

**FACTORS CONSTRAINING GRADE 12 LEARNERS' ACHIEVEMENT IN
SESOTHO HOME LANGUAGE**

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Dedication

This work is dedicated to the following members of my family for their invaluable love, constant motivations and support throughout my academic journey: Nomikhaya, Dudu, Andiswa, Nthabiseng, Buhle and Zimkhitha.

Complexity is composition, not opposition – **SG Khetoa**

Declaration

I declare that **Factors constraining Grade 12 learners' achievement in Sesotho Home Language** is my own work. All the sources that I have used in this study have been indicated and acknowledged by means of in-text referencing and a list bibliographic acknowledgment.

This study has not been submitted previously for any degree or examination to any other university.

.....
Signature

.....
Date

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Factors constraining Grade 12 learners' achievement in Sesotho Home Language

Abstract

This study was undertaken upon the realisation that Grade 12 learners at a Secondary School in the Xhariep District throughout the years continued to promote Sesotho Home Language, however, their academic performance in the subject is disquieting. Given that learners have been proficient in Sesotho and have been using the language for purposes such as elicitation of knowledge and communication for almost two decades, the expectation is that learner's cognitive knowledge of the language is sufficient to have learners achieve more than it is apparent. This study set out to find out both linguistic and extra-linguistic factors constraining meritorious learner' achievement in Sesotho Home Language in Grade 12. The study employed a qualitative research approach, using three varying methods for data elicitation: questionnaires, interviews and observation. The data for this study was gathered from learners, parents and a single teacher. The study found out that factors impeding meritorious achievement in SHL include amongst others the inability of parents to voluntarily and constantly help learners with school work, learners attitude towards SHL, the unavailability of reference sources for learners, and linguistic factors such as learners tendency of using multi-codes in their speech has affected their ability to maintain monolingual speech especially in SHL lessons, thereby limiting learners' Sesotho vocabulary. It has also been established that using methods such as code switching and code mixing have negative impact on learner's education for the language under study. Recommendations aimed at addressing identified factors have also been proposed.

Kgutsufatso

Boithuti bona bo entswe temohong ya hore baithuti ba Kereiti ya 12 Sekolong se Phahameng seterekeng sa Xhariep ba tswela pele ho pasa Sesotho Puo ya Lapeng ka ho fapana ha dilemo, ho sa le jwalo, tshebetso ya bona thutong ena ha e kgotsofatse. Bakeng la hore baithuti ba bile le bokgoni ba tshebediso ya puo ya Sesotho ebile ba sebedisitse puo ena bakeng sa ho utolla tsebo le dipuisano ka dilemo tse ka bang mashome a mabedi, tebello ke hore baithuti ba na le tsebo e ntlafetseng ya puo ena hore ba ka pasa ho feta ka moo ba ntseng ba pasa ka teng. Boithuti bona bo entse mekutu yohle ya ho fuputsa dintho le puo e nang le kgahlamelo tshebetsong ya moithuti ho Sesotho Puo ya Lapeng Kereiting ya 12. Boithuti bona bo sebedisitse mokgwa wa ho batlisisa oo e leng qualitative, o sebedisa mekgwa e meraro e fapaneng: dipotso tsa dipatlisiso, diinthaviu le ditebello. Tsebo bakeng la boithuti bona e fumanwe baithuting, batswading le ho titjhere. Boithuti bona bo fumane hore dintho tse setisang tshebetso e kgabane thutong ya SPL ke ho se be le bokgoni ha batswadi hore ba ithaope ho thusa baithuti ka mosebetsi wa bona wa sekolo kgafetsa, semelo seo baithuti ba nang le sona kgahlano le SPL, bosiyu ba dibuka tsa tlatsitso. Dinthong tse kenyelletsang puo teng ho bonahetse hore tlwaelo ya baithuti ya ho tswakatswakanya dipuo puong ya bona e tshwaeditse hampe bokgoni ba baithuti ba ho ka bua puo e le nngwe haholoholo thutong ya SPL. Ho bonahetse hape hore tshebediso ya '*code-switching*' le '*code-mixing*' di na le kgahlamelo e seng ntle thutong ya baithuti bakeng sa thuto ya Sesotho. Dikgothaletso tse reretsweng tokiso ya dintho tse utollotsweng tse susumetsa tshebetso ya baithuti di hlahisitswe le tsona.

Key terms

African languages

Assessment

Code-switching

Dialect

Educational aid material

Grade

Home language

Language

Language attitudes

Language variety

Learner support

Marginalised languages

Meritorious achievement

Mix-coded language

Mother tongue

Multilingualism

Results

Sample

Subject

Qualitative

Acronyms

ACE:	Advanced Certificate in Education
CAPS:	Curriculum Assessment Policy Statement
DBE:	Department of Basic Education
FS:	Free State
HL:	Home Language
LTSM:	Learner-Teacher-Support-Materials
SGB:	School Governing Body
SHL:	Sesotho Home Language
SPL:	Sesotho Puo ya Lapeng
RSA:	Republic of South Africa
PRAESA:	Project for the Study of Alternative Education in South Africa
UNESCO:	United National Educational Scientific and Cultural Organisations

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CHAPTER 1: Introduction

1.1 Introduction

Learning goes hand in hand with language, it is through language that knowledge is transmitted from a person to another. Language is therefore an important tool in human existence, especially to a learner of any kind. Bonvillian (2003) allude that language is an integral part of human behaviour. He adds that language is the primary means of interaction between people and that speakers (of any language) use language to convey their thoughts, feelings, intentions and desires to others. Reinforcing Bonvillian's impression about language is the expression that language is a tool for thought and communication. Furthermore, learning to use language effectively enables learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others and to manage their world (The National Curriculum Statement Grades 10-12 Learning Programme Guidelines document, 2008). A critical point is made in the aforementioned document; that language proficiency is central to learning across the curriculum as learning takes place through language. Therefore language plays a critical role in education; this point is well captured in the statement made by Desai (2012) that language plays a critical role in learning as it is through language that children make sense of the input they receive in the classroom from the teacher and the written texts.

There is relatively less studies being conducted on the issue of learners' performance specifically in African languages. Somehow African languages seem to be looked upon with disdain and their use is limited. Desai (2012) contends that African languages continue to be used in limited domains; that is apparent in the domain of education.

In the education system of South Africa the School governing body is tasked with choosing a language policy of a school and programmes for the redress of previously disadvantaged languages subject to National Education Policy Act, the Constitution and any applicable provincial law (South African Schools Act; act 84 of

1996). However, a diverse number of schools does not choose their African languages to become languages of teaching and learning, but according Baine and Mwamwenda (1994) ,previously marginalised African languages are retained as taught school subjects, languages through which learning and teaching is offered only at the level of a subject. The question of language parity is still prevalent in South African context in schools, as English is still a language of business and power (the order of the day), while indigenous languages are reserved for matters of, but not limited to communal communication.

The constitution of the Republic of South Africa adopted in 1996 (act 108 of 1996) postulate in section (29) (2) that everyone has the right to receive education in the official language(s) of their choice in public educational institutions where that education is reasonably practicable. The aforementioned constitution further recognises eleven South African languages as official languages of the state: Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu. As diverse the South African linguistic scene is, according Richard, Baldauf and Kaplan (2004) the South African linguistic scene does not only include languages recognised by the constitution of the land, but also include pidgin languages such as Fanagalo, Tsotsitaal and Iscamtho.

However, of the earlier mentioned official languages none must enjoy prestige over another. This indication is made in the South African constitution in section (6) (4) that all official languages must enjoy parity of esteem and be treated equitably. These official languages are taught as school subjects in South African schools. Sesotho is no exception. Grade 12 learners at the school under this treatise promote Sesotho with marks contradicting the reality that learners at this school have studied the language for a very long time. The performance of learners in Sesotho, particularly at the school under study, has been nothing to write home about. Learners' performance not only reflects learners' ability but how learners perform can be linked with matters such as learners' economic status, even their position in society.

1.1.1 Learners' performance

Numerous studies have been conducted on the issue of learners' performance and a diverse number of factors such as home environment of learners not being educationally supportive due to poverty, parents low level of education, child heading families, unpredictable home environment, poor standards exacerbated by a large number of under-qualified or unqualified teachers who teach in overcrowded and ill-equipped classrooms with severely limited resources, the ratio of learners to teacher being too high (Rammala, 2009 and Modisaotsile, 2012) have been negotiated to be responsible for the manner in which learners perform.

1.1.2 Examination and assessment

The South African Educational System document (2011) assert that students who have been successful in grade 9 have a choice to either continue to their secondary grades or can immediately after completion of grade 9 obtain a certificate that will lead them to technical college education. For those in secondary grades; to obtain a National Senior Certificate (NSC) under the National Qualification Framework (NQF), students at the end of grade 12 sit for nationally set and moderated matriculation examinations or an approved alternative such as the Independent Examinations Board test series. Condition for the conferring of NSC certificate is dependent upon whether a learner is successful in six (6) of the seven (7) subjects a learner wrote, one (1) of those six must be a Home Language (HL). Learners entering into senior secondary at grade 10 must take seven subjects from as many as 31 subjects; from these subjects four (4) is compulsory (1 South African language, English as home or additive subject, Life Orientation and Mathematics or Mathematical Literacy) and the other three that will complete a curriculum of seven (7) subjects is selected from the remaining twenty seven (27) subject options.

According to the National Protocol for Assessment Grades R- 12 the school-based assessment mark out of 25% and the external assessment mark out of 75% contribute to learner success in their matriculation year in a given subject. The National Policy Pertaining to the Programme and Promotion requirements of the National Curriculum Statement Grades R – 12 expresses that learners in grade 10-

12 will be promoted from grade to grade if they have offered and completed the school-based assessment, practical assessment tasks, where applicable, and end-of-year examination requirements in not fewer than seven (7) subjects. To promote a grade a learner must have achieved 40% in three (3) subjects, one of which is an official language at Home Language level, and 30% in three (3) subjects, provided the school-based assessment component is submitted in the subject failed. It extends to say a condonation of a maximum of one (1) subject will only be applied to a Grade 12 candidate in the final National Senior Certificate examination if such a candidate requires a maximum of 2% either to obtain a pass at 30% or 40%. South African public schools offer various languages both at the status of Home language and additional language(s). A Home Language subject must not be failed in order to promote a grade.

1.1.3 Language situation

South Africa is a country characterised by multilingualism. South African citizens especially in urban and near-urban or semi-urban centres are rarely competent solely in mother tongue language. Constituents of South Africa are confronted with multilingualism in many aspects of their lives, therefore multilingualism is integral to South African's existence and it is a reality South Africans cannot escape. Learners in South Africa are in constant contact with languages other than their own, which result in them developing codes which they use among themselves in communication circumstances. Learners also use already established codes (non-standard varieties) such as Tsotsitaal for purposes such as that of understanding meaning in context, communication and acquisition of knowledge, and they vary their speech contextually in an effort to afford themselves or maintain certain social identities. This language situation in South African townships has unfavourable implications on the teaching and learning of indigenous languages as taught subjects in government schools. Ntshangase (1994) cited in Mestherie (2002) posit that research in black schools shows that when young, particularly male teachers who grew up in Soweto want to explain something students find difficult to understand in class, they switch to Iscamtho for clarification. It is due to this reason that this study

is undertaken. This study will investigate the influence of this language situation on learners' performance in Sesotho HL.

1.2 Research problem

Home language (HL) is a language first acquired by children through immersion at home, the language in which an individual thinks (Department of Basic Education's Incremental Introduction of African Language Policy, 2013). A modification has been made to this explanation in chapter 2 in order to accommodate speakers whose primary language is not Sesotho but due to practical reasons (such as the unavailability of schools teaching their own languages) are taking up Sesotho Home Language as a school subject. Grade 12 learners are successful in promoting Sesotho Home Language in their matriculation year, however, the level of their achievement is disquieting. Given that Sesotho is a language that learners have been proficient in and have been utilising for purposes such as communication, and elicitation of knowledge and sharing in almost two decades, the expectation is that their cognitive knowledge of the language is sufficient to have learners achieve more than it is apparent. That! learners score un-meritorious marks in their final matriculation examinations may be the result of the existence of extra-linguistic and linguistic factors experienced by learners throughout their academic journey. Factors constraining meritorious learners' performance may be endorsed by what takes place in the classroom and/ or outside the learning classroom. This research seeks to probe the impact of extra- linguistic factors and the impact of the prevailing language situation at the school and in the society on students' academic performance in an African language, Sesotho (HL) in particular.

1.3 Aim of the study

The aim of this study is to unearth factors constraining meritorious achievement in Sesotho Home Language in Grade 12 final year examinations' results in a Secondary School in the Xhariep District. This research will probe the impact of the existent extra-linguistic factors and the language situation at a Secondary School in

the Xhariep District on learners' academic performance in African languages, Sesotho Home Language being the case study. Factors constraining meritorious learners' achievement in Sesotho (HL) will be presented and analysed in this study.

1.4 Research objectives

- The objective of this study is to unearth linguistic and extra-linguistic factors impeding learners from obtaining meritorious achievement in SHL at a Secondary School in the Xhariep District.
- To provide recommendations as a measure for remedy.

1.5 Research question

Which linguistic and extra-linguistic factors constrain learners from achieving meritorious achievement in SHL?

1.6 Research design and methodology

A qualitative research approach will be employed in this study while incorporating thematic analysis. Braun and Clarke (2006) argue that thematic analysis offers an accessible and theoretically flexible approach to analysing qualitative data. Participants will be asked to respond to a set of questions prepared in a fashion of interviews. Participant observation will also form part of this of this enquiry and lastly, participants will be required to complete questionnaires. Purposive sampling is centre to this study. Participants for this particular study will be Grade 12 learners, teacher(s) from a Secondary School in the Xhariep District and learner's parents. From this study's data corpus this study will try to understand learners' perspectives on the learning of Sesotho (HL) and its importance in their lives, and how that factor-in in their academic performance. The researcher will try to find how learners think, feel and act towards Sesotho as the language they are raised and tutored in. The researcher will also make interpretations using tables.

1.7 Value of the research

This study will provide an insight on issues pertaining to learners' performance and how these issues hamper meritorious achievement. Factors impeding meritorious achievement in SHL at a Secondary School in the Xhariep District will be identified, described and illustrated. The outcomes of this study will therefore provide an understanding as to what impedes meritorious achievement from the grade 12s at a Secondary School based in the Xhariep District and in turn provide what can be done to aid the situation or the rather improve the situation at the school under study, specifically, to improve how learners achieve in African languages (SHL to be specific).

1.8 Definition of concepts

Assessment

Du Plessis, Conley and Du Plessis (2007: 67) explain that assessment is universally conceptualised as a process by means of which the quality of an individual's achievement(s) can be judged, recorded and repeated. The trio further comment that assessment is the process of identifying, gathering and interpreting information about a learner's achievement as measured against nationally agreed outcomes for a particular phase of learning.

Du Plessis, Conley and Du Plessis (2007: 70) gives the following reasons as reasons for assessment:

- Classify or grade
- Enable progression
- Guide improvement
- Diagnose faults and rectify mistakes
- Motivate
- Give feedback
- Enable grading and final degree classification

Language

Language is an integral part of human behaviour. It is the primary means of interaction between people. Speakers use language to convey their thoughts, feelings, intentions, and desires to others, (Bonvillian: 2003). Amberg and Vause in their article titled “American English: history, structure and usage” describe language by saying that: language reflects both the individual characteristics of a person, as well as the beliefs and practices of his or her community. Language is integrally intertwined with our notion of who we are on both the personal and the broader societal levels. When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of communities of which we are part: our families, social groups and other associations (Amberg and Vause, www.cambridge.org).

Meritorious achievement

In this study, meritorious achievement refers to an achievement percentage beyond seventy percent. However, emphasis of this study is a level 7 achievement. That is achievement from 80 plus percentage.

African language

A term used as a geographic rather than linguistic classification of languages spoken on the African continent.

Mother tongue

The term mother tongue according to UNESCO (2003) designates the following:

- A language one knows best,
- A language one uses most,
- A language one identifies with or is identified as a native speaker of by others, and/ or
- A language that one has learnt first.

Home language

For the purpose of this study a home language refers to a language a learner takes up as a taught school subject at the level of first language.

Multilingualism

According to Eldin (2014) a person is said to be multilingual if he or she is competent in more than one language. Multilingualism is usually the result of many factors such as colonialism, intercultural marriages, cultural interaction and education. Therefore multilingualism is the ability to speak more than one language.

Mix-coded language

The concept of code refers to any system of signals such as numbers, words, signal which carries concrete meaning. The term code is a neutral term rather than terms such as dialect, language and style which are inclined to arouse emotions. Code can be used to refer to any kind of system that two or more people employ for communication. When a particular code is decided on, there is no need to stick to it all the time. People can and should shift as the need arises, from one code to another, Eldin (2014). It can therefore be deduced from the statements made by Eldin (2014) that mix-coded language is a language that is a union of two or more languages. A mix-coded language is linguistic variation that borrows linguistic items from more than one language.

Language attitudes

Melander (2003) quotes Ryan et al (1982) defining language attitudes as any affective, cognitive or behavioural index of evaluative reactions towards different language varieties or speakers. Language attitudes are beliefs, thoughts and feelings about a language held by an individual or a group of people.

