



**Exploring Strategies of Teaching History in English to Non-English Speaking  
Intermediate Phase Learners in Xhariep**

**By**

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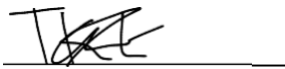
**2023**

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## DECLARATION

I, Lekhethe Kagiso Thapelo (student number: 2015299122), hereby declare that this dissertation entitled "Exploring Strategies of Teaching History in English to Non-English Speaking Learners in Xhariep" (two interrelated publishable articles) is my own work and all sources that have been used in this thesis are indicated and are acknowledged by means of complete references. I further declare that this work has not been submitted previously in part or entirely for examination for a degree at any institution.

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Signature

Date: 13 November 2023

## **DEDICATION**

I dedicate this study to Yahweh Yasha, to my family, learners and teachers all around the world.

## ACKNOWLEDGEMENTS

In fulfilment of this thesis, a particular word of appreciation goes to:

- Yahweh Yasha for enabling through His Grace to enjoy my study and dedicate my time to it.
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- The Ethics Committee of the University of the Free State, as well as the Free State Department of Education for granting me clearance and permission to conduct my study in two of the Xhariep schools.
- The principals, teacher and parents for giving me consent to conduct my study in their schools and for the teachers to be co-researchers. Also, the learners for their assent to be co-researchers in this study.

## ABSTRACT

English is the salient Language of Learning and Teaching (LoLT) in South Africa from Grade 4 to Grade 12. Scholars have shown that English is one of the factors that have a negative impact on the effective learning and teaching of History, since History is regarded to be demanding linguistically. It requires learners to have acquired a specific language and an academic language demand that are both passive and active. This empirical study sought to explore strategies of teaching non-English speaking Intermediate Phase learners History in English in Xhariep. This study was informed by the social constructivism framework along with the interpretivism paradigm, which guided the qualitative approach. Purposive sampling was adopted to enable collection of relevant data, from which I used 2 teachers and 10 learners altogether, 5 from each of the two schools. Data collection was made through focus group interviews for learners, semi-structured interviews for teachers, participant observation and document analysis for both learners and teachers – where I analysed documents like Learning and Teaching Support Materials, activities and assessments. The findings of this study divulge challenges learners experience, from both the learners' and teachers' points of view, by virtue of not understanding the teachers' talk, not clearly understanding the instructions given in activities and assessments, being unable to understand what they are reading, and finding it difficult to formulate appropriate written and viva-voce responses. Also, it looked at strategies that could be used to mitigate the aforementioned challenges and also recommended, inter-alia, the use of moderate pace to teach, appropriate pronunciation of words, familiar vocabulary to learners and moderate projection. In essence, this study intended to add a new body of knowledge to the existing scholarship on effective learning and teaching of History.

**Keywords:** English as LoLT, History education

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## LIST OF ACRONYMS/ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statements
CBI	Content-Based-Instruction
CLIL	Content and Language Integrated Learning
DBE	Department of Basic Education
ESP	English for Specific Purpose
IP	Intermediate Phase
L1 - L10	Learner 1 – Learner 10
LoLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Material
SADTU	South African Democratic Teachers Union
SCT	Social Constructivism Theory
SS	Social Sciences
T1	Teacher 1
T2	Teacher 2
TF	Theoretical Framework

## **IMPORTANT TO NOTE**

### **To whom it may concern**

Kindly take note of the following before reading further:

- Article one has been published in the ... and it may be cited in the following manner:
- Lekhetho K.T and Moreeng B.B. 2023. Exploring The Challenges Experienced By Non-English Intermediate Phase Learners When Learning History in English.
- Article two has been published in the ...and may be cited in the following manner:
  - Lekhetho K.T and Moreeng B.B. 2023. Teachers' Perspectives on the Impact of Teaching History in English to Non-English Intermediate Phase Learners.

# CHAPTER 1 ORIENTATION OF THE STUDY

## 1.1 INTRODUCTION

According to the Curriculum and Assessment Policy Statement (CAPS), History is studying alteration and development in a society over the years (DBE, 2011). Studying History enables one to determine how *what* people did in the past affect the present and influence the future (CAPS, 2011). History guides individuals on how to think about the past in a courteous way and it is an enquiry process, which necessitates asking What, When and Why questions so that one can analyse the stories bestowed unto us about the past and how we can internalise that information (DBE, 2011). Some of the aims of History that impart necessary skills in learners, are that learners ought to be able to find different types of information about the past, select information that is relevant, determine the trustworthiness of information, demonstrate multi-perspective, explicate why past events have different interpretations, debate about the past through using evidence, write history in a systematically arranged order, and understand the vitality of heritage and conservation (DBE, 2011). Knudsen (2020) sums the aforementioned skills by asserting that History is a subject that intends to develop the meaning-making process in the aspects of History. Additionally, for learners to be able to acquire the above-mentioned skills, comprised as "meaning-making process", they have to acquire English language skills which are listening, reading, speaking and writing (Dixon, 2021).

The challenges that are in contrast to the skills required, are shown, which are that learners have challenges with engaging in interpretive discussions due to lack of English proficiency (Knudsen, 2020). Equally important, Chang, Wegerif, and Hennessy (2023) assert that learners find it challenging to understand History, engage in multi-perspective and interpretative History, as well as show challenges in analysing historical sources when they have to do the aforementioned in English. Again, they attribute that historical thinking concepts are complex and learners find them challenging to comprehend and find them unnecessary when they have to learn them in English (Chang et al., 2023). To boot, Tai and Wei (2023) assert that some learners lack demonstrating critical

thinking skills in certain historical contexts by virtue of inadequate English proficiency.

Through the same vein, Tai and Wei (2023) suggest that using Translanguaging through group works can assist learners' with critical thinking within the historical context, while Kurbanova (2023) further adds that learners should familiarise themselves with the culture of the target language – English – they want to acquire skills of, because it will make it easy to learn the language and its skills. Additionally, Umi and Akmad (2019) suggest that learners of the millennial generation should be provided with digital books, because they would encourage most of them to read and learn how to read, because digital books have options of "read aloud" where the device will read the book or source for you. Therefore, the learner can just follow as the device reads and thus acquires reading skills there through learning the formation of words, knowing how they are pronounced and realise how to read through punctuation as well.

Various studies promulgate English as a challenge in terms of learning disciplines. Dhami (2022) from Nepal and Hieu and Tran (2022) from Indonesia, assert that History is taught and assessed in English and learners, as well as teachers, find it difficult to learn and teach in English. Similarly, Adebileje and Akinola (2020) assert that English is vital in Nigeria, but it is a challenge for learners and teachers to carry out an effective learning and teaching process. Comparably, Magulo (2016) postulate that both teachers and learners lack input and output skills of English, thus they have challenges in learning and teaching through English. Analogously, Mpofu (2023) ascribes that lack of language skills, such as reading, listening, writing and speaking are the challenges language pose to learners for an effective learning-teaching process. Likewise, the University of Cambridge (2019) propounds that learners and teachers find it difficult to construct knowledge and comprehension of the past, the impact it has on the present and the influence it may have on the future in a non-Native language – particularly English.

This study sought to add to this body of knowledge by exploring the strategies of teaching History in English to non-English speakers in the Intermediate Phase in a small rural town in the Free State Province.

## **1.2 PROBLEM STATEMENT OF THE STUDY**

History learners' performance is not impressive in South Africa. They perform poorly as they cannot express themselves clearly in line with the questions, nor follow the instructions required (Samuelsson, 2019). Mudau (2019) asserts that many teachers believe that having English as the medium of instruction hinders learners from unleashing their best performance in their academics, and as History is taught in English, it becomes a challenge to learners to fully unleash their best performance, because it requires them to have English academic language skills in particular (Oattes, Oostdam, Graaff & Wilschut, 2018). Emphatically, as an educator, I have witnessed that when learners are asked to discuss or argue, they always narrate. Some even show challenges in constructing English written sentences that make sense, to a point where, as a teacher, I focus on discussion only, because it is closest to narrating (Chand, 2021). These challenges that I state to have witnessed of non-English speaking learners having challenges to fluently and accurately learn History in English, were raised by many teachers in the Xhariep District in the workshop we attended early in 2022, showing that this challenge is prevalent in the Xhariep District. It would seem to me that earlier literature (Hogg, 2019; Mweli, 2018; Oattes et al., 2018; Owen-Smith, 2015; Peyton, 2015) seems to be fixated on the challenges that are ongoing and to have less focus on the strategies that could be used to teach History in English to non-English speakers in the Intermediate Phase. Therefore, this study focused on exploring the strategies of teaching History in English to non-English speakers in the Intermediate Phase.

## **1.3 THEORETICAL FRAMEWORK: SOCIAL CONSTRUCTIVISM**

### **1.3.1 Definition of theoretical framework**

According to Varpio, Paradis, Uijtdehaage and Young (2020), a theoretical framework is whereby theories are constructed to give an explanation, prediction and comprehension of a particular phenomena; it may also seek to "challenge and extend" knowledge that

already exists in the perimeter of assumptions that are critically bounding. Put differently and yet concurring with Muthukrishna and Henrich (2019), Adon and Hussein (2018) write that a theoretical framework is a navigator for a research, which is founded on a theory that exists “in the field of enquiry”. Adon and Hussein (2018) further elaborate that a theoretical framework is the foundation for a research that the research will be conducted, because it will serve as a guide for the researcher throughout his/her research. Halverson and Graham (2019) add that a theory that is used in the theoretical framework serves as an instrument that explains the research problem and paves the way for the research problem to be investigated. It further elaborates that this theory can be used for both qualitative and quantitative studies, although it is often found in quantitative studies.

### **1.3.2 Definition of social constructivism**

Alkhudiry (2022) asserts that social constructivism is a theory that believes that learning and the social world are inseparable, and that cognitive development takes place in a space of interaction – that is driven by language – among people. Shibina and Vijayalakshmi (2022) concur with Alkhudiry (2022) and further add that social constructivism deems learning to be a process of socially negotiating concepts and meanings for the purpose of solving problems, using language as a tool for interaction. Lasmawan and Budiarta (2020) concede stating that social constructivism establishes the cognitive development processes of individuals on language. Social constructivism urges the use of methods that influence people to converse by sharing ideas and contributing to each other’s knowledge through cooperating, collaboration and teamwork (Shibina & Vijayalakshmi, 2022). Additionally, Matsumoto (2022) is of the same mind with the above scholars in stating that Vygotsky believed that the social environment plays a pivotal role in developing people cognitively through laying the foundation of interaction among people. Mahmoodi-Shahrebabaki (2019) further adds in accord, stating that when interaction through conversations take place between teachers and learners, and learners and their peers, learners get to learn how to use language accordingly and get to master communicative and functional speech acts.

### **1.3.3 History of social constructivism**

According to Jim Brown (2021), constructivism came from Jean Piaget and John Dewey. Huang (2021) reveals that it was identified with the cognitive development of Piaget. Piaget's focus was on how mankind use their experiences and their ideas to create meaning and he fixed his views on how humans develop individually, compared to how they develop when influenced by external forces. Continually, the spiritual life divulges another form of constructivism that Liv Vygotsky introduced, which is known as social constructivism. This social constructivism aimed to show how sociocultural learning, which is interacting with different kinds of people and groups like peers and adults, are essential in mental construction (Veraksa, Colliver & Sukhikh, 2022). Nonetheless, Piaget is the one who formalised the constructivism theory that believed that when the information that comes from the environment and the person's ideas interact, it will produce internalised structures that are developed by learners (Pramling 2022). Furthermore, according to Afgang and Rinanda (2021), although John Dewey is deemed as the official initiator of constructivism and Piaget and Brunner as the chief theorists in cognitive construction, whereby Vygotsky is deemed to be the big theorist of social constructivism, Vladimir Tatlin, who was a Russian artist, is found to be the one from whom the constructivist theory commenced with.

### **1.3.4 Assumptions of social constructivism**

Deeba (2021) reveals five assumptions of social constructivism of which I will mention only four that I find relevant to my study. The first one being that learners construct knowledge through actively participating during the learning-teaching process and again knowledge is gained through experiences in a sense that learners link their everyday knowledge with the new knowledge they receive to make sense out of it. Teachers may also contribute by referencing their own life experiences to create meaning in the classroom and develop the understanding of learners. Put differently, Ma (2022) concedes that knowledge emerges from an interaction between people, it is not discovered. Additionally, learning is a social activity that requires learners to socially

engage with peers, teachers and community members for the purpose of knowledge construction (Deeba, 2021). Equally important, Gallardo-Alba, Grüning and Serrano-Solano (2020) state in agreement, that learning can effectively take place in a social context where knowledge can be articulate among each other and challenges as well, while Backes, Ramos, Brasil, Ristow, Isia, Arantes and Nascimento (2023) affirm that learning occurs when the learner actively and socially interacts through language.

Moreover, Deeba (2021) further articulates that knowledge, rapture and recreation, as well as morals and aesthetics are interlinked in social constructivism. Lastly, Deeba (2021) asserts that learning does not only take place in the classroom, but in the communities as well, whereby the learner's cultural perspectives would be acknowledged as well. On that same note, Gallardo-Alba et al. (2020) supports this through stating that a functional learning community is demonstrated where individuals can come in close proximity to interact, while also expressing their feelings. Over and above, social constructivism does not believe that reality exists, rather it believes that reality is constructed and is influenced by people in the process of constructing knowledge (Backes et al., 2023).

### **1.3.5 Principles of social constructivism**

Mohammed and Kinyó (2020) mention four principles of social construction. The first one salutes that learning is an active and not a passive process and it is supported by Ekinci and Ecem (2022), who wrote that learners are active developers of their own educational experiences. Secondly, it esteems that cognition regulates itself within the perimeters of the conditions it operates within, in other words, cognitive development creates the reality, based on the conditions presented. Triantafyllou (2022) concurs that knowledge is constructed on the knowledge that already exists. Thirdly, there is no single reality, rather reality is constructed, based on the people's experiences. Lastly, knowledge construction is contingent on the social and cultural interaction. Ariansyah (2023) further adds that the other two principles are that language is the fundamental tool that regulates social interaction, and Zone of Proximal Development, which centers the teacher as a person, who facilitates learners into constructing their knowledge. Equally important, Barnett

(2019) sets forth four principles, from which one – Zone of Proximal Development – is also mentioned by Ariansyah (2023). He believes that learners learn concepts best when they are offered help by the teacher through discussions in the classroom. The second one is scaffolding, which encourages learners' learning through being guided by the teachers, peers or adults on how to meet the expectations (Barnett, 2019). Ekinici and Ecem (2022) add to the aforementioned stating that scaffolding encourages learners to also learn through being helped by reference books, such as dictionaries. Similarly, Triantafyllou (2022) asserts that teachers play a significant role in helping learners construct knowledge, instead of just reproducing information. Thirdly, there is cooperative learning, whereby learners learn to solve problems in pairs or groups that is another principle that ensures that learners internalise the knowledge they have acquired from working together more effectively. Lastly, cultural influence urges that teachers acknowledge diversity in ethnicity, because learners learn effectively about themselves through observing those different to them (Barnett, 2023). Additionally, Ekinici and Ecem (2020) concede that learning takes place in a socio-cultural context. In conclusion, the principles of social constructivism lay a ground that is learner-centered and stimulates cooperation, collaboration and team-work where interactive learning can effectively occur (Triantafyllou, 2022).

### **1.3.6 Conclusion**

Summing up, social constructivism, which is a theory that was developed by Vygotsky from Piaget's constructivism (Shibina & Vijayalakshmi, 2022), is a theory that paved a way for learning through socially interacting with peers, teachers, parents, adults and other necessary societal resources to construct knowledge through its assumptions and principles. It asserts that language is a vital tool in ensuring that interaction takes place between people.

This theory resonated well with my study, since my study had to do with leaning and language and this theory believes that language and learning are inseparable entities. Equally important, it is subjective and believes that there is no existing reality, but rather that reality is constructed based on the people's experiences. Therefore, my study sought

to explore experiences of non-Native English-speaking learners in learning History in English in the Intermediate Phase and thus create meaning towards what they have experienced in learning History in English and thus creating meaning on to how they may better their understanding of comprehending History lessons presented in English.

## **1.4 RESEARCH QUESTIONS**

### **1.4.1 Primary research question:**

What strategies can be used to teach History in English to non-English speakers in the Intermediate Phase?

### **1.4.2 Secondary research questions:**

- What strategies do learners suggest for themselves to mitigate the challenges they encounter when learning History in English?
- What strategies do teachers suggest to mitigate the challenges learners encounter when learning History in English?
- • What strategies have been effective in the learning and teaching of History in English to learners?

## **1.5 RESEARCH AIMS**

### **1.5.1 Primary aim**

To explore strategies of teaching History in English to non-English speakers in the

Intermediate Phase.

### **1.5.2 Research Objectives**

- To determine the teachers suggested strategies on how learners can mitigate the challenges of learning History in English.
- To extrapolate the strategies learners suggest for themselves on how English can be used to teach History.
- To investigate the strategies that have been effective for the learning and teaching of History in English.

## **1.6 RESEARCH METHODOLOGY**

### **1.6.1 Research paradigm**

The paradigm that was used in this study is interpretivism. Proponents of this paradigm believe that there is no single reality or truth, and therefore reality needs to be interpreted in order to obtain multiple realities (Alharahsheh & Pius, 2020). According to Junjie and Yingxin (2022), interpretivism has no theory that is wrong and neither that is right, rather one that is rendering meaning to the world from the subjective lived experiences of individuals.

Alharahsheh and Pius (2020) assert that