Our Xitsonga friends all love to speak Xitsonga at school but we know we need to know English if we wish to pass.

My classmates like English so much because I see them enjoying during English period at school and they get upset when the teacher has to leave when the period ends.

L4: I notice my friends are scared to speak English as they do not wish to be laughed at when they make mistakes. It takes courage to speak English in front of others and m other firmed always asks the teacher to come and do his speech during break.My classmates like English because they write English every time. My classmates write English words on their tables at school.

L5: According to me, I think my classmates like English because we speak English everyday even if we are not at school. Even if we are at home they like greeting me in English and I like it too.

Q3: So when you speak English at home, do your parents encourage or discourage you to speak English?

L1: My dad is more positive towards learning English as he speaks English at work and he learns the language and teaches me words. My mom is a stay-at-home mom and she cannot read English, so she cannot help me with my homework as we learn at school using English.

L5: Sometimes my parents become happy when I speak English with my friends but at some times they say I should not speak English because they do not understand what I am saying.

Q4: What do you think about the roles of English?

L1: In my opinion, English has important role because we use English to learn at school and we are able to speak to different people when we know English. Learning a second language empowers you because it helps you to know more than one language. Further it helps you to understand people who are not speaking Xitsonga. It is very good if you can then communicate with people from other races.

L2: This language is important because I am going to use it in my future job and I won't get a job if I do not know English.

L3: English is important because if you are selling something or if you are a business person you will need English to speak to other people.

L5: I intend studying overseas one day if my dream will come true and I know that English is spoken in many countries and I will be able to get a job there if I can speak English and understand people all over the country. English has an important role because we are able to understand the teacher in class because many subjects are taught in English and if you do not understand English you will not pass.

Q5: What are your general thoughts about learning a second language?

L1: In my opinion, when someone learns another language is a good thing, it makes us know many languages. When you visit people who do not know Xitsonga, they will talk to you in English.

L2: I also see learning another language as a good thing, even though it is not easy to learn another language.

L3: I love my home language as it is also about my culture. My parents teach me to respect other people of other language very much. My Xitsonga language makes me think of our traditional dances and food like tshophi (porridge). Other cultures do not have this type of food. I love my language as it is the language that my mother speaks.

L4: In my view, it is interesting to know more than one language because people will like you when you speak their language.

Q6: Why you say it is not easy to learn another language?

L2: It is difficult because you do not know anything; you have to learn everything from the scratch.

Q7: Any comment?

L5: What I can say is that people should be serious to know English because it is important in our country because we have people who speak different languages, like Xitsonga, Sepedi and others.

L3: what I can say is that we must be serious in learning English so that we can pass at school.