Code-switching

Code-switching refers to code switching as the alternations of language within a single conversation, often involving switching within a single speaker turn or a single sentence (Rose, 2006). Eldin (2014) elaborates on the notion of code-switching by offering three definitions: a term used to refer to the act of conversing in another language besides the mother tongue. The second definition he offers is that code-switching is a combination of words, phrases and sentences that result from sentence limitations in similar speech context. Based on these two definitions, Eldin (2014) deduce that code-switching is the act of speaking in different languages interchangeably in order to overcome language constraints, to deliver speeches effectively and most importantly as a crucial step towards achieving successful communication.

Results

The outcome(s) after having performed a given task.

Grade

According to the South African schools act no 84 Of 1996 amended in the basic education amendment law act no 15 Of 2011, a grade is a part of an educational programme which a learner may complete in one school year.

Teacher

A teacher, also known as an educator is any person who teaches, educates, trains other people or who provides professional educational services, including professional therapy and education psychological services according to the South African schools act no 84 of 1996, amended in the basic education amendment law act no 15 of 2011.

Learner

The South African schools act no 84 of 1996 amended in act no 15 of the basic education amendment law act of 2011 states that a learner is any person receiving education or obliged to receive education.

Parent

The South African schools act no 84 of 1996 amended in 2011 in the basic education amendment law act no 15 explains that a parent is:

- a. The biological or adoptive parent or legal guardian of a learner,
- b. The person legally entitled to custody of a learner, or
- c. The person who undertakes to fulfil the obligations of a person referred to in (a) and (b) towards the learner's education at school.

Language variety

A variety is a specific form of a language or language cluster. It may include languages, dialects, registers, styles or standard variety (Fasold and Ralph, 2006).

Subject

Du Plessis, Conley and Du Plessis (2007: 59) posit that a subject is a specific body of academic knowledge. According to the trio this understanding of a subject emphasises knowledge at the expense of skills, values and attitudes. According to them subjects have been viewed as static and unchanging, with rigid boundaries and that subjects emphasised Western contributions to knowledge. However, in a curriculum such as National Senior Certificate subject boundaries are blurred. Subjects are viewed as dynamic and as being responsive to new and diverse knowledge including knowledge that has traditionally been excluded from formal curriculum.

Learner support

The support needed by a learner in his or her educational journey. The help with homework(s) and assignment(s), the emotional support in times of distress and the constant motivation.

Educational aid material

Anything that enhances learning and can help improve learner performance in any school subject. Learning support material is defined as the means whereby resources are accessed for the purposes of learning (Baxen and Green).

1.9 The outline of the study

1.9.1 Chapter 1: Introduction

Chapter 1 presents the background against which this study is conducted, it introduces the problem statement, offers the aim of this study, presents the methodology to be followed by this study, gives the research value of the study, offer definitions of concepts and lastly gives the outline of chapters.

1.9.2 Chapter 2: Literature review

Chapter 2 presents literature on learners' achievement, home language, mother-tongue, language varieties, mix-coded language, code-switching/mixing, language attitude, learner support, and educational aid material.

1.9.3 Chapter 3: Research methodology

Chapter 3 presents introduction, methodology, qualitative research approach, data collection, sampling, questionnaires, interviews, observations, area of study, procedure and ethical considerations, data analysis and the conclusion.

1.9.4 Chapter 4: Data presentation and analysis

Chapter 4 presents responses gathered through the use of interviews, questionnaires and observation. These responses are categorised, presented and analysed. Factors influencing learner performance from these responses are identified and presented.

1.9.5 Chapter 5: Findings, recommendations and conclusion

Chapter 5 presents a summary of major findings. These findings are categorised into linguistic and extra-linguistic (non-linguistic) factors influencing learner performance in SHL, recommendations and conclusion.

Chapter 2: Literature review

2.1 Introduction

This chapter will review some of the available literature on learners' achievement. For the purpose of this study a distinction will be offered between home language and mother-tongue, given the situation prevalent at a Secondary School in the Xhariep District. A discussion will be made on the language situation (mix-coded language, code-switching and language variation) apparent in the settlement that learners are residents of in a quest to determine its influence on learner speech. Furthermore, literature will be presented on language attitudes, especially attitudes towards indigenous South African languages. Lastly, a definition and discussion on learners' support and educational aid material will be offered. This study seeks to evaluate how the above mentioned scenarios influence performance in SHL in Grade 12.

2.2 Learners' achievement

Varying studies have been conducted on the issue of Grade 12 learners' achievement. Findings of such studies offer varying answers directly or indirectly condoning ill-results in Grade 12. This study, however, is only interested in finding out factors impeding learners from producing meritorious and/ or above (70%) results in SHL at the Secondary School in the Xhariep District in the Southern Free State. This section however does present some of the factors which other researcher has pronounced upon as playing a role in academic success of learners.

Nkosi (2008) upon noticing that even though learners from Kgadime Matsepe High School kept promoting Sesotho sa Lebowa, also affectionately known as Sepedi, their results were unexpectedly low. In her investigation she found out that there was language interference and that this interference has caused language change which in turn produced variations affecting the standard Sesotho sa Lebowa. Consequently this language change contributed to the reason why learners fail to produce adequate results.

Nkosi (2008) further argues that given learners at Kgadime Matsepe High School speak the language on daily basis, it is expected that they excel in Sesotho sa Lebowa (HL). She was motivated to undertake her study on the basis that learner performance at the school showed no signs of improvement but deteriorated continuously. From the period 2002 – 2004 only one learner had managed to achieve an A symbol in the language, and in 2005 not even one learner managed to achieve an A symbol. This signalled a situation that is in need of remedy at the school because instead of building on the good performance witnessed during the period of 2002 – 2004, what was now witnessed was the depreciation of quality results. There is some degree of commonality between this case and what continues to transpire at the Secondary School under study. Since the inception of NCS examinations in 2008, an 80+ achievement at the school remains a struggle or rather, it remains a desired achievement. Learners deemed “smart” often manage to score between 60 – 69 per cent, with less than five learners achieving from 70 – 79 per cent since 2008 till 2014.

Rammala (2009) study points to the following factors to be factors hampering learners from achieving academic excellence that will afford them varsity admission: shortage of resources such as computers and internet, prevalence of the abuse of substance, school’s location and the ungoverned behaviour portrayed by learners. Modisaotsile (2012) on the other hand offers various reasons that contribute to learner failure in South Africa: parents’ lack of participation in their children’s education, the weak functioning of School Governing Body, lack of good leadership in schools, lack of noticing the importance of education by learners, poor teacher training, unqualified teachers, high learners to teacher ration rate in classrooms, lack of commitment to teach by teachers and poor support for learners at home. Modisaotsile (2012) further voices her worry that the state continues increasing the yearly budget that goes into education but nothing seems to change, as South Africa continue to experience greater margins of learners not being able to make it to universities due to lower marks. Dhurumraj (2013) reinforces both Rammala (2009) and Modisaotsile (2012) sentiments by expressing that the class size, limited resources and parental involvement all contribute to learner failure to perform adequately.

Factors that hinder meritorious Grade 12's success are not limited to the ones mentioned above. Just as in the study that was conducted by Nkosi, the researcher in this study is encouraged to undertake this study by the performance levels of learners at the chosen school. Learner's academic success in Sesotho does not seem to escalate nor show any real recognisable improvement throughout the years. The success levels have remained at a level below meritorious. The lack of any great improvement in the performance of learners suggest that there are factors involved in the learning experience and their livelihood that hinders learners from reaching their full academic potential in the subject (SHL).

2.3 Parents involvement in learners' education

One of the towering issues regarding learners' success in education is the issue of parental involvement in learners' education. Salient in the issue of parental involvement is the concept of (1) commitment to parental support, and (2) parental activity and participation. The former referring to the encouragement of learners, being sympathetic towards learners, reasoning and understanding by parents, while the latter refers to doing something observable (Vandergrift and Greene 2001 cited in Maluleke 2014). Modisaotsile (2012) makes a profound observation about the need for parental observation. She argues that because of high teacher to learner ration, the greatest resource any teacher can utilise are parents since they are safety nets for their children, yet they too many parents fail to realise that. Parents who are involved in some way or another in the education of their children create a climate that is conducive to teaching and learning (Jackson, 2009). Jackson further indicates that individual schools cannot alone rekindle the culture of learning and teaching. This therefore indicates that parents involvement is necessary towards the advancement of learners education and better results. Parents participation in learners education can, according to Kruger (2008) cited in Jackson (2009), contribute towards an increased learner's sense of security and emotional stability, elimination of learning and behavioural problems, and the improvement of learner's learning performance. Parents are therefore an important feature in the education of their children.

2.4 Home language

Learners whose primary or native language is not Sesotho in the Secondary School under study do enrol Sesotho at the level of HL because of reasons such as the unavailability of schools teaching their mother-tongue in the area. Learners whose languages are minority languages are confronted with the issue of having to pursue studies in the language that is in domination in the area. The language in dominance in the secondary school under study is Sesotho. Therefore, for practical reasons, this language is the only language offered at the level of home language. Learners whose mother tongue is not Sesotho have to take Sesotho as their home language. These learners will therefore be confronted with the issue of speaking Sesotho when they are at school (or only during the Sesotho period, if not with friends) but will have to change to their own languages once they reach their homes. Through this practice learners may be disadvantaged especially at acquiring linguistic competence and skills necessary to perform meritoriously in SHL.

The secondary school under enquiry is the only public secondary school in the area in the southern parts of Free State, in Xhariep District. The school offers three languages; Sesotho HL, English First Additional Language and Afrikaans Second Additional language. Although Sesotho language speakers are in majority at the school, there are non-Sesotho speakers at the school; this will be demonstrated in chapter 4. All these learners are taught and assessed in Sesotho at subject level. English is used as medium of instruction, most official documents in the school are prepared in English except for invitations meant for parents or the public.

It is difficult to really differentiate between a learner's home language and mother-tongue on the basis that both the former and the latter are commonly referred to as the learner's principal language (or one of his/her principal languages) at the time of his or her first contact with the official education system (PRAESA Occasional Papers No 32). Skutnabb- Kangas (2000) cited Desai (2012) offers a list of definitions for the term mother tongue, among them is a definition that mother-tongue is a language one identifies with or is a native speaker of. On the other hand, the Department of Basic Education's Incremental Introduction of African Language Policy (2013) asserts that home language (HL) is a language first acquired by children through immersion at home; the language in which an individual thinks. From the

definitions above one noticeable thing is that both mother-tongue and home language are treated as the same concept. However, for the purpose of this study, home language will be treated as the language offered at educational institution at the level of first language. This treatment of the word will then accommodate those learners whose mother-tongue is not a home language offered at school due to practical reasons such as the unavailability of schools teaching their own language(s) in the area. It is against this background that learners whose native language differs from the one taught in schools have to take up that language at the level of a home language (Sesotho HL to be specific).

The prevailing situation at the school (being studied) is that learners do promote Sesotho HL, however, there is concern that their results are not as meritorious as they are supposed to, given that they have been tutored and have been able to communicate in (Sesotho) for approximately two decades or less. The following table will reveal learner performance in SHL for the academic year 2014.

Table 2.4 A: 2014 academic year performance in SHL at the school (data provided by the school)

<u>Performance levels out of 100 per cent</u>	<u>No. of learners who achieved at this level</u>	<u>Performance in percentage</u>
Level 1 (0- 29)	-	-
Level 2 (30- 39)	-	-
Level 3 (40- 49)	11	32.4 %
Level 4 (50- 59)	15	44.1 %
Level 5 (60- 69)	7	20.6 %
Level 6 (70- 79)	1	2.9 %
Level 7 (80- 100)	-	-

Table 2.4 A reveals that out of a group of thirty-four learners only one learner managed to achieve over 70 percent (level 6). 76.5 percent of learners achieved between an achievement mark between 40-59 percent. Only 2.9 per cent managed

to achieve meritoriously. This study's interest is to find factors both linguistic and extra-linguistic which contribute to learners achieving less than meritorious.

2.5 **Mother-tongue**

Although this section is not intended for the advancement of mother tongue instruction in the education of township learners, it does aim to learn how African languages are regarded and looked upon from the lens of ongoing debate on the issue of mother tongue in South Africa. The term mother tongue will also be explained, this will be done primarily to communicate the predicament of learners who learners of Sesotho at the school. Sesotho to some of the learners at the school is both a mother tongue and a home language, and to some learners it is only a home language they study at the school. The paragraph that will follow will indicate how African indigenous languages were denied to function in domains associated with power, and how this denied function affected the manner in which they regarded and characterised in society.

Languages such as English and Afrikaans prior democracy in South Africa were given higher status at the expense of indigenous South African languages. Both the afore-mentioned languages were characterised with prestige, languages through which education was offered at the level of medium of instruction even in black township schools. English is still retained as a medium of instruction even to the present day. These were languages employed at government spheres to discuss political issues that even concerned black constituents of South Africa. Both English and Afrikaans were languages needed for participation in the politics of South Africa. However, after 1994, South Africa adopted a constitution which not only recognised English and Afrikaans as official languages but included nine formerly marginalised indigenous South African languages as mentioned in chapter 1 of this study (The Constitution of the Republic of South African, 1996). The RSA constitution adopted in 1996 declares that everyone has the right to receive education in the official language(s) of their choice in public educational institutions where that education is reasonably practical. This means that learners have a choice to take up education in their own languages were that is reasonably doable. Having said that; learners in South Africa only receive education in indigenous language(s) only as a taught

school subject. According to Baine and Mwamwenda (1994) in South Africa the use of mother tongue as a medium of instruction is encouraged in primary classes then after six years of primary schooling, English becomes the medium of instruction and the mother tongue is retained as a school subject.

In some areas such the one under this investigation it is difficult to de-tell a mother tongue from a home language. For this purpose it is important to define mother tongue designates. Mother tongue is therefore defined as:

- The language that you learn from your parents when you are a baby,
- The language on which one's sociolinguistic identity is based,
- The first language learnt at home in childhood and still understood later in life,
- The language which a person talks best and which is usually used for communication in the family,
- The language one first learnt to speak
- The language usually spoken in the individual's home in his early childhood, although not necessarily used by him at present

(PRAESA Occasional Papers No. 31 citing internet definitions and United Nations definition)

Another definition is offered by UNESCO. According to UNESCO (2003) the term "mother tongue" is semantically polysemous. Definitions of this term include:

- The language one knows best,
- The language one uses most,
- The language one identifies with or is identified as a native speaker of by others, and/ or
- The language that one has learnt first.

Desai (2012) strengthens the above-mentioned definitions by offering a typology developed by Skutnabb-Kangas (reproduction of 2000):

Table 2.5 A: Definitions of mother tongue

Criterion	Definition
1. Origin	The language one learned first (the language one has established the first long-lasting verbal contacts in)
2. Identification	
a. Internal	a. The language one identifies with/ as a native speaker of
b. External	b. The language one is identified with/ as a native speaker of by others
3. Competence	The language one knows best
4. Function	The language one uses most

According to table 2.5 A mother tongue is distinguishable by four characteristics: *origin*- this is the language that a person first learn as an infant, *identification*- this is the language that a person is identified or identifies with as his own, *competence*- this is the language known best by an individual (the language a speaker can speak and hear), *function*- the language frequently used by an individual. See Desai (2000) for further elaboration on this. For some learners in this study Sesotho is not a language they first learnt in neither their homes nor their parents. Sesotho to such learners is regarded as their home language. Native and non-native learners of Sesotho have un-matching experience of Sesotho, this impacts their learning of the language (as it will be demonstrated in chapter 4).

Baine and Mwamwenda (1994) argument English is still a language dominating the education of a child in public schools especially in townships settled by African people clearly demonstrates that African languages are positioned at a position that is distant from serving higher level domains. African languages are preserved through being taught subjects both at the level of home language and additive language. Tshotsho (2013) argues that the vision of the African National Congress government of promoting all eleven languages is just a symbolic gesture and is likely

to remain so in the foreseeable future. Tshotsho (2013) adds that English and Afrikaans still have a higher status than other (formerly marginalised) languages. He cites (Dyers 2001, De Klerk 2000 and Banda 2004) postulating that the value attached to these (formerly marginalised) languages even by blacks themselves undermines the survival of African languages. The result is that many black South Africans make English their language of choice as a medium of instruction. Tshotsho (2013) further cites the then Minister of Education, Naledi Pandor, stating that English was going to be 'optional' as a medium of instruction. She then contradicted this position in the same breath by saying that English was going to remain the language of education until African languages were sufficiently developed.

It can be learned from the utterances of Tshotsho that tendency of black parents and the then Ministers' statement empowers people to continue seeking adequate linguistic competence in English rather than in their own African languages, inevitably this kind of communication devalues to some point the significance of indigenous languages. State officials like the MEC and parents are role models to many of South African children, such behaviours and statements they make about African languages surely does not persuade learners towards appreciating their own languages. Learners in public schools (secondary grades) are obviously aware of the value or lack thereof assigned to their own languages, this reality causes them to focus more on trying to achieve higher linguistic proficiency in the language used to assess them in most subjects, thereby dedicating less time for adequate acquisition of their own languages. This, however, dents their academic achievement in their own languages (this will be illustrated in chapter 4).

That there still prevails such tendencies (parents opting for education of their children in a language other than indigenous) in South Africa, that languages of Africans are minimally recognised even by the government fluctuates the beliefs shared by many that the future is with English, and not with indigenous languages. Hence they choose not to make indigenous their medium of instruction.

2.6 Language varieties

Although there were attempts by the previous dispensation to group people in the townships according to the languages they speak, this in most instances did not succeed because Nguni speaking people were still found in areas designated for Sesotho speaking people. This tendency of grouping people according to the languages they speak was dropped after 1994 and people lived (and continue to live) wherever they prefer. In urban areas this situation resulted in communities where more than one local language is spoken (Mkhombo, 2010).

Dirven (1998) cited in Mkhombo (2010) assert that a standard variety of a given language tends to be the upper class sociolect of a given central area or regiolect. According to Dirven (1998) language variation means that a given language is not uniform and homogeneous system but that it may contain many slightly or strongly diverging subsystems or varieties, with variety meaning the total number of grammatical, lexical and phonological characteristics of the common core language as used by a certain subgroup of speakers. Varieties differ from standard variety that is used by in schools and media.

With the language scenario of South Africa after the collapse of apartheid in 1994, people belonging to differing languages migrated to varying spaces and habilitated with people that do not speak the same language as theirs. Through trade of conversations and children playing together in the play ground, the speech of one individual starts varying from the speech of the community he or she once lived in. Mkhombo (2010) in her research argue that although isiZulu is the largely spoken language in South Africa, languages spoken by neighbours have an influence on spoken IsiZulu in the Ekurhuleni South District. Speakers of IsiZulu accumulate isiXhosa and Sesotho words and this is noticeable in their speech. Among factors that encourages variation in a language is the linguistic notion of word(s) borrowing from language that surrounds the speaker of a different language. In the following sentence the speaker (Sesotho) borrows linguistic items from Afrikaans.

*E.g. 'Ke tlo mo **fokofisa net** ha qeta ho kena'.*

'I am going to chase him/ her away just after making his/her way in'

The speaker alludes that he is going to chase away someone probably a visitor once he or she enters the building. The word *fokofisa* is a borrowed word coming from a language that once dominated in South Africa, Afrikaans. Sesotho speakers residing in settlements where learners that form part of this study reside often make use of borrowing lexical items from other languages especially Afrikaans in their speech, partly because under-privileged people here work the farms, therefore, has to have the ability to speak Afrikaans with either the employer or fellow colleagues. Alternating between Sesotho and other African languages such as isiXhosa is also prevalent in the speech of inhabitants of the community which the learners forming part of this investigation are part of. This alternation between languages develops variations between speakers of the same language. Variation in a language is noticeable on three levels; lexical items, pronunciation and grammar. Indicated by the latter utterance can be observed from the example made earlier.

2.7 Mix-coded language

The concept of code refers to any system of signals such as numbers and words which carries concrete meaning. The term code is a neutral term rather than terms such as dialect, language and style which are inclined to arouse emotions. Code can be used to refer to any kind of system that two or more people employ for communication. When a particular code is decided on, there is no need to stick to it all the time. People can and should shift as the need arises, from one code to another (Eldin, 2014). It can, therefore, be deduced from the statements made by Eldin (2014) that mix-coded language is a language that is a union of two or more languages which two or more people have a common understanding of. A mix-coded language is linguistic variation that borrows linguistic items from more than one language. Speakers whose speech is mix-coded are individuals developing or are already bilingual speakers, if not multilingual speakers.

With the language diversity such as of South Africa, where speakers speaking varying languages occupy the same residential space(s), marriages happening between people that does not speak the same language, the probability of speakers of a certain language using the diction of another language in their speech is

reasonably high. Speakers may borrow from other languages lexical items in an effort to make communication possible between speakers belonging to different languages. The tendency of mixing linguistic codes result in the creation of creoles, bi/ trilingual language mixture. Thomason (2001) asserts that lexicons of mixed languages are taken directly from each source language in large chunks, usually without any significant compromises or indeed any other significant changes.

Learners forming part of this study belongs to a community that is competent in three languages, respectively: Sesotho, Afrikaans and isiXhosa. Speakers of different languages often become friends and in their conversations the presence of borrowing lexical items from more than one language is prevalent especially among the youth. A person can circumstantially employ lexical items from differing languages in a single utterance. Let us look at the following example:

'Sister, ke kopa ho o bona labone ha tjhelete ya di extra classes e kena, hobane ngwana o na le farewell bekeng ena. Ke tshaba le ho founa please. Ha kena niks nou'.

A loose translation of the above sentences would be something like:

Sister, because my child has a farewell to attend this week, can I pay you on Thursday when I get commissioned for extra classes. Please, I am even afraid of calling. I am cashless.

The language largely employed in the above sentence is Sesotho. However, the speaker chose to employ lexical items from both English (*please, farewell and a loan-word – founa –phone*) and Afrikaans (*suster, niks and nou*). This sentence is multi-coded with codes coming from three different languages. This kind of speech narrates the language situation of the community which the learners of the secondary school under study live. Because of the presence of other languages in the area, speakers are confronted with having to use multi codes in their speech especially the youth. This utterance was uttered to a Xhosa woman by a Setswana speaking person. That the addressed speaker did not reply indicate mutual understanding of the message conveyed through such practice of using more than

one language in a sentence. This language practice may also be the contributing factor to the unsatisfying success of learners in Sesotho HL.

2.8 Code switching/ mixing

Code switching and code mixing can be treated as separate sub-disciplines of sociolinguistics, however, these two linguistic concepts will be treated as the same concept in this study. According to Rose (2006), code switching is a widespread phenomenon in South Africa's multilingual and multicultural society. She makes a case that in context like South Africa's it is common practice for bilingual speakers to alternate between two languages in their everyday conversations, and that the phenomenon of code switching is often observed. She further states that such code switching takes place in both intercultural communications and in communication among people of the same culture who share knowledge of more than one language.

As noted in chapter 1, bilingualism is encouraged in South African government schools. Learners are offered education in their mother-tongue through the first six years of schooling and there after English takes over as medium of instruction, while indigenous languages are reserved as taught school subjects. In this breath learners become competent in more than one language and can then alternate between languages in their informal conversations or ungoverned communicative circumstances.

Rose (2006) refers to code switching as the alternations of languages within a single conversation, often involving switching within a single speaker turn or a single sentence. Mestherie et al (2010) assert that code switching studies are interested in the language use of individual speakers and how this is associated with certain aspects of speaker identities, and the contexts in which conversations take place.

Coupland and Jaworski (1997) define code switching as the use of two or more languages in the same conversation or utterance. They further state that this is a common occurrence in many parts of the world in situations of bi- or multilingualism (e.g. Africa, India), immigration (Europe, the United State) and regional minorities.

Gumperz (1982) cited by Coupland and Jaworski (1997) distinguishes two sub-categories of Code-switching; *situational* and *conversational*. The former referring to language switches which coincide with a change of interlocutor, setting or topic, while the latter does not necessarily coincide with any such changes but is motivated by factors within the conversation itself.

Levine (2011) offers two definitions for code-switching: a) is the systematic, alternating use of two or more languages in a single utterance or conversational exchange. b) Code-switching is the systematic use of linguistic material from two or more languages in the same sentence or conversation. According to Levine (2011) the difference between these two definitions is that the first definition focuses on the directionality of the switch, on the act of switching, while the latter definition makes reference to the use of two or more references. In the second definition the speaker in a sentence can use codes belonging to more than one language. Code-switching according to Levine (2011) is motivated by what Myers-Scotton (1993) refers to as Myers-Scotton's Markedness Model. This model offers social account of code-switching as one aspect of multilingual speech that is determined or influenced by multiple levels of social context such as the nature of the language contact situation (e.g. two or more indigenous language groups competing for social dominance), the relationship of the speakers (e.g. peer communication, intergenerational communication) and so forth.

According to Holmes (1992) people sometimes switch code within a domain or social situation. She maintains that switches are often very short and they are made primarily for social reactions – to signal the speaker's ethnic identity and solidarity with the addressee. She maintains that code mixing is motivated by change in social situation, change in situation, desire for solidarity, and that code switching signals status relations between people or for the formality of their interaction.

It is therefore evident from the offered explanations that code-switching is encouraged by varying reasons between speakers. Speakers code-switch to indicate solidarity or shared aims or commonality between speakers. Speakers also switch between codes to reflect speaker's social status. Speakers can further alternate

between codes because of the demands of the topic speakers may be debating. The alternation also happens in an effort to indicate a speaker's level of education.

2.9 Language attitudes

People may hold specific attitudes to languages which may either positively or negatively influence how well they learn those languages (Dyers, work in progress citing Roos 1990). African languages speakers prefer using their languages in the comfort of their households and in their residential areas. But they favour the use of English as the lingua franca in South Africa, acknowledging its association with power and social mobility (Dyers, work in progress).

Edward (1985) quoting Sarnoff (1970) agrees with Sarnoff's view of attitude, that attitude is a disposition to react favourably or unfavourably to a class of objects. This disposition is often taken to comprise three components: thoughts (the cognitive element), feelings (affective) and predisposition to act (behavioural), e.g. one knows or believes something, has some emotional reaction to it and it therefore may be assumed to act on this basis. Edward (1985) further acknowledges Macnamara's (1966) view on language attitudes, that attitudes of a sort- instrumental attitudes – may play a part in language shift, e.g. a mid-nineteenth century Irish may initially at least have hated English and what it represented, yet in the face of his perceptions of socio-political climate may have realised the necessity and long term usefulness of the language.

People throughout the world hold certain beliefs about the correct use of language, they feel strongly about how certain words should be pronounce. Because of socio-political issues, people may often feel that the use of one language is better than the other, or they would favour the use of a certain language for conduction of standard or governed businesses. Learners in South Africa often strive to use 'pure' language when communicating with school authorities, than they would among themselves. Socio-political agendas contribute to people's affection of a certain language and dislike of another. Silva (1997) discusses a situation in South Africa which explains how some people tend to have negative attitudes towards other languages. She posits that English has evoked differing reactions in the different South African

language communities. From the beginning, English was imposed on at the Cape upon an unwilling Dutch (later Afrikaans) community. There was an attempt to make English the sole language of the law and of education, even in the overwhelmingly Dutch/ Afrikaans-speaking rural areas, causing a deep resentment which is still noticeable in some Afrikaner groups today. Afrikaner hostility towards English was of course considerably hardened by the South African War of 1899- 1902, and English became *die yvand se taal*, 'the language of the enemy'.

Mkhombo (2010) states that the use of African languages in the public domain is also looked upon with contempt by the very speakers of African languages. A suitable example of such a tendency is politicians' use of English when they speak to their local black constituencies. This is also having seen when local black pastors use English when preaching to their black South African congregations. According to Mkhombo (2010), conveyed in the earlier mentioned tendencies is the message to the youth that English is a superior language and indigenous languages are inferior, that they cannot express concepts that can easily be expressed by the other language.

Thomas et al (2004) laments that people assign various attributes to language forms; they may feel that a language or variety of a language is 'elegant', 'expressive', 'vulgar', 'guttural' or 'musical', or that one language form is 'more polite' or more 'aesthetically pleasing or displeasing' than another one. They further state that we (people) invest some language forms with prestige while others are stigmatised.

Dyers (work in progress) deduces that while language attitudes are often deep-seated and private (and therefore difficult to assess), language preferences are openly expressed, such as a preference for conducting business affairs in a particular language. He defines language attitudes as the strong positive or negative emotions experienced by people when they are faced with a choice between language in a variety of situations or are learning a language. According to Garret (2010) language attitudes permeate our daily lives. They are not always publicly articulated and we are not always conscious of them. We notice them when they are negative and articulated explicitly. He further says that people hold attitudes to language at all levels. Melander (2003) citing Ryan et al (1982) postulate that

language attitudes are any affective, cognitive or behavioural index of reactions toward different language varieties or speakers.

Language attitudes are distinguished precisely from other attitudes by the fact that they are precisely about language. Some language attitude studies are strictly limited to attitudes toward language itself. Subjects in these studies are asked if they think a given language variety is 'rich', 'poor', 'beautiful', ugly, 'sweet sounding', 'harsh', and the like. Most often, however, the definition of language attitude is broadened to include attitudes towards speakers of a particular language or dialect. An even further broadening of the definition allows all sorts of behaviour concerning language to be treated, including attitudes toward language maintenance and planning efforts (Fasold, 1984).

Holmes (1992) maintains that language attitudes are very sensitive to social and political changes, therefore, attitudes to languages are strongly influenced by social and political factors. This is true in the context of South Africa, even after formerly marginalised languages of South Africa were given official status, English still remains the language largely used by government therefore signalling its importance over indigenous languages of South Africa. This is also reflected in South African black schools, where English is used as medium of instruction and African languages are retained as taught school subjects. Holmes (1992) further states that people develop attitudes towards languages which reflect their views about those who speak the language(s) and, the contexts and functions with which they are associated. Moreover, language attitudes can have a great influence in areas such as education.

2.9.1 Attitudes towards learning a Home Language (indigenous languages)

Ngidi (2007) pronounces that even illiterate parents in Mhlanga (1995) study felt that English should be the language of learning and teaching. The reason is that children had long mastered isiZulu, the only language that should be taught to them should be English. Ngidi (2007) further mentions that other illiterate parents felt that learning in English language would improve the children's opportunities of finding good jobs when they finish schooling. However, he does mention that 29.1 % of parents favoured learning and teaching of isiZulu, their reasoning was that learners would

not forget their culture and where they come from. Parents of African descent often opt that their children take a European language for learning in order to secure economic opportunities. Cited in Nkosi (2008), Smyth (2002) argues that the low status of African languages has an effect on South African learners and that the low status of African languages reinforces the long lasting legacy of Apartheid. This in turn has led to communities undervaluing their own languages in favour of English, insisting that learning in English will aid in future to secure economic opportunities.

Dyers (work in progress) in his study revealed that the language use of students he studied was domain specific. Students preferred to use their home languages for informal interpersonal communication and relaxation while English is preferred for situations like education, politics and business. These students' sentiments are explicitly expressed by one student's statement that Dyers interviewed:

'I do not want to use my language Xhosa because I want to have friends, to learn more about outside world, to have a better job at the end of the day. The only thing I can do with my language is to share my feelings with my family just to know where I'm coming from, my culture and customs will remain now and forever. But in our future we must speak English so that you can communicate with different people in the world. If you speak English you got everything you are looking for. To me English is a better life'.

(<http://perlinguam.journals.ac.za>)

2.10 Learner support

The education of a child does not happen in isolation nor is it only the responsibility of the school. It should involve stakeholders such as the community, parents and more. A learner who is not offered support through his or her education at home tends to lose not only on his confidence but confidence in learning too altogether because there is not one encouraging him or her and making him or her realise the importance of education. Schwartz (2001) in Dhurumraj (2013) comments that families has a role to play in the education of a child and that is to develop a home atmosphere conducive for learning and to participate in the completion of

homework, and that school communities and families should continually give support to the performance and achievement of their children.

Lemmer (2002) puts forward a very important point that “without a healthy educator-parent partnership, the restoration of culture of learning and teaching will remain just another unfulfilled dream and learners will continue to perform poorly”. It must, however, be noted as early as now that many parents may have not acquired sufficient education or education at all, so because of the fear of embarrassment parents end up distancing themselves from being in direct and active communication with the school, particularly educators. However, parent’s participation in learner education remains a pivotal role which parents are supposed to assume.

2.11 Educational aid material

Learner performance in every academic centre can be enhanced by the availability of resources meant to aid the learning process. However, Sedibe (2011) argues in her paper that the apartheid left a severe legacy in the education system of South Africa because of its exclusive policies which did not cater much for schools attended by marginalised black people. Because of such policies there had been unequal distribution of resources between “White” and “Black” schools. Disparities brought about by the system which favoured the education of one ethnic group over another contributed vastly to the unavailability of LTSM (Learner-Teacher-Support Materials) in black schools. According to Sedibe (2011) LTSM refers to any tool or resource used to enhance teaching and the understanding of the subject content. Most previously disadvantaged schools are still faced with the issue of insufficient resources that may contribute to successful learning and teaching. Some few years ago there were schools in Limpopo that did not get learner textbooks in time but it is expected that learning should continue in their absence. This is problematic because this contradicts with the curriculum that centres learning to learners. If the teacher teaches in the absence of resources such as textbooks this means the whole sessions will be teacher centred and that teachers remain being the source of knowledge. Sedibe (2011) further posit that LTSM and their use are very important in any teaching and learning in schools. This point is emphasized by Stockhard (1980)

cited in Sedibe (2011) who discovered that provision of adequate resources helps in promoting learner's achievement.

Learning material facilitates the learning process and encompass more than textbook. Learning material can be developed from varying sources that include print (reference books, notes, workbooks, documents and supplementary readers), combinative (teacher's guide, wall charts and cassette tapes), electronic (transparency series, slide or sound presentation, multimedia packs and computer software) and physical sources (apparatus and experimental learning strategies), Baxen and Green. The existence such aid materials in any school can improve performance.

The issue of LTSM with regard to the Secondary School under study will be explored in chapter 4.

2.12 Conclusion

Factors that might be barricading meritorious achievement are not clear cut. Many realities can influence learner performance directly or indirectly. Because of global competition and the desire to belong to a global community, politicians are moving away from the use of indigenous languages, this consciously or not has unfavourable implications for indigenous languages. People recognise that and they start devaluing their own languages. Again, because of competition for resources, people belonging to varying languages habitate the same land and due to unavoidable reasons in competitive quests, others are bound to submit to others for practical reasons. That is so even to issues pertaining to languages. The language in majority will be the ones taught in schools, consequently those who are not speakers of that language will have to take that language as if it is theirs. This too has its problems. The issue of the unavailability of parent and material support has its own merits in the performance of learners.

Chapter 3: Research methodology

3.1 Introduction

This study is interested in unearthing factors constraining meritorious learners' achievement in Sesotho Home Language in their matriculation year. To unearth factors constraining meritorious learners' achievement certain research methods have been adopted as a means through which these factors will be discovered. Research methods that are integral to this study will be identified and discussed in this chapter.

3.2 Research methodology

Three varying research methods will be mentioned and discussed in this chapter. These methods will be employed in this study for the purpose of extracting data from research participants.

Mouton (1996) lament that research involves the application of a variety of standardised methods and techniques in the pursuit of valid knowledge. Precisely because scientists aim to generate truthful knowledge, they are committed to the use of objective methods and procedures that increase the likelihood of attaining validity. He further postulates that the term methodology is derived from the Greek words 'methodos' and 'logos' (logic or study). The term 'methodos' in turn is made up of two words: 'meta' meaning 'alongside' and 'hodos' meaning either 'a road' or 'journey'. 'Meta-hodos' literally then means 'alongside the road' and metaphorically, the means or method of doing something. Moreover, he attests that methodological dimension is concerned with questions: how do we attain knowledge? How do we ensure that we reach our research goal?

Pathak (2008) regards research methods as the various steps of the plan to be adopted in solving a research problem, such as the manner in which the problems are formulated, the definition of terms, the choice of subjects to be investigated, the analysis and interpretation of data, and the processes of inferences and generalisations.

3.3 Qualitative research approach

The use of more than one research techniques maximises the likelihood of validity of information acquired. This study employed qualitative research approach. This study used qualitative research approach based on the features described by Bogdan and Bilken (1982) cited in Saohatse (1997): **a)** qualitative research has the natural setting as direct source(s) of data and the researcher is the key instrument; meaning that qualitative researchers feel that the only way to conduct human behaviour is through observation and face-to-face contact. Researchers believe that the setting has an effect on human behaviour and therefore, it is important for the researcher to be in that particular setting when conducting the research. **b)** Qualitative research is descriptive; it uses questionnaires, interviews, a tape recorder and other methods to collect information. As they are searching for an understanding, qualitative researchers do not reduce the pages of information and other data to numerical symbols but they analyse the data with all its richness and adhere closely to the form in which it was recorded. **c)** Qualitative researchers are concerned with process rather than simply with outcomes or product; researchers go in pursuit of an understanding of the way a speech community functions. They are, therefore, interested in attitudes and daily interactions. **d)** Qualitative researchers tend to analyse their data inductively; researchers connect small pieces of evidence to form a whole. And lastly, **e)** 'Meaning' is of essential concern to qualitative researchers; researchers are interested in the way people make sense of their lives. This study is interested in linguistic practices among learners which contributes to their success levels in Sesotho (HL). Furthermore, this study is concerned with finding out extra-linguistic factors impeding meritorious success in Sesotho (HL).

Qualitative research approach was used in this study due to its suitability in social research which can be done in the subject's natural settings (De Vos , 2001 cited in Rammala, 2009). Qualitative researchers choose from various methods of data collection in a quest to give adequate and valid responses to research questions. In a quest of trying to find answers as to what encourages un-meritorious learners' achievement in Sesotho Home Language in grade 12 year-end results, learners and their parents will be required to give responses to interviews by completing in writing on the spaces left blank on the interview sheet. Learners and their parents will be

interviewed on varying issues such as their attitudes towards learning Sesotho as home language (learners), parent's involvement in learners' education, etc. Learners and an educator will also be required to complete questionnaires. Furthermore an observation will also be done to determine how learners use language in an effort to determine how their use of language disfavours their learning.

Mkhombo (2010) cites Holloway (1997) arguing that qualitative researchers are interested in answering those "why?" questions, in regard of this study the why question is why are learners not passing SHL meritoriously. It is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. A number of different approaches exist within the wider framework of this type of research, but most of these have the same aim: to understand the social reality of individuals, groups and cultures. Researchers use qualitative approaches to explore the behaviour, perspectives and experiences of the people they study. The basis of qualitative research lies in the interpretive approach to social reality.

3.3.1 Data collection

Data collection is the gathering of information from research participants or from data centres. Researchers can choose a group of people from which they will collect their data or study particular group.

3.3.1.1 Sampling

To understand certain behaviours about people or to learn something about people we often choose to study a certain number of people, thereafter we generate certain beliefs about them or we come to certain conclusions about them. Vos, Strydom, Fouche and Delport (2005) quotes Arkava and Lane (1983) stating that a sample comprises elements of the population considered for actual inclusion in the study, or it can be viewed as a subset of measurements drawn from the population in which we are interested. The trio further cite Powers et al (1985) lamenting that we study the sample in an effort to understand the population from which it was drawn. As such we are interested in describing the sample not primarily as an end in itself but

rather as a means of helping us to explain some facet of the population and in this study, the study is interested in explaining some facts about Grade 12 learner's achievement in SHL.

Mouton (1996) mentions that sampling is a familiar notion. In everyday life we talk of sampling when we refer to the process of selecting things or objects when it is impossible to have knowledge of a larger collection of these objects. In social research, sampling refers to (probability) sampling procedures which involve some form of random selection of elements from a target population. He offers a reason for sampling by mentioning that the aim of sampling in social research is to produce representative selections of population elements.

3.3.1.2 Reasons for sampling

Yates (2004) states that a complete coverage of the total population is seldom possible and all the members of a population of interest, e.g. drug abusers, parents of preschool children, or child abusers cannot possibly be reached.

Vos, Strydom, Fouche and Delport (2005) cites Powers et al (1985) making the comment that the nature of the practice or research problem in which one is interested does not always permit access to the entire set of entities that comprise the population. It may be that the population itself is too large to study or one may not have sufficient time or resources to do the job. In such a case it would be possible to study only a portion of the population or sample.

According to Brynard and Hanekom (1997) sampling is used to simplify the research (it is easier to study a representative sample of a population than to study the entire population), save time (studying an entire population could be time consuming especially if the population is very large or distributed over a large geographical area), cut costs (observing, interviewing or using questionnaires to collect data from every of a population could be very costly if the population is large and geographically distributed over a large area).

3.3.1.3 The size of sample

Neuman (2003) allude that it is generally stated that the larger population, the smaller the percentage of that population the sample needs to be, and vice versa. Vos, Strydom, Fouche and Delport (2005) quotes Cilliers (1973) and Huysamen (1993) arguing that by increasing sample size, the smaller and smaller effects will be found to be statistically significant until, at very large sample sizes, almost any effect is significant. The researcher must always be aware that sample size can impact on the statistical test by making either insensitive (at small sample sizes) or overly sensitive (at very large sample sizes). The size of the sample will also be influenced by the relative homogeneity or heterogeneity of the population and the desired degree of reliability for the purposes of the investigation.

Vos, Strydom, Fouche and Delport (2005) make a very important statement regarding sampling when they utter that the realisability of the measuring instrument becomes an issue when working with small populations. Sometimes researchers want to draw a sample from even a small population or they have to deal with exceptional phenomena, for instance when a certain situation is found on a very small scale in an institution. The researcher must then resign himself to tracing only 20 or 30 cases in a particular year.

3.3.1.4 Sample for the purpose of this study

This study comprises a sample of 20 learners from the Secondary School under study. These learners were asked to participate voluntarily. For the purpose of parity in this study 10 learners that participated in this study were female learners and the remaining 10 were male learners. These learners participated in responding to learner questionnaires, interviews and were subjects for observation. 10 parents of these learners were also asked to form part of this study. However, only seven parents responded to interviews intended for parents. The school only has one (1) teacher responsible for teaching SHL, this teacher was asked to respond to a questionnaire.

3.3.2 Questionnaire

A questionnaire according to Best and Kahn (2006) is a set of questions dealing with some topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under consideration.

Babbie and Mouton (2001) points out that although the term questionnaire suggest a collection of questions, a typical questionnaire will probably contain as many statements as questions especially if the researcher is interested in determining the extent to which respondents hold a particular attitude or perspective. Vos, Strydom, Fouche and Delport (2005) argue that the basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue.

Verma and Mallick (1999) postulate that for post-graduate students and for professional researchers alike, the questionnaire is often a vital tool in the collection of data. If it is well-constructed, it can provide data economically and in a form that lends itself perfectly to the purposes of the study. It therefore makes sense to ensure that as far as possible, the questions it asks will provide the information sought, that the respondents are able to answer all the questions and that as many of them as possible complete them. The duo (Verma and Mallick, 1999) distinguishes two kinds of questionnaires; self-completion questionnaires and assisted-completion questionnaires. The latter assumes that the researcher or a field worker will personally ask the respondent the questions and fill in the answers given. The former is designed for the respondent to complete by himself or herself with no researcher present.

3.3.2.1 Self-administered questionnaires

In this research the researcher handed over questionnaires to a sample of 20 learners at Secondary School in the Xhariep District. The researcher explained concepts and terms which were unfamiliar to the research respondents before allowing them to respond to the questionnaires. After the completion of

questionnaires the researcher then collected the completed questionnaires from the learners and their teacher.

According to Vos, Strydom, Fouche and Delport (2005) self-administered questionnaire is handed to the respondent who completes it on his own, but the researcher is available in case problems are experienced. The researcher limits his own contribution to the completion of the questionnaire to the absolute minimum. The researcher thus largely remains in the background and can at most encourage the respondent with a few words to continue with his contribution, or lead him back to the subject.

3.3.2.2 Advantages of using questionnaires as a means of data collection

Using questionnaires in a study has its benefits. Ntshangase (2011) mentions various beneficial reasons for using questionnaires as a means of data collection:

- ✓ Collecting information using questionnaires is quick,
- ✓ Questionnaires are objective,
- ✓ They are inexpensive,
- ✓ Potential information can be collected from a large portion of a group simultaneously,
- ✓ The rate of honest responses is high since questionnaires are submitted anonymously,
- ✓ There is limited interference in the completion of a questionnaire from the researcher.

In the opinion of Fasold (1984) a closed questionnaire is much easier for respondents to deal with and is easy to score.

3.3.2.3 Disadvantages of using questionnaires as a means for data collection

Participants in a research study are wary of their participation in any research. Mouton (1996) articulates that one of the distinctive features of social sciences is that to a greater or lesser degree, the participants in social research, to wit,

individuals or groups are aware of the fact that they are 'objects' of investigation. Depending on the nature of the particular data sources and the manner in which it is collected, human beings are aware of this situation when they participate in research and they tend to react to it.

Ntshangase (2011) contends that it must be noted that badly designed questionnaires may mislead and complicate the research process. She further argue that respondents may not be willing to respond to questions and that respondents may deliberately write inappropriate responses given that questionnaires are anonymous.

Fasold (1984) expresses that open questions give the respondent maximum freedom to present his or her views but also allow her to stray from the subject and are very difficult to score.

In this study twenty questionnaires were handed to learners. All twenty learners responded to the questionnaires. A teacher also responded to a questionnaire. The questionnaires were distributed to and collected from the participants by the researcher.

3.3.3 Interviews

According to Bogdan and Biklen (1992) cited in Dhurumraj (2013), an interview is a purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other.

Verma and Mallick (1991) quotes Powney and Watts (1984) defining an interview as a conversation between two or more people where one or more of the participants takes the responsibility for reporting the substance of what is said. It represents an interaction between three elements: the interviewer, the interviewee and the context of the interview including the issues or questions related raised in the interview.

Hatch (2002) indicates that qualitative researchers use interviews to uncover the meaning structures that participants use to organise their experiences and make

sense of their worlds. These meaning structures are often hidden from direct observations and taken for granted by participants. Qualitative interview techniques offer tools for bringing these meaning structures to the surface. He defines interviews as special kinds of conversations or speech events that are used by researchers to explore the informants' experiences and interpretations.

Kvale (1996) posit that with qualitative research interviews you try to understand something from the subject's point of view and to uncover the meaning of their experiences. Interviews allow people to convey to others a situation from their own perspective and in their own words. Research interviews are based on the conversations of everyday life. They are conversations with structure and purpose that are defined and controlled by the researcher. Although research interview may not lead to objective information, it captures many of the subject's views on something. That is why the basic subject matter is not, as in qualitative research, object data, but consist of meaningful relations to be interpreted.

Wilson (2013) postulates that interviewing is central to many classroom based inquiries, particularly those which focus on pupil perspectives.

3.3.3.1 Advantages of interviews

Wellington (2000) considers that interviewing people of any (in this study, it will be learners in secondary grades age) age can be one of the most enjoyable and interesting activities in a research study. He expresses that interviews can reach the parts which other methods cannot reach: observation, for example, can allow the researcher to study people's behaviour in 'strange situations, such as classroom or lecture theatres. Studying documents such as a school or college prospectus can allow a researcher to see the way an organisation portrays itself in print, but interviewing allows a researcher to investigate and prompt things that we cannot observe. These things that cannot be observed according to Wellington (2000) are interviewee's thoughts, values, prejudices, perceptions, views, feelings and perspectives.

The advantage of using interviews is that the interviewer can adapt the questions (if necessary) during the interview process. The interview allows for the interviewer to

probe and get a clearer response to questions. The question can be semi-structured, structured or unstructured. Important to note is that during the interview non-verbal communication can be observed and taken into account (McMillan and Schumacher 2006 cited in Dhurumraj 2013).

According to Silverman (1993), interviews offer a deeper picture than the variable-based correlation of quantitative studies.

3.3.3.2 Disadvantages of interviews

Fasold (1984) lament that the major disadvantage in interviewing is that it is extremely time consuming and expensive. It takes a fieldworker longer to conduct one interview than to administer 50 or 100 questionnaires in a group session.

This study employed this technique in its elicitation of data. Interview respondents were made up of 27 people. 20 of the 27 people are learners currently enrolled in Grade 12. The remaining 7 are parents of learners currently doing Grade 12.

3.3.4 Observations/ Participant observation

Observation as a research tool is sometimes referred to as ethnography. Ethnography has been of central importance to social research for years. Willis (2008) laments ethnography (observation in the field) has been a major research method of anthropology for over 100 years. Willis cites Fetterman (1998) describing ethnography as the art and science of describing a group or culture. The description may be of a small tribal group in an exotic land or a classroom in the middle-class suburbia. The task is much like the one taken on by an investigative reporter, who interviews relevant people, reviews records, weighs the credibility of one person's opinions against another's, looks for ties to special interests and organisations, and writes the story for a concerned public and for professional colleagues.

Cited in Dhurumraj (2013) McMillan and Schumacher (2006) explains that observation allows for the natural behaviour of subjects in the study and is relatively unobtrusive.

De Vos (2001) assert that researchers applying qualitative approach use observation quite often. This strategy is used as a principal data gathering strategy in qualitative research because researchers are interested in ways in which people usually make sense of or attach meaning to the world.

3.3.4.1 Advantage(s) of observation

Denzin and Lincoln (1998) cited in Rammala (2009) put it out that the observation method is unobtrusive and does not require direct interaction with participants, observation can be conducted inconspicuously. In fact there are settings and types of behaviour which could not be studied through other more blatant methods. Another strength associated with observational research lies in its flexibility to yield insight into new realities or new ways of looking at realities. This method produces especially great rigour when combined with other methods.

When learner behaviour and attitude were not recognised during the time that a learner was being interviewed, using observation can help notice those aspects that were not noticeable during the process of interviews.

3.3.4.2 Disadvantages of observation

Agheyisi and Fishman (1970) cited in Fasold (1984) fault observation for its excessive subjectivity and privacy.

De Vos, Strydom and Delpont (2005) offer a list of disadvantages of observation:

- When the researcher fully participates in the activities of the community, respondents will not act as naturally as if no outsider were present.
- Even if permission has been obtained to study a particular community or field, the problem of acceptance by the respondents might still exist.

The researcher with regard to observation visited the school on two occasions. On the first occasion the researcher was interested on the method of teaching used in class when teaching SHL and to perceive how students used language.

On second occasion the researcher was summoned by the teacher when learners were doing their orals as part of the curriculum. On this occasion the researcher was interested in the attitudes of learners to language. Even though learners were aware that they were assessed on the use of standard language they still deviated from the practice of keeping their speech solely in the language they are assessed in. The findings regarding what was observed will be detailed in chapter 4.

3.4 Area of study

This study was conducted at a Secondary School in the Xhariep District and the surrounding townships where learners' parents are staying. The school is situated south of the Capital of Free State, Bloemfontein and in the Xhariep District region. The school is based in the industrial street called Voortreker in town, however, learners from this school reside in the townships not far from the school. The standard of living in the residential areas occupied by learners of this school is respectively low. The town where the school is stationed is an agricultural town, the level of unemployment flourishes yearly as learners completing their secondary education adds to the numbers of already unemployed people residing there.

3.5 Procedures and ethical considerations

The researcher first sought permission to conduct research at one of the schools under the leadership of Free State Department of Education. The permission was granted. Then the researcher wrote to the school's principal seeking permission to conduct the research and permission was granted. A total of 52 learners doing grade 12 at the school were informed about this study but only 20 were asked to participate voluntarily and they did. Consent was also granted by learner participant. Visits were also made to the homes of these learners to seek parents that would like to participate, the parents gave their consent participate. Participants were informed what their role in the study is and if during the course of the study they feel that they no longer want to continue their participation they were able to do so without any penalties. The identity of all participants has been kept confidential and findings were discussed anonymously.

3.6 Data analysis

Data will be analysed using thematic analyses. In the opinion of Braun and Clarke (2006) thematic analysis is a method for identifying, analysing and reporting patterns or themes within data. These scholars go on to say that thematic analysis minimally organises and describes data set in rich detail. Boyatzis (1998) cited in Braun and Clarke (2006) posit that thematic analysis often goes further than just organising and describing, it also interprets various aspects of the research topic.

During the process of data collection the researcher is engaged in what can be referred to as a preliminary analysis of the data. That is, the researcher discards that which is not relevant to the research project and retains only the relevant data. Once the data collection has been completed, an in-depth analysis of the data is made by means of data filtering and mapping (Brynard and Hanekom, 1997).

Bless, Higson-Smith and Kagee (2006) lament that once data collection and checking have been completed, the researcher should begin the process of analysing the data. This analysis is conducted so that the researcher can detect consistent co-variance of two or more variables. Bless, Higson-Smith and Kagee

(2006). Bless, Higson-Smith and Kagee (2006) gives an example, e.g. the researcher who finds that higher scores on one variable are consistently found with higher scores on a second variable, can conclude that those two variables are in some way related. The data analysis process allows the researcher to generalise the findings from the sample used in the research, to the larger population in which the researcher is interested.

The researcher was cautious at this stage looking for inconsistencies that may lead to false representation of findings through checking whether or not the responses offered in the questionnaires and research interviews were consistent with the research problem of this study. At this stage the researcher was also vigorously checking for themes from the data corpus of this research. The researcher critiqued the responses from the data corpus precisely to find an understanding which can link the responses to being factors addressing this study's topic.

3.7 Conclusion

Using varying data elicitation methods will enable the researcher to tap into those dimensions that cannot be completely captured by using a single method. The researcher will be able to observe directly from learning environment what transpires in that environment, the manner in which language is being used and how language is used outside class. This chapter offered the approach followed in this study in investigating factors influencing performance in SHL. The qualitative approach will afford the researcher the platform to witness what transpires in class. Furthermore it will afford the researcher the opportunity to elicit data directly from participants.

CHAPTER 4: Data presentation and analysis

4.1 Introduction

This chapter presents participants responses to questionnaires, research interviews and deliberates on the findings from observations. Firstly, the data collected through learner questionnaire, followed by teacher questionnaire will be presented. Then following a presentation of questionnaires data, interview responses will be presented respectively: learner interview responses, then parent's responses to parent interviews. Lastly, the data collected through observation will also be presented.

4.2 Learner's questionnaires

Twenty questionnaires were distributed to twenty learners at the school who volunteered to part take in this study. The questionnaires were self-administered by learners. The researcher's responsibility in the course of questionnaire completion was to interpret and explain questions that learners did not understand from the questionnaires. The questionnaires were completed in the space of between ten to fifteen minutes.

Learner's questionnaire was divided into two sections. The first section was the learner profiling and it had four closed questions, the learner had to choose and answer from the provided answers. The second section of the questionnaire was focused on factors that may be denting meritorious achievement of learners in a grade 12 class. The latter section had eight questions, three of these questions were open-ended and the remaining five questions were closed questions.

From the sample that completed learner's questionnaire, there was gender parity: from a sample of twenty, ten were males and the remaining ten were females. All participants completed questionnaires distributed to them.

Section A of the questionnaires

Learner profiling

4.2.1 Mother-tongue:

Table 4.2.1 A Language distribution of respondents in SHL class

Home language	Frequency	Percentage
Sesotho	16	80%
isiXhosa	3	15%
Afrikaans	1	5%

Table 4.2.1 A indicates that majority of the respondents are speakers of Sesotho at 80%. More than three quarters of the sample indicated that the language under question is their first or primary language. Also indicated in the table is that speakers whose primary language is not Sesotho do take Sesotho at Home Language level as it was indicated in page 18 of chapter 2. Twenty percent (20%) of the sample does not have Sesotho as their home language but isiXhosa at 15% and Afrikaans at 5%. That some of the learners are partial speakers of Sesotho could be a factor influencing academic achievement in SHL. That the majority of the sample has Sesotho as their mother tongue does not translate that they will automatically be meritorious in the language; their attitude towards Sesotho may impact on their achievement. Adequate linguistic competency and skills are required to perform adequately in a given subject.

4.2.2 Variety used to communicate thought in informal settings with friends:

Table 4.2.2 A Communication variety among friends

Varieties	Frequency	Percentage
Sesotho	11	55%
Mix-coded language	8	40%
isiXhosa	1	5%

From Table 4.2.2 A it is apparent that almost half of the sample at 40% alternate between various languages in their speech during communication with friends. They use multi-coded, otherwise, mix-coded language to express thought with friends. However, majority of the sample, just over half at 55% use Sesotho to communicate with their mates. This tendency of employing multi-codes in an individual speech may be a contributing factor to individual's inability to fully comprehend what is shared with him or her in class when the teacher keeps monolingual speech.

4.2.3 Learner's age

Table 4.2.3 A Frequency distribution according to age

Age	Frequency	Percentage
17	1	5%
18	5	25%
19+	14	70%

The findings that nearly three quarters of the learners sample at 70% is at the age that should already be enrolled at tertiary institutions may be a factor endorsing unsatisfactory level of achievement in SHL. Age can play a vital role in a learner's motivation and confidence level in secondary education:

- Learners are sometimes discouraged by the comments made about them by other learners, especially about their age when according to their age they should be ahead of that particular class.
- Learners, because of having been schooling for over the minimum years of schooling may feel that they will strive to get any pass mark regardless of the marks' on their matric certificate.

4.2.4 Participant's gender

Table 4.2.4 A Gender parity

Gender	Frequency	Percentage
Male	10	50%
Female	10	50%

Table 4.2.4 A illustrates that there is parity of gender between learner participants in this study. There will be balance of opinions according to gender, with 50% of responses coming from female and 50% also coming from males. No gender bias responses will be encountered in this study.

Section B

4.2.5 Sesotho material sufficiency in the school library

Table 4.2.5 A Material sufficiency in the school library

Sufficiency	Frequency	Percentage	Substantiation(s) for selected choice.
Very poor	9	45%	<ul style="list-style-type: none"> -We have few Sesotho Novels. -There is a shortage of Sesotho books in the library. - There are no Sesotho materials in our school library such as Sesotho dictionaries. - Because of textbook shortage and sharing we resort to going to the library only to find an insufficient number of books with very little to offer.
Poor	5	25%	<ul style="list-style-type: none"> - We do not have enough material such as Sesotho dictionaries and additional textbooks. - We struggle to find Sesotho related books in our library because there a very few Sesotho books in our library.

Average	2	2%	<ul style="list-style-type: none"> - <i>Our school library does not operate often and material found in there in not enough.</i> - <i>Not many learners read Sesotho material therefore Sesotho books are not brought.</i>
Good	1	5%	<ul style="list-style-type: none"> - <i>No reason was offered</i>
Excellent	3	15%	<ul style="list-style-type: none"> - <i>We find books in the library that offer more information and helps us to know more about the Sesotho language.</i> - <i>We get books in the library that help us in many ways.</i>

Keeping libraries unutilised and as book storages may have detrimental repercussions on the education of learners. Because of the lack of use of the school's library, it can be deduced that the management does not even realise learners need for this facility. This is demonstrated by the fact that learners posit that the library is ill-equipped with materials which may enhance their learning apart from the prescribed course-books or textbooks. From the table above (4.2.5 A) it can be deduced that the school library only have few Sesotho education aid books to cater for the needs of learners. 45% of learners indicated that the situation is dire in the school's library as they are faced with issues such as unavailability of sources such as Sesotho dictionaries (such as Sesi sa Sesotho) and a very low number of books from which they can reference. The second largest group of responses at 25% mentioned that they struggle finding relevant books from the unsatisfying number that is there in the library and that there are no additional textbooks that they can use from the library except for the prescribed ones. Learners who felt that the material found in the library is average argued that there is a problem with the operation of the library; that it does not operate often.

4.2.6 Learners knowledge of Sesotho HL

Table 4.2.6 A Learners knowledge of SHL content

Knowledge measurement	Frequency	Percentage
Poor	1	5%
Average	6	30%
Good	13	65%
Excellent	-	-

The indication observed from table 4.2.6 A is that 65% of the sample has good knowledge of SHL. From the sample none indicated that he or she has excellent knowledge of SHL, this complement the argument suggested by this research that grade 12 learners year in and out do promote SHL but not meritoriously. Perhaps this is the reason, that their knowledge of SHL needs enhancement through various methods. In the same sample there is a learner that indicated that his or her knowledge of SHL is bad and some indicated that their knowledge is not good nor bad but average. It cannot be over emphasised that appropriate linguistic skills and literacy are required to generate marks beyond just good. Learners still need to seek resources that will enhance their knowledge of Sesotho.

4.2.7 Frequency of use of mix-coded language in learner's speech in school

Table 4.2.7 A Mix-coded language usage

Frequency of usage	Frequency	Percentage
Daily	13	65%
Once in a week	5	25%
Once in a month	1	5%
Once in a year	1	5%

According to Table 4.2.7 A, majority of sampled learners use mix-coded language daily. 65% demonstrated that in their everyday speech they use more than one language in school. As it was indicated in chapter 2 the presence of other languages

in a given community somehow interferes with the purity of a certain language. What is evident from the table above is that every participant does alternate between languages at some stage. This linguistic concept is popular among speakers who demonstrate being in an area where more than one language is spoken, as it is the case with participants of this study; native Sesotho speakers sharing a class with two other languages.

4.2.8 Is your understanding of concepts better when explained in Sesotho or Mix-coded language?

Table 4.2.8 A Preferred variety for concept understanding in class

Language	Frequency	Percentage
Sesotho	5	25%
Mix-coded language	14	70%
No response	1	5%

Ntshangase (1994) quoted in Mestherie (2002) in his study explains that research conducted in black schools shows that when young, particularly male teachers who grew up in Soweto want to explain something students find difficult to understand in class, teachers switch to Iscamtho for clarification. The responses provided by respondents affirm what Ntshangase points out. Even learners feel that difficult concepts must be brought to their understanding through mixing between codes in the course of explaining demanding concepts. Iscamtho is a contact language, therefore, it is characterised with not having words of its own. The same is true about mixing codes, you use linguistic items belong to varying languages. Majority (70%) of the sample indicate that their understanding is better when clarification is made through mix-coded language.

4.2.9 Number of languages spoken by a learner at home

Table 4.2.9.A Languages spoken by a learner at home

Number of language(s)	Frequency	Language combination
One	9 (45%)	Sesotho
Two	8 (40%)	3 (Sesotho + English) 2 (Sesotho + isiXhosa) 3 (Sesotho + Afrikaans)
Three	3 (15%)	2 (Sesotho + Afrikaans + English) 1 (Sesotho + English + isiXhosa)

Table 4.2.9 A illustrates that 45% of the sample are monolingual speakers in their homes. They only use one language and in this case it is Sesotho. 40% of the sample are bilingual speakers in their homes, alternating between Sesotho and English/ isiXhosa/ Afrikaans. The remaining 15% are trilingual, alternating between three languages in their households. The alternation happens between Sesotho and Afrikaans/ isiXhosa/ English. Although there are sample members speaking one language, a greater percentage of learners uses more than one language in their household. Sample members using more than one language make up a percentage of 55%. This language situation in home can influence learner perceptions of language and those perceptions can in turn influence learner attitude towards a language they are learning in (e.g. SHL).

4.2.10 Language in majority in the area of a learner's residence

Table 4.2.10 A Dominating language in a learner's residential area

Dominating language	Frequency	Percentage
Sesotho	17	85%
Afrikaans	3	15%

The greatest number of participants resides in areas where Sesotho is a dominating language. 85% of learners' sample lives among people speaking the Sesotho language. Only 15% stay at residential space where Afrikaans is in majority. However, it is imperative at this juncture to make the awareness that language used in residential areas differs from the academic language that these learners are assessed in. Worthy of note, is that the spoken Sesotho used in the vicinity of the learner's household is a variety that differs from the standard variety used for educational purposes. This then proposes that knowledge of spoken variety alone is not enough for adequate performance in SHL.

4.2.11 Should Sesotho be used to teach all subjects?

Seventy percent (70%) of learners agree that Sesotho should be used to teach all taught subjects. Only 30% felt that Sesotho must not be used to teach all subjects, citing reasons such as;

Learning in Sesotho will create communication barrier between them (learners) and speakers of other languages, and

That Sesotho does not have enough words that will enable the learning and teaching of the subjects.

However, seventy percent of learners sample agreed that all subjects be taught in Sesotho. Reasons offered are:

Sesotho will afford us a better chance at better results,

It will be easier for learners to pass and have great results,

It will make our education more easy, and

Because of the difficulty of English, we think Sesotho will increase their chances of passing with high marks.

This question, however, was not advocating for mother-tongue education but sought to elicit learner's perceptions about Sesotho as a functional language. The responses offered by the sample indicated that they view Sesotho as a less complex language, one which when compared to English, is the easiest. Other than affording learners a chance at better results, these learners do not see its importance beyond that. Far reaching implications of this question were not met by the response. The responses were enough to indicate that learners only have regard for Sesotho as a language that is less demanding, however also indicated is their misjudgement of the language.

4.2.12 Number of languages spoken by learners in the school premises

Table 4.2.12 Languages spoken by learner at school

Number of language	Frequency	Percentage
One	-	-
Two and plus	20	100%

100% percent of the sample alternate between two to three languages in conversations in the school premises. They alternate between the following languages: Sesotho, Afrikaans, English or isiXhosa. The greatest alternation happens between these three languages; Sesotho, Afrikaans and English.

4.3 Teacher' questionnaire

Only one teacher questionnaire was distributed to a teacher responsible for teaching Sesotho HL at the School. The questionnaire had a total of 12 questions. This questionnaire was self-administered by the teacher at his leisure. 25% of questions asked in this questionnaire needed the teacher to elaborate and justify his answer. The remaining 75% series of question were closed questions. The teacher only had to choose from what was provided.

4.3.1 Teacher age category:

* 39- 43

4.3.2 The teacher's mother-tongue:

* Sesotho

4.3.3 The teacher's gender:

* Male

4.3.4 Which language is used by the teacher for communication with friends:

* Sesotho

4.3.5 Which language is used by the teacher when clarifying topics learners find difficult to comprehend?

* Mix-coded language

4.3.6 The teacher's teaching experience of SHL:

* Over 10 years

4.3.7 Qualification possessed by the teacher:

'Senior Education diploma plus Advanced Certificate in Education'

4.3.8 How is the teacher's knowledge of SHL?

* Excellent

4.3.9 Which variety is used by the teacher with learners under ungoverned circumstances?

Sesotho

4.3.10 The curriculum preferred by the teacher:

CAPS. 'Because it centres the learning process on the learner. Learners have to demonstrate their understanding through participation in class'.

4.3.11 Does being taught in Sesotho benefit learner education?

'Yes, because the mark they achieve in Sesotho HL end-year examination also contributes towards being accepted or not at tertiary institutions'.

4.3.12 How often do you employ mix-coded language in your speech while teaching?

'Occasionally. I use such language to clarify some aspects'.

Calitz, Fuglestad and Lillejord (2002) cited in Jackson (2009) posit adequately qualified educators have the ability to conceptualize their strategic insights so that they become public knowledge, open to challenge and further improvement. Greater experience is also needed in teaching so that a teacher can easily be able to identify grey areas of a learner and swiftly attend to such.

Indicated in the responses is that the teacher is a native speaker of Sesotho. He uses only Sesotho when communicating with friends and when he communicates with learners in informal circumstances. When the need for clarification for seemingly demanding topics in class, he chooses to employ mix-coded speech to make sure that his learners comprehend him fully. However, he indicated that he does that occasionally. The teacher holds a Senior Education Diploma plus ACE. He has over 10 years teaching experience teaching SHL. The teacher prefers teaching CAPS because it centres the responsibility of learning on the learner, thereby giving learners a chance to demonstrate their understanding even before they can be formally assessed. The teacher indicated that he thinks that learners being taught in Sesotho benefits learner's education; his account is that learner's end-year examination mark also contributes towards admission points that will determine learner's admission at tertiary institutions.

The teacher seems to limit the importance of African languages, in this case Sesotho, to just being a subject that will add to the overall points of a learner so that a learner can get admitted to higher institutions of learning. The teacher does not see this language in the same light with its counter-part, English. To him the only value that Sesotho has, particularly SHL is to help learners to get into higher institutions of learning.

The teacher also indicated that he tends to mix-codes in his sessions when he wishes to clarify topics that are incomprehensible to learners. This language behaviour has its implication on the learning process of learners. Mkhombo (2010) says that code mixing pose a problem to learner's speech and writing.

Concerning the educator, poor performance of learners in Grade 12 can also be linked with the following factors: too much work due to teaching many grades, teaching in overcrowded classes, lack of resources at the school and frustrations they get from management.

4.4 Learner's research interviews

Initially this interview comprised of eleven questions but responds to eleven questions will be presented. Learners misrepresented themselves on the question that sought to find what was the learner achievement in his grade 11 final results or during grade 12 mid-year results. Learners gave mid-year results even though they had not been examined for mid-year grade 12 examinations.

4.4.1 Is Sesotho your mother-tongue?

Four learners (20%) from the sample replied that Sesotho is not their mother-tongue. The remaining sixteen learners (80%) from the sample affirmed that Sesotho is their mother tongue.

The reason that the teacher code-switches during his lessons can be attributed to his knowledge of the existence of speakers whose primary language is not Sesotho in his classroom. His' mixing of codes is not only encouraged by the desire to afford all his learners understanding of demanding concepts, but also the will to accommodate non-native Sesotho learners in his midst.

4.4.2 Do you think being taught in Sesotho benefits your Future?

Table 4.4.2 A Future prediction on the importance of SHL

Responses:	Frequency	Reason(s)
Yes	11	<i>-It will help me in the career I want to choose after grade 12.</i> <i>- Learning through Sesotho offers me knowledge about my own language.</i>
No	8	<i>- Higher education and employment opportunities are available in English.</i> <i>- Sesotho minimizes communication chances with people of different languages.</i>
No response	1	-

From table 4.4.2 A it is illustrated that eleven learners (55%) believe that learning in Sesotho benefits their future. Eight learners (40%) do not share the belief that Sesotho has any significance to the future. One learner (5%) did not respond to the question.

4.4.3 Do you enjoy learning in Sesotho

Nineteen learners affirmed that they enjoy learning in Sesotho. This is why:

'It is my home language and therefore easy to be understood'.

'The teacher makes it easy to understand and that gets to make me know more about Sesotho'.

However, only one learner expressed that he/ she does not enjoy learning in Sesotho because he or she prefers that concepts be explained in English.

4.4.4 How many hours do you dedicate to studying Sesotho subject work independently weekly?

Table 4.4.4 A Independent SHL studying hours

No of hours	0-1 hours	2-3 hours	4-5 hours	6-7 + hours
Frequency:	14	3	1	2
Reason(s)	- Sesotho is easy, therefore is easy to study and understand. - We do not have problems with the language.	- Sesotho does not have a lot of work to study. - Sesotho is easier than other subjects.	- Studying Sesotho literature takes long.	-Studying longer helps me understand Sesotho concepts better.

According to table 4.4.4 A majority of learners either do not study Sesotho subject material at all or they spend less than an hour in a week studying Sesotho. Fourteen learners (70%) spend an hour or less studying Sesotho independently on weekly basis. Three learners (15%) spend between two to three hours studying Sesotho. One learner (5%) spend between four to five hours studying Sesotho and only two learners (10%) spend more than six hours studying Sesotho subject work independently.

This is in contradiction with the responses that learners offered in 4.4.3. Learners responded that they enjoy learning in Sesotho yet they do not dedicate enough time to self studying the language.

4.4.5 Do your parent(s) or guardian(s) help you with your Sesotho HL subject work?

Twelve learners (60%) gave the response that they were not helped with their SHL subject work. They do not get assisted because they say that parents are always busy and besides that they never ask for any help. They further mentioned that they

do not need help with SHL. At least one learner said he or she stays alone therefore there is no one he or she can ask help from. The last reason mentioned was that parent's finds SHL content difficult, therefore, they choose not to help.

However, 8 learners (40%) answered that they were helped with their SHL subject by parents or guardians. They mentioned the following reasons:

'They want to contribute to my success'

'They help in areas I do not understand and struggling with, they provide appropriate terms when I struggle with words'.

Rammala (2009) argues that lack of parental involvement in learners education due to low levels of literacy influences poor academic performance of children. It is even more difficult to adequately attend to school work when learners are parenting themselves.

4.4.6 Do you think Sesotho is as important as English in today's world in the context of South Africa?

Three learners (15%) responded that Sesotho was indeed important as English in South Africa. They offered this reason; Sesotho can also take you far in future. However, seventeen (85%) learners responded that Sesotho was not important as English is in today's world in South Africa. These are the reasons they offered:

'Nowadays English is measure of intelligence'.

'Communicative material is mostly prepared in English'.

'English is the most preferred language in communication circumstances especially between people whose languages are different'.

4.4.7 How often do you code switch/ mix in your speech in Sesotho lessons

Seventeen learners (85%) stated that they always code switch in Sesotho lessons especially between Sesotho, English and Afrikaans to a lesser extent. They code-switch for the following reasons:

'I know more words in English than in Sesotho'.

'Understand of things comes easily from shifting between languages'.

'It is difficult to speak Sesotho fluently'.

'Social networks have influenced my (learner) speech that way'.

Only three (15%) mentioned that they never code-switch in SHL lessons. These are the reasons they mentioned:

'I am very good in Sesotho'.

'I respect my language'.

4.4.8 Which language do you use with friends for informal conversations?

Six learners (30%) stated that they use mix-coded speech in their informal conversations with their friends. The following is their justification:

'It has always been the way we speak'.

'We do not know most of Sesotho words correctly'.

Nine learners (45%) use Sesotho for communication in informal conversations with friends. Reasons are:

'We enjoy speaking Sesotho'.

'Sesotho makes communication easier'.

'Our friends are Sesotho speakers'.

One learner (5%) speaks isiXhosa with friends because his or her friends are Xhosa speakers. Two learners (10%) speak English with friends because they do not all speak the same language. Two last learners (10%) speak Afrikaans in informal conversations with friends, also because their friends are speakers of Afrikaans.

4.4.9 Does society encourage you to do well in SHL?

Seven learners (35%) say the society does not encourage them to perform well in SHL. These are reasons they gave to substantiate their responses:

'The society says Sesotho is irrelevant in the 21st century',

'Sesotho is a subject that one cannot and should not fail'.

Thirteen learners (65%) responded that they were encouraged by society to do well in SHL. They mentioned the following:

'It is considered a disgrace failing your own language, so we are told not to fail it'.

'We are advised that cannot fail our home language because that will automatically make us fail the grade'.

4.4.10 What motivates you to do well in SHL?

Three learners (15%) said they are motivated by the fear of failing grade 12. They argue that when you fail your home language you cannot promote the grade. Seventeen other learners (85%) stated that they are motivated by their teacher. They contend that their teacher encourages them to do well so that one day they can take after him. Moreover, he tells them that good marks in SHL will open doors for them.

4.5 Parent's interviews

Parent's interviews comprised of nine questions. Three of the questions asked were closed questions; the parent had to choose an answer from what was provided. The rest of the questions allowed the interviewee to respond freely, without being constraint to answers that were predetermined. The interviews were conducted at the homes of parents that consented that they wish to part-take voluntarily. The researcher visited the parent's homes and explained all the questions as the interview was being conducted.

During the process of interviews the researcher noticed that the answers given by participants mirrored one another. Participants responses were either identical or echoed one another. Upon noticing this recurring pattern of responses the researcher then decided after interviewing seven parents to stop interviews at that number. Initially parents sample was supposed to have been ten parents, however because of the afore-mentioned reason the researcher opted for stopping interviews at just seven parents.

4.5.1 What is the language used at home?

Six parents responded that the language used in their households is a language none other than their primary language, Sesotho. Only one parent from the interviewed parents mentioned that isiXhosa is the language used in her home.

4.5.2 Which language is your mother-tongue?

Six parent's responses indicated that they were native speakers of Sesotho as it is indicated in the constitution of South Africa. This is the language they first communicated thought in or first made a request in as toddlers to their minders in their infancy. One parent interviewed is a native speaker of isiXhosa.

4.5.3 Do you think your child must be taught Sesotho?

Parents agreed that their children must be taught Sesotho. The primary reason that these parents agreed on is that Sesotho is their children's mother tongue and is the language spoken in their homes, therefore, learners have to learn the language. One parent in particular said that her child learning Sesotho will give her child a platform to know her culture. Other parents responded that their children learning Sesotho will make it easy for their children to capture and understand school work. One parent disagreed (isiXhosa speaking), citing reasons such as that she would have liked her son to be taught in his own language so that he can know where his people come from so that he can better shape his life knowing his origins.

4.5.4 Do you think your child has a future in learning Sesotho?

Parents agreed that there is a future for their children learning Sesotho. They offered the following reasons:

'My child will be able to translate from his language to other languages he would have also learnt such as English'.

'My child will know who she is and be proud of who she is'.

4.5.5 Do you assist your child with Sesotho homework or assignments?

Parents agreed that they do assist their children with their homework and/ or their assignments.

One parent said that he assists by explaining idioms and answering questions dealing with concepts that are unfamiliar to his child. He extended by saying that things like idioms are not easily understood by children nowadays, therefore he assists when homework requires knowledge of idioms and other related concepts. Another parents responded that she assists her son with homework when her son encounters language difficulties such as when her son does not know what other Sesotho linguistic items designates

Other parents said they assist their children only when they need help. Only one parent responded that because she has limited command of Sesotho, she finds it difficult to assist her son with his Sesotho school work.

4.5.6 Parents age

Table 4.5.6 A Parent's age category:

Age category	Frequency
26 – 30	
31 – 35	1
36 – 49	4
50 – 55	1
56 – 60	1

Majority of parents are over the age of 35 years. Majority of parents are at the age where they can still take an active role in the education of their children.

4.5.7 Do you have material available at home for learner education aid?

A single parent answered that there is in his home material for learner educational aid. Majority of parents indicated that they do not have anything in their homes aimed at supporting learners' education.

4.5.8 Parents educational status

Table 4.5.8 A Parent's educational status:

Educational status	Frequency
0 – Std 2	-
Std 3 – Std 5	-
Std 6 – Std 7	1
Std 8 – Std 9	3
Matric	2
N dip	-
Bachelors	-
Honours	-
Masters	-
Doctorate	-

One parent did not respond to this question. The table indicates that none of the parents have post matric education and that majority of the parents do not have matric. Only two parents possess matric education.

4.5.9 Is a mix-coded speech employed in your house hold?

Parents all agreed that there is mixing of languages in their households. Parents alluded that children are used to mixing language and they seem to understand things they tell them easily when speaking to them mixing languages. One parent

responded that mix-coded language is used in his house because of the influence of the environment they live in.

4.6 **Observation**

Observations were conducted on two occasions at the school. On the first occasion the researcher sat in class to observe how the teacher was teaching and how learners used language in their interaction with the teacher during the lesson. On second occasion the researcher was interested in observing how learners used language during oral presentations and to generally observe the conditions under which learning and teaching takes place.

Observation on the first occasion

4.6.1 **Teacher style of teaching**

The teacher stood in front of the class and read from the same textbook that learners were staring at the whole time the teacher was reading. He lifted his eyes on to the learners when he had to explain what he noticed that learners may have not understood what he had read means. He was very vocal and kept asking question every time after completing a section. He did not walk around the class, so learners disengaged quickly and started minimal conversations among themselves. He often gave answers to the questions he asked because majority of learners did not engage. The teacher made practical examples when he was elaborating on concepts that he noticed might not have been understood by learners. As he was making his elaborations, he employed English words into his speech.

4.6.2 **Learners language use in class participation with the teacher**

As the teacher kept asking questions after every concept he had read and explained to learners, very few student gave responses. Learners in their responses did not keep their language standard. One particular instance is when the teacher asked the class to explain what the word “*tjheseho*” meant. This is how the student responded to this question:

'Eh menier tjheseho ke modlandla'

'Uh teacher tjheseho is or means modlandla'

The speech of this learner has more than one code that does not belong to Sesotho. In fact the only words that are autonomously from Sesotho are 'ke' and 'tjheseho'. The learner employed words belong to languages other than Sesotho in the SHL class. This suggests that this is how this particular learner understand things, by mixing codes in a singular sentence. He either lacks the ability to recognise that context he is in denotes that he should perhaps use standard language because that is the language he will be tested in or examined in. The whole class cracked in laughter indicating that they all understood what this learner was indeed saying. The teacher on the other hand encouraged the learner to rephrase his answer using more language appropriate terms but this was a difficult task for the learner.

Observation on second occasion

4.6.3 Learners Oral presentation observation

The researcher on this occasion wanted to explore how learners use language (Sesotho) in situations where learners are aware that they were being scored marks. Even when this was the case, learners continued to code-switch, alternating between languages as they presented their presentations. The following are sentences that students kept making in their presentations:

Table 4.6.3 A Learners language use in Oral presentations

Learner's oral sentences	Standard sentences in Sesotho	English translations
<u>Meneer</u> motho enwa o <u>hira</u> tjhetele eo a se nang ho e patala.	<u>Mosuwe</u> motho enwa o <u>(k)adima</u> eo a ke keng ho e lefa.	Teacher this person borrows money that he would not pay back.
Tjhe motho <u>tjhentjha</u> <u>attitjutu</u> ya hao	Tjhe motho <u>fetola</u> <u>semelo</u> sa hao	No person, change your attitude
Batswadi ba <u>zame</u> <u>tjhelete</u> ya <u>direregistrations</u>	Batswadi ba <u>leke</u> <u>ho fumana</u> <u>tjhelete</u> ya <u>boingodisetso</u> ba <u>dithuto</u>	Parents must try to find registration fee
Batho ba batjha ha ba tsebe ho <u>investa</u>	Batho ba batjha ha ba tsebe ho <u>tsetela</u>	Young people do not know how to invest
Batho ba reka diphahlo tse <u>turang</u>	Batho ba reka diaparo tse <u>theko e hodimo/ bitsang</u>	People buy expensive clothes
Motho o <u>hira</u> ho feta ka moo a <u>peiyang</u> ka teng	Motho o <u>kadima</u> ho feta ka moo a <u>amohelang</u> ka teng.	A person borrows (money) more than he earns.

From the table 4.6.3 A it can be deduced that learners carries the spoken language into the classroom. These learners, in particular, when they say that they speak Sesotho could in fact be meaning that what they are actually speaking is the variety that can be observed on the first column of the table. This is a variety infested with borrowed words and employing words from other languages into their own language. These learners may be wary of the distinction between spoken language and the language required in academic circumstances. Even for the purposing that will determine their scores in assessment these learners continue to use language in the fashion that echo how the general public in their community uses language.

4.6.4 General observation

To determine extra-linguistic factors on the part of the school the researcher observed what transpires in class that hinders adequate learning. The researcher noticed that the learner sample he was working with came from a big class. During SHL lessons the teacher had to stand in front of the class so that he could observe every learner activity in class, but this strategy was not successful because when the teacher attended to what one learner was doing, another learner from a different direction did something else. He could not totally control the minimal conversations that took place during the time he was reading from the prescribed material. What even motivated minimal conversations amongst learners is that the teacher had to read from a textbook, thereby breaking contact with learners. This presented learners with an opportunity to whisper among themselves, thereby distracting themselves.

It was also observed that the school has a media centre (the library section) that is not accessible to learners at all times. They only visit the centre under the supervision of the educator. The library in this media centre does not have personnel stationed and always available in the library so that learner's educational needs can be attended to in the library.

4.7 Conclusion

The language situation confronted by learners in their society and in their home influences learner speech in one way or another, as one learner indicated that his/her language has been influence by his communication style on social media platform(s). Learners argued that because of lack of lexical items in Sesotho that expresses the ideas that learners are interested in in their conversations, learners opt to interchange between Sesotho and other languages especially English in an effort to make communication possible. The presence of other languages in the speech of a Sesotho speaking persons causes speech variation as indicated by table 4.6.3 A. This variation happens at three levels; at phonological level, lexical level and grammatical level. From table 4.6.3 A learners instead of using lexical

items belonging to Sesotho to make their argument, they opt for borrowed linguistic items they are most familiar with such as '*investa*' instead of '*tsetela*' and '*zame*' instead of '*leke ho*'. This indicates that the language used by learners is in fact a dialect of the standard version of Sesotho which learners are supposed to be competent in for academic purposes.

Even though the teacher alluded to minimally using mix-coded speech in class, learners indicated that they understand concepts when they are elaborated to them in a speech infested with multi-codes. Even parents indicated that they do speak to their children using multi-codes, the reason being that children understand easily when speaking to them using multiple codes in your (parents) speech.

On the other hand, learners also indicated extra-linguistic factors causing hindrance to successful learning, some of which are caused the very learners, such as their ill-dedication to self study of SHL subject work and the minimal conversations they have during lessons which obstruct them from grasping everything discussed in class. A discussion regarding the influence of both linguistic and extra-linguistic factors on learner's level of success in SHL is provided in the next chapter.

This chapter presented and analysed the data that was collected through the use of three varying data collection methods; questionnaires, interviews and observations. The responses of research participants were all presented and have been interpreted.

The following chapter will provide a summary of findings and offer recommendations.

Chapter 5: Findings and recommendations

5.1 Introduction

This chapter presents a summary of findings for the study titled factors constraining meritorious grade 12 learners' achievement in SHL. Based on the findings of this study, conclusions are drawn. Recommendations for the aid of the prevalent status-quo are presented after conclusions are made. The findings of this study identified both linguistic and extra-linguistic factors that influence learner performance in SHL during a learner matriculation year.

Factors impeding meritorious achievement in SHL are not only central to learners but involves varying factors such as the inability of parents to voluntarily and constantly aid learners with school work, learner attitude towards SHL and the unavailability of reference sources affect the performance of learners as it has been observed in chapter 4.

5.2 The aim of the study

The aim of this study was to unearth factors (linguistic and extra-linguistic) constraining meritorious achievement from learners in Sesotho Home Language.

5.3 Methodology

This study used three varying data collection methods to elicit data. Observations were made at the school. Interviews were conducted with parents and learners. Lastly learners and a teacher completed questionnaires. Data collected was then analysed using a qualitative method.

5.4 Summary of findings

The findings of this study seek to respond to the research question posed in chapter 1: what factors, both linguistic and extra-linguistic, hampers meritorious learners'

achievement in SHL? Chapter 4 indicated that there are linguistic and non-linguistic factors that hamper learners from performing meritoriously in SHL.

5.4.1 Linguistic factors

The changing linguistic dynamics in many townships seem to be having a great influence on the speech of the youth as it has been observed in chapter 4. Learners struggle to maintain monolingual speech solely because of the experiences they have with languages in their neighbourhoods, settlements and households. The discussion that follows indicates how some of identified linguistic components experienced by learners are contributing to the reigning state of matters at the school.

5.4.1.1 Language variation

Variation manifests itself at three levels; the grammatical, phonological and lexical. The lexical items employed in learners speech indicates that they belong to a community where Sesotho is also influenced by the existence of other languages. Learners and parents indicated that they speak Sesotho. However, upon a close evaluation of learners' speech in class observations it was clear that what the speakers are referring to Sesotho is in fact a variety of Sesotho. It is not the language intended for standard affairs as academic language is. Characteristic of learners' speech was the infestation of loan-words, using linguistic items belonging to a different language such as English. Learners used in their orals, which were meant for assessment, a language characterised by multi-codes and loan-words. When learners consider what they speak as Sesotho then that means that they still need to be coached on the appropriate language required for academic purposes.

The language spoken by learners is what can be referred to as a dialect or a variation of Sesotho. A dialect of any language means that the speaker of a language speaks a language that differs from the language that is considered to be a standard version of that language. As it has been noticed in chapter four that some of the diction that learners use in their speech differs from those that are usually employed in standard or governed settings. When a learner does not have the appropriate

diction or linguistic knowledge nor skills in the language he or she is assessed in, a learner will not adequately comprehend scenarios presented by texts or questions asked in assessment tasks. The inability to comprehend completely the standard language plays a direct role in the performance of a learner.

The language that learners speak and the language they are tested in differs. This then means that there are dialectical mismatches between the language that learners consider as Sesotho and the academic Sesotho which learners are assessed in.

The way learners use language reflects the way the society they form part of uses language. Therefore, Sesotho spoken by parents is mirrored by the Sesotho that their children (learners) are speaking. This then reflects that learners do not have or have limited access to some of academically appropriate linguistic items.

5.4.1.2 **Code-switching**

Learners and a teacher all indicated that they code-switch in their speech even in the classroom. The switching or alternation often happens because learners want to comprehensively grasp the concepts shared to them in Sesotho. Although this tendency has a positive effect in that learners get the opportunity of understanding subject content, it also has a negative impact on the learner. It limits learners' vocabulary in Sesotho, a language which comprehension tests and language tests are prepared in, thereby limiting the learners' ability to show their understanding of what they were taught through alternating between languages, in monolingual speech. As Ntshangase (2011) indicated in chapter 4, language is a crucial means of gaining access to important knowledge and skills, and this can determine academic achievement. The limited diction that learners expressed that they have in Sesotho hinders learners from accessing vital information in Sesotho, a language they have been acquainted with in almost two decades. Switching between two languages only offers learners the understanding of content but it does not guarantee successful transcription of that understanding into the language that learners are tested or assessed in. Because of this alternation between languages it is therefore correct to argue that these learners when they are studying on their own, cannot understand

some of the subject content because they do not have linguistic knowledge of what some of the lexical items they are reading designates, only when those are pronounced or an equivalent of such lexical items are offered in English, then they understand what the words designates.

From the responses offered by learners, a teacher and parents, it is clear that code-switching is employed in their speech to allow for effective communication. Parents indicated that in their oral communications with their children they often code-switch because their children understand easily when communication happens in that fashion. The teacher indicated that he switches between codes when expressing demanding concepts to learners, therefore, this indicates that demanding topics persuades the teacher to alternate between languages so that learners can understand concepts shared with them. Learners also indicated that they code-switch because of the social context under which they reside, they switch because of relations they have with speakers of languages that differs from their own language(s).

5.4.1.3 **Mix-coded language**

Learners find very little time to better their linguistic knowledge and proficiency of Sesotho. They spend most time speaking varying languages at once. From their homes and the school, learners use varying languages in their speech. Learners, therefore, do not find adequate time to master Sesotho. Learners alternate between languages at almost every level; in class, under ungoverned circumstances and in their homes. This language situation in learner's experience of language has implications on learners' speech and understanding of language. As it was observed in the observations that a learner could not give adequate meaning of the word '*tjantjello*' but opted to give an equivalent of the word from the contact language he is most familiar with "Tsotsitaal", '*modlandla*'. Alternating between various languages contributes to learners forgetting appropriate diction or lexical items in the language used for standard businesses such as the Sesotho required in the academic sphere.

Mixing languages limits or constrains a learner from completely having adequate skills in a single language that he will use for purposes of examination. This in turn

contributes to the level of learner success in the language the learner is tested in, in this case SHL.

5.4.1.4 **Language attitudes**

There are positive attitudes towards Sesotho among this study's research sample. Learners do enjoy learning in Sesotho even though pleasure with Sesotho is not enough to motivate learners to study Sesotho on their own. Parents indicated that their children learning in Sesotho helps in the regard that their children will be able to know their culture and moreover, learners need the language because it is a language used in their households. However, the same sample also possesses negative attitudes towards Sesotho. Learners indicated that Sesotho is not a language through which informative material(s) are prepared in at national level. Some are even misconcepted to say that a person's level of intelligence is measured in English.

From the responses offered by sample members it is outstanding that Sesotho is looked upon as the easy language, a language that will only help learners in attaining marks that will contribute toward learners admission to tertiary institutions. Learners perceive to a lesser extent that Sesotho is a language they can better their economic circumstances in. English is favoured as the language that promises better chances of employment and, national or international cohesion. This then gives English prestige over an African language.

Learners in their studies then continue to favour one language over another and this is seen from their study patterns; majority spending less time or no time at all studying SHL subject work.

5.4.1.5 **Mother tongue**

Smits, Huisman and Kruijff (2008) posit that children who study in their mother tongue learn better and faster than children who study using second language or non-mother tongues. According to Benson (2009) mother tongue instruction has benefits such as development of self-concept, self confidence and higher level of

cognitive skills. If the statement uttered by Benson were to be engraved in the minds of African languages speakers surely something positive with regard of learners' performance especially in Sesotho would be realised. However it must also be realised that those learners whose mother tongues differ from a home language offered at the school may sometimes falls through the cracks in the process of teaching and learning. This study learned that divorcing learners from their mother tongue encourages the development of not seeing value in their own languages.

5.4.2 Extra-linguistic factors

Linguistic competence alone is not enough to ascertain learners meritorious performance in SHL. Some of the grievances indicated by learners is that they need sources that will help them in trying to better their learning of African languages such as Sesotho. The following discussion comments on the responses offered by participants.

5.4.2.1 Learners educational aids

The idea that African languages are easy and manageable has fluctuated the inappropriate kind of thinking that learners do not need extra material other than the prescribed to meritoriously prosper in Sesotho. Thus, this is not the case as the discussion which follows will indicate.

5.4.2.1.1 Sesotho material in the school's library

Learners indicated that the school's library has little and/ or not enough Sesotho texts from which they can reference or use to enhance their knowledge of SHL. Learners also indicated that there are no sources such as Sesotho dictionaries from which they can better their language skills. They further indicated that because of textbook sharing at the school, they tend to seek in the library books that will help them but texts that are in the library have little to offer.

5.4.2.1.2 **Learning aids at home**

Parents indicated that they do not have materials in their house-holds that are meant to enhance and improve learning. Only one parent indicated that he has educational material to aid the learning experience for the learner.

5.4.2.1.3 **Parents support**

Majority (60%) of learners indicated that they do not need any help with SHL, therefore, they do not ask for any help from parents and/ or their guardians. They indicated that they do not seek help because they are able to work independently with SHL subject work.

Parents on the other hand indicated that they do help but that help does not come voluntarily. They only help learners upon request from learners. The help is especially offered in areas such as explanation of proverbs.

That parents do not voluntarily give support or help learners with their school work translates to the notion that parents do not monitor learner progress. If parents were monitoring learner's progress daily, parents will be able to identify areas in which a learner needs support in and try to find solutions or develop techniques for a learner in order to better learner's chances of achievement in the subject specifically SHL school work.

5.4.2.2 **Parent's education status**

A greater number (4) of parents did not study up to Grade 12, formerly known as Standard 10. This indicates that these parents have limited or no knowledge at all of the kind of subject work that their children are doing in grade 12, therefore, this limits their participation or involvement in learner's education or learners academic intervention exercises.

5.4.2.3 Learners independent studying of SHL/ learner studying technique

Learners do not spend sufficient time studying SHL subject work independently. Learners indicated that Sesotho is easy to understand, so they do not spend a lot of time studying it. A greater number of learners (70%) spend an hour or less in a week studying SHL subject work. Only two learners (10%) spends 6 – 7 plus hours weekly studying Sesotho.

5.4.2.4 Learners' ages

Majority of learners (70%) of learners are over the age eighteen. These learners must have had struggles in their academic journey; repeated a class or started late. Even worse some of these learners may have resulted in grade 12 as a result of being condoned to grade 12 due to age and not academic capabilities. This condition of pushing a learner from a grade has an impact on learner performance solely because there learner has not demonstrated academic readiness for the next grade.

More importantly is that learners at this age (17 – 19+) encounter experiences beyond their comprehension and when this goes unnoticed by people who are supposed to offer support to them (in this case parents) they may slip through the cracks and deviate themselves from taking responsibility of their education.

5.4.2.5 Teaching style

The teacher remained an authority of knowledge. Learners looked up to the teacher for answers to questions the teacher asked.

The teacher did not wander around the class during the session. The teacher remained in the same position, in front of the class reading from the textbook that learners were gazing at. The product of this kind of teaching is that learners become passive learners.

Lastly, although the teacher indicated that he prefers teaching CAPS, a curriculum that centre the learning experience upon learners, in class he was the one doing most of the job; reading from the prescribed textbook, to even giving responses to the very questions he asked.

5.5 Recommendations

5.5.1 Learners

Learners must strongly be advised and encouraged to avoid mixing codes in their speech especially in SHL lessons. Learners must also be advised to visit local information centres such as local libraries and multi media centre(s) where they can find external information or information that will extend on topics discussed in classes, and to find material that will enhance learner language skills (especially in Sesotho, such as online Sesotho-English dictionary called *Bukantswe*).

Learners must also be encouraged to invite their parents to participate in their homework and assignments.

Learners must be made wary of their role in the development and preservation of African languages such as Sesotho. They need to be encouraged to use Sesotho because it is through such practice that a language may be maintained and preserved even under suffocating pressure exerted upon African languages by English. More importantly, learners must continuously be made aware that all South African languages are equally important and that even indigenous South African languages have a contribution to make in the development of the state.

5.5.2 The school

Although code-switching has positive results in the understanding of concepts in SHL, the educator must avoid code-switching in SHL lessons. The educator keeping monolingual speech in SHL lessons will improve the quality and the standard of SHL. Learners indicated their teacher is their role model, therefore when he keeps his monolingual speech in session, learners will want to emulate what is being done by

their role model. Learners must be encouraged to speak the standard version of Sesotho during Sesotho lessons and in their deliberations during the lesson. This will improve their language abilities and skills in Sesotho.

The school must develop competitive programmes in Sesotho such as public speaking, debates and spelling bees so that learners are encouraged to do research in African languages and that they can be able to argue important topics in the comfort of their own languages. This in turn will give learners the confidence of being bold in their own languages. This will also opportune learners to learn about life's events in their languages and also improve the linguistic skills in African languages. Most importantly, learner to teacher ratio must be minimised.

Learner performance must always be thoroughly monitored so that underperforming learners can get remedial interventions from teacher(s) in time.

The school system is such that learners attend periods from dawn of school day, with the exception of lunch break times, until the end of school day. Learners do not find time between lessons to visit the school's library, it is advised that the school management develop a period that will enable grade 12 learner's time to visit the library during school day and do self enhancement study from the books available in the library.

5.5.3 Parents

Parents must be encouraged to take an active role in their children's academic life. Even when the parent's educational status is very low, visiting the school and asking about the progress of a learner will at least notify a learner that he/she has a parent caring about his/ her education. The learner will take an active role towards his/her education.

Even parents with low educational status can understand that [11/50] indicates a fail, hinting a problem with the learning of a learner. Parents must regularly monitor their children's performance. Parents must actively engage with their children about their children's education.

Parents must always remind their children that they need to learn standard Sesotho because that is how the language will survive even after they themselves are no more. It is through such practices as language learning that language and culture will be preserved. Language is indissoluble with culture. Parents must also take an active role in making sure that they avoid mixing languages in their communications with their children, they should promote monolingual speech (Sesotho) in their deliberations with their children not only in their households but also in reputable structures or institutions such as churches.

5.5.4 The Free State Department of Basic Education

Communication to the schools must also be made in African languages so that learners can perceive the significance of their own languages in the government that governs the school and them. This will give learners a pride and will in turn recognise how functional their languages are too in South Africa.

Lexicons written in African languages must be made available to the disposal of learners. This will help learners familiarise themselves with how many sense a single linguistic item has and which of the varying senses is appropriate in which circumstance or context. This will also help improve learner knowledge on spelling and correct autography of Sesotho.

Schools in future must be equipped with overhead projectors. This will afford educators a platform to demonstrate to learners the contents of their session, unlike reading from the same prescribed textbook with learners. Using overhead projectors will encourage teachers to prepare well before offering sessions.

The department can also develops programmes that will allow learners from differing schools in the province engage in regional, provincial and national issues in African languages. Essay competitions in African languages can also be used by the department as a means through which learners contribute to the development of a nation.

Lastly, career fairs must continually be organised to expose learners to careers that appreciate linguistic competence in African languages such as radio presenter, court interpreting, translation, communication, advertising, marketing, etc.

5.6 Conclusion

This study discovered linguistic and extra-linguistic factors that factor into learner's level of achievement in SHL. It has been established that due to learner exposure to varying languages at once, learners tend to employ linguistic items belonging to differing languages in their speech while conversing in Sesotho. Learners do this continually so much that these words replace words that are meant for the same purpose in their language and in turn affect the level of their standard Sesotho. It has also been established that learners even alternate between varying languages in their speech through code-switching or code-mixing in SHL lessons, thereby limiting their standard Sesotho command and skills.

The presence of more than one language in a learner speech both at home and at school factors in the creation or emergence of speech variation in learners. This variation varies from the language is supposed to have form academic purposes. Therefore there are constant linguistic mismatches between learners, their teacher, the paper authorities that set examination papers and examination markers. Dialectical mismatches then factors in the success of learners.

Learners possess attitudes that do not favour meritorious achievement. They do not spend sufficient time studying Sesotho because they feel that Sesotho is easy. This happens because learners do not take SHL as serious as the take other subjects. Their academic discipline towards SHL is negative.

From this study it can be learnt that there are both linguistic and non-linguistic factors that hamper meritorious achievement of learners: attitudes of learners towards SHL, educational aid material, parental involvement, linguistic circumstances that learners living in.

This study has provided insight into the factors influencing the level of academic success of learners in Sesotho Home Language. Recommendations have also been made in the hope that they will help in changing the prevailing learner achievement status quo.

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APPENDIX A_1

Researcher's Name:

Soyiso G Khetoa

Researcher's contact details:

Cell: 0845350594

Email: gkhethoa@yahoo.com

2008083640@ufs4life.ac.za

Dear Principal

A REQUEST TO CONDUCT A RESEARCH IN YOUR SCHOOL

I am conducting an inquiry about Factors constraining grade 12 learners' achievement in Sesotho Home Language.

I humbly request permission to use your school to conduct this inquest, specifically grade 12 learners and a Sesotho (HL) teacher. The researcher will be conducting interviews with learners and will also request that learners and the teacher self administer questionnaires. Both the data and the identity of learners and the teacher will be treated with the highest level of confidentiality and integrity. Learners and the teacher will be requested to take part in this investigation voluntarily. Participants will be able to withdraw their participation at any moment and will not be discriminated against.

This research's finding might help in a quest to improve learners' performance in the language which learners have been using for almost two decade of their lives.

I render my gratitude in advance for your participation in this study.

I the principal give consent that my school can be part of this study.

.....
Principal's signature

APHENDIKS YA A_1

Lebitso la mofuputsi:

Soyiso G Khetoa

Dinomoro tsa mohala tsa mofuputsi:

Mohala wa thekeng: 0845350594

Emeile: gkhethoa@yahoo.com

2008083640@ufs4life.ac.za

Dumela Mosuwehloho

KOPO YA HO ETSA BOITHUTO SEKOLONG SA HAO

Ke etsa diphuputso tlasa sehlooho sena *Factors constraining grade 12 learners' achievement in Sesotho Home Language*.

Ka boikokobetso ke kopa tumello ya ho sebedisa sekolo sa hao bakeng la phuputso ena, haholoholo baithuti ba sehlopha sa leshome mmoho le morutabana ya rutang Sesotho Puo ya lapeng. Mofuputsi o tlo kopa baithuti mmoho le morutabana hore ba ikarabele dipotso tsa patlisiso (questionnaires), a boele a etse di-inthavu le baithuti. Mabitso a baithuti le morutabana ba tlang ho nka karolo a ke ke a phatlalatswa. Baithuti le morutabana ba tlilo kotjwa hore e be boithaopo ba bona ho nka karolo boithuting bona. Ba nkang karolo ba tlo ba le bokgoni ba ho ka itokolla ntle le ho ka kgeswa.

Boithuto bona bo ka thusa ho ka ntlafatsa tsela ya tshebetso ya baithuti puong eo e leng hore baithuti esale ba e sebedisa ka dilemo tse ka bang mashome a mabedi.

Ke se ke ntse ke lebisa diteboho tsa ka ho wena ntlheng ya ho nka karolo boithutong bona.

Nna mosuwehloho ke fana ka tumello ya hore sekolo sa ka se nke karolo boithutong bona.

.....

Tekeno ya Mosuwehloho

Appendix A_2

CONSENT DOCUMENT

REQUESTING YOUR PARTICIPATION IN A STUDY

You are requested to participate in a study titled **Factors constraining grade 12 learners' achievement in Sesotho Home Language**.

This study seeks to unearth linguistic and extra-linguistic factors constraining learners from performing meritoriously in Sesotho Home Language, as Sesotho is the language which learners have been using for knowledge sharing and communication for almost two decades. The findings of this study might help change the reigning situation for the better.

You are requested to participate voluntarily in this study. Your identity and responses to questions asked in this inquest will be treated with the highest level of confidentiality; at no stage will your identity be published. You may withdraw your participation from this study when circumstances deem so.

You may also contact the Secretariat of the Ethics Committee of the Faculty of Humanities, UFS at (051) 4017083 if you have questions about your rights as a research participant.

Ms D Wently (social worker) her contact no 0843357882 will aid the researcher with counselling of participants if such a need arises in the course of the research study.

I fully understands my involvement in this study. I give my consent to participate in study.

.....
Signature of Participant

.....
Date

APHENDIKS YA A_2

TOKOMANE YA TUMELLO

O KOPUWA HO NKA KAROLO BOITHUTONG

O kopuwa ho nka karolo boithutong bo sehlooho se reng ***Factors constraining grade 12 learners' achievement in Sesotho Home Language.***

Maikemisetso a boithuto bona ke ho utulla mabaka ao e leng a puo mmoho le ao e seng a puo a bakang hore tshebetso ya baithuti e se ke ya tsoteha ho Sesotho Puo ya Lapeng, le hoja Sesotho se bile puo eo baithuti ba e sebedisitseng ka nako e telele bakeng la ho arolelana tsebo le dipuisano. Se tla fumanwa ke boithuto bona se ka nna sa fetola le ho ntlafatsa boemo ba ditaba bo ntseng bo rena.

O kopuwa ho ba le seabo boithutong ka boithaopo. Mabitso a hao a ke ke a tsebahatswa nakong eo ho sebetswa ka dikarabo tseo o tla beng o fane ka tsona ho ke ke ha e ba le moo mabitso a hao a phatlalatswang teng. O boetse o ka kgona ho ikgula boithutong bona ha maemo maemo a o qobella hho etsa jwalo.

Ha o lakatsa ho tseba ditokelo tsa hao jwalo ka monka-seabo boithutong bona o ka letsetsa Mongodi wa komiti ya Boitshwaro ya Fakhalthi ya tsa Botho ya UFS nomorong tsena (051) 4017083.

Ha ho ka ba le tlhokahalo ya khanseling nakong eo o ntseng o nkang karolo boithutong bona, Mme D Wently wa Social worker o tla kgona ho thusa. O fumaneha dinomorong tsena tsa mohala 0843357882.

Nna ke utlwisisa ka botlalo seabo sa ka boithutong bona. Ke dumela ho nka karolo boithutong bona.

.....
Tekeno ya ya nkang karolo

.....
Letsatsi

APPENDIX B

Researcher's Name:

Soyiso G Khetoa

Researcher's contact details:

Cell: 0845350594

Email: gkhethoa@yahoo.com

2008083640@ufs4life.ac.za

Dear Parent

REQUESTION YOUR CHILD'S PARTICIPATION IN A RESEARCH STUDY

Your child is hereby requested to participate in a study titled **Factors constraining grade 12 learners' achievement level in Sesotho Home Language.**

This study seeks to unearth linguistic and extra-linguistic factors constraining learners from performing meritoriously in Sesotho Home Language, as Sesotho is the language which learners have been using for knowledge sharing and communication for almost two decades. The findings of this study might help change the reigning situation for the better.

I ask that you permit your child to participate in this research study. Participation in this research is completely voluntary, if a learner decides in the course of the research that he/ she can no longer participate in this research he/ she will experience no mischief. The identity of participants participation in this research will kept confidential.

Ms D Wently (social worker) her contact no 0843357882 will aid the researcher with counselling of participants if such a need arises in the course of the research study.

I (parent)..... authorise that my child (learner)..... can participate in this research study.

.....
Parent's signature

.....
Date

APHENDIKS YA B

Lebitso la mofuputsi:

Soyiso G Khetoa

Dinomoro tsa mohala:

Mohala wa thekeng: 0845350594

Emeili: gkhethoa@yahoo.com

2008083640@ufs4life.ac.za

Dumela Motswadi

KOPO YA TUMELLO BAKENG SA HORE NGWANA A NKE KAROLO BOITHUTONG

Ngwana hao o kopuwa ho nka karolo boithutong bo bitswang ***Factors constraining grade 12 learners' achievement level in Sesotho Home Language.***

Boithuto bona bo ikemiseditse ho utulla mabaka a puo le ao eseng a puo a thibelang tshebetso e tsotelang ya baithuti ho Sesotho Puo ya Lapeng, jwalo ka ha Sesotho e leng puo eo baithuti ba e sebedisitse ka nako e telele bakeng sa karolelano ya tsebo le dipuisano nakong e ka etsa dilemo tse mashome a mabedi. Diphumano tsa boithuti bona di ka thusa ho fetola le ho ntlafatsa boemo bo ntseng bo rena.

Ke kopa hore o dumelle hore ngwanao a nke karolo boithutong bona. Ho nka karolo boithutong bona ke boithapo, e bang ngwana o ikutlwa hore ha sa kgona ho tswellapele ho ba le seabo boithutong bona, o nale bo hona ba ho etsa jwalo ntle le ho kgeswa. Mabitso a bohle ba nkang karolo a ke ke a phatlalatswa kapa ho tsebahatswa.

Ha ho ka ba le tlhokelo ya khanseling nakong ya boithuto bona, Mme D Wently (social worker) ya fumanehang dinomorong tsena 0843357882 o tla kgona ho thusa.

I (motswadi)..... ke dumella hore ngwanaka (moithuti)..... a nke karolo boithutong bona,

.....

Tekeno ya motswadi

.....

Letsatsi

APPENDIX C

LEARNERS QUESTIONNAIRE

Indicate your response by writing an **X** in the provided spaces.

Age: 16 17 18 19+

Gender: Male Female

Investigating extra-linguistic factors:

What contributes to learners' failure to produce meritorious results in Sesotho Home Language?

Having negative attitude towards Sesotho

Not studying enough

Lack of learning enhancement material

Investigating linguistic factors:

Pick your mother tongue:

Sesotho isiXhosa Setswana IsiZulu Sepedi

Swati Tshvenda IsiNdebele Xitsonga

English Afrikaans

.....
How is your knowledge of Sesotho Home Language:

Poor Average Good Excellent

.....
How many languages do you speak at home? Mention them:

Number: Language(s):,,

.....
Your understanding of concepts in Sesotho classes is better when explained in which variety?

Mix-coded language Sesotho

.....
How frequent do you use Mix-coded language in your speech in school?

Daily Once in a week Once in a month Once in a year

Should Sesotho be elevated to statuses of teaching all subjects? If yes, state why.

Yes No

.....
.....
State the sufficiency of Sesotho learning enhancement material in your school library

Very poor Poor Average Good Excellent

Substantiate your choice:

.....
How many languages do you speak in the school premise? Mention them.

1		
2		
3		

Your area of residence is populated by speakers of which variety?

Sesotho Setswana isiXhosa IsiZulu Afrikaans Other

APHENDIKS YA C

DIPOTSO TSA BAITHUTI

Taka **X** moo ho lokelang.

Dilemo: 16 17 18 19+

Bong: Motona Motshehadi

Phuputso ya mabaka ao e seng a puo:

ke mabaka a fe a qobellang baithuti ho se sebetse ka tsela kgotsofatsang ho Sesotho Puo ya Lapeng?

Ho ba le maiketlo a seng matle kgahlano le Sesotho

Ho se bale ka tekano

Tlhokeho ya dintho tse ntlafatsang ho ithuta

Phuputso ya mabaka a kenyelletsang puo:

Kgetha puo ya letswele:

Sesotho isiXhosa Setswana IsiZulu Sepedi

Swati Tshvenda IsiNdebele Xitsonga

English Afrikaans

.....
Tsebo ya hao ya Sesotho Puo ya Lapeng e jwang:

Ea fokola E hantle E ntle Ea kgaba

.....
O bua dipuo tse kae lapeng? Dibolele:

Lenane: (Di)puo:,,

.....
Kutlwisiso ya hao ya mehopolo phapusing ya Sesotho e betere ha ho sebediswa mofutapuo ofe?

Puo e Tswakatswakaneng Sesotho

.....
O sebedisa puo e Tswakatswaneng makgetlo a makae puong ya hao sekolong?

Matsatsi ohle Hanngwe bekeng Hanngwe kgweding Hanngwe selemong

Na Sesotho se lokela ho sebediswa ho ruta dithuto tsohle? Bolela hobaneng.

Eya Tjhe

.....
.....
Bolela boteng ba dintho tse thusang thuto laeboraring ya sekolo sa hao

Fokola haholo Fokola Bohareng Bo botle Palo ya tsoteha

Matlafatsa karabo ya hao ka lebaka:

.....
O bua dipuo tse kae hara sekolo? Dibolele.

1		
2		
3		

Ke dibui tsa puo e fe tse ngata sebakeng seo o phelang ho sona?

Sesotho Setswana isiXhosa IsiZulu Afrikaans Other

APPENDIX D

LEARNER'S INTERVIEW QUESTIONS

Investigating linguistic factors:

1. Which factors do you think discourages learners from performing exceptionally in Sesotho Home Language?

2. Is Sesotho your mother-tongue? If not, please state why you have enrolled for Sesotho as a Home Language.

3. How often do you code-switch and/ or code-mix in your speech in Sesotho lessons? Why?

4. Which language do you use with friends for informal conversations? State your reason(s) for your choice of language especially in school surroundings.

5. Do you enjoy learning in Sesotho? Give a reason for your answer.

6. Do you think Sesotho is as important as English in today's world in the context of South Africa? Motivate your response.

Investigating extra-linguistic factors:

7. How many hours do you dedicate to studying Sesotho subject work independently weekly? Appropriate your answer with a reason.

8. Do your parent(s)/ guardian help you with your Sesotho subject work? If so, give a reason why. If not, give a reason.

9. Does society encourage you to do well in Sesotho Home Language? If not, state why.

10. Do you think being taught in Sesotho benefits your future? State your reason(s).

11. Are you motivated to do well in Sesotho Home Language? Explain your answer ?

APHENDIKS YA D

DIPOTSO TSA INTHAVU

Phuputso ya mabaka a kenyelletsang puo:

1. Ke mabaka a fe a thibelang baithuti ho sebetsa hantle haholo ho Sesotho Puo ya Lapeng?

2. Na Sesotho ke puo ya hao ya Letswele? Ha ho se jwalo, hlalosa hobaneng o etsa Sesotho boemong ba Puo ya Lapeng.

3. O tswakanya dipuo makgetlo a makae puo thutong tsa Sesotho? Hlalosa karabo ya hao.

4. meqoqong le metswalle o sebedisa puo e fe? Hlalosa mabaka a hao bakeng sa puo eo o e sebedisang, haholo meahong ya Sekolo.

5. Na o thabela ho ithuta ka Sesotho? Hlalosa karabo ya hao.

6. Na o nahana Sesotho se molemo jwalo ka Sekgowa ka hara Afrika Borwa maemong a jwale? Kgohlela karabo ya hao ka lebaka.

Phuputso ya mabaka ao eseng a puo:

7. O sebedisa dihora tse kae beke ka nngwe ho ithuta mosebetsi wa Sesotho bonngweng ba hao? Ntlafatsa karabo ka lebaka.

8. Na batswadi ba hao ba a o thusa ka mosebetsi wa Sesotho? Hlalosa karabo ya hao ka mabaka.

9. Na setjhaba se o kgothaletsa ho sebetsa hantle ho Sesotho Puo ya lapeng? Fana ka lebaka ho ntlafatsa karabo ya hao.

10. Na o nahana hore ho rutwa Sesotho ho nale molemo lehosaneng la hao? Tshehetsa karabo ya hao ka mabaka.

11. O kgothalletse ho sebetsa ka matla ho Sesotho Puo ya Lapeng? Hobaneng?

APPENDIX E

TEACHER QUESTIONNAIRE

TEACHER:

1. Your age category?

23 -28	29 – 33	34 – 38	39 -43	44 – 48	49 -53	54 – 58
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1. Gender

Male		Female	
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2. What is your mother-tongue?

Sesotho	isiXhosa	Afrikaans
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3. Which language do you use for communication with friends?

English	Mix-coded language	Sesotho	isiXhosa	Afrikaans
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4. Which language do you use when clarifying topics students find hard to comprehend?

Mix-coded language	isiXhosa	English	Afrikaans
--------------------	----------	---------	-----------

5. Your teaching experience in Sesotho Home Language?

0 – 1	2 – 3	4 – 5	6 – 7	8 - 9	10 +
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6. Qualification you possess?

N Dip in education	
B Ed	
B Ed Hons	
PGCE	
Other	

If your choice was 'other' please specify

.....

7. How is your knowledge of Sesotho?

Very poor	Poor	Moderate	Good	Excellent
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8. Which variety do you use with learners under ungoverned circumstances or in informal conditions?

Mix-coded language	Sesotho	English
--------------------	---------	---------

9. Which syllabus do you prefer teaching? State why.

.....

10. Do you think learners being taught in Sesotho benefits learner education?

No	Yes
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Account for your answer:

.....

.....

11. How often do you employ mix-coded language in your speech while teaching?

Occasionally	Always	Never
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Give reason for your answer:

APHENDIKS YA E

DIPOTSO TSA MORUTABANA

MORUTABANA:

2. Taka boemo ba dilemo tsa hao?

23 -28	29 – 33	34 – 38	39 -43	44 – 48	49 -53	54 – 58
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12.Bong

Motona		Motshehadi	
--------	--	------------	--

13.Puo ya hao ya Letswele ke e fe?

Sesotho	isiXhosa	Afrikaans
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14.O sebedisa puo dipuisanong tsa hao le metswalle?

English	Mix-coded language	Sesotho	isiXhosa	Afrikaans
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15.O sebedisa puo e fe hore o hlakisetse baithuti mehopolo e tebileng?

Puo etswakatswane ng	isiXhosa	English	Afrikaans
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16.O ratile Sesotho Puo ya lapeng nako e kae?

0 – 1	2 – 3	4 – 5	6 – 7	8 - 9	10 +
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17. Boemo ba thuto ya hao?

N Dip in education	
B Ed	
B Ed Hons	
PGCE	
Tse ding	

Hlalosa haeba karabo ya hao e ne e le 'tse ding'

.....

18. O nale tsebo e kae ya esotho?

E fokolang haholo	E fokolang	E bohareng	E ntle	Ea tsoteha
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19. Which variety do you use with learners under ungoverned circumstances or in informal conditions?

Mix-coded language	Sesotho	English
--------------------	---------	---------

20. O thabela ho ruta silabase e fe? Hlalosa hobaneng.

.....

21. Na ho rutwa Sesotho ha baithuti ho molemo bakeng bohosane ba bona?

Tjhe	Eya
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Fana ka lebaka:

.....

.....

22. O tswakatswakanya dipuo makgetlo a makae nakong eo o rutang ka yona?

Mona le mane	Ka nako tsohle	Ha ke etse jwalo
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Fana ka lebaka hore o ntlafatse karabo ya hao:

.....

APPENDIX F

PARENTS INTERVIEW QUESTIONS

1. Which factors do you think constrain learners from performing exceptionally in Sesotho Home Language?

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.....
.....

2. Does the language spoken at home differ from the one used at school at Home Language level?

.....

3. What is your mother-tongue?

.....

4. Do you think your child must be taught Sesotho? Motivate your answer.

.....

5. Do you think your child has a future in learning Sesotho? Why?

.....

6. Do you assist your child with Sesotho homework or assignments? Substantiate your answer.

.....

7. State your age:

25-30	31-35	36-49	50-55	56-60
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8. Do you have material available at home for their educational aid? Mention tem:

No	Yes
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.....

9. Mark your educational status:

0 – Std 2	Std 3 – Std 5	Std 6 –Std 7	Std 8 – Std 9	Matric
N dip	Bachelors	Honours	Masters	Doctorate

10. Is a mix-coded language employed in your house-hold? If yes, for what purpose is it used?

APHENDIKS YA F

DIPOTSO TSA INTHAVU YA BATSWADI

1. Ke dintho di fe tse thibelang baithuto ho sebeta ka makgabane ho Sesotho Puo ya Lapeng?

.....
.....
.....

2. Na puo eo o e sebedisang e fapane le e sebediswang sekolong boemong ba Puo ya lapeng?

.....

3. Puo ya hao ya Letswele ke e fe?

.....

4. Na ngwana hao o lekela ho rutwa Sesotho? Matlafatsa karabo ka lebaka.

.....

5. Na Sesotho se nale molemo bohosaneng ba ngwana wa hao? Bolela hobaneng?

.....

6. O ke o thuse ngwana ka mosebetsi wa lapeng wa Sesotho? Matlafatsa ka lebaka.

.....

7. Kgetha boemo ba dilemo tsa hao:

25-30	31-35	36-49	50-55	56-60
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8. Na o nale dintho tse thusang ngwana ho ithuta lapeng? Di bolele:

Tjhe	Eya
------	-----

.....

9. Bolela boemo ba hao thutong:

0 – Std 2	Std 3 – Std 5	Std 6 –Std 7	Std 8 – Std 9	Matric
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N dip	Bachelors	Honours	Masters	Doctorate
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10. Na puo e tswakatswalaneng e a sebediswa lapeng la hao? Ha ho le jwalo, e sebediswa ka tlasa mabaka a fe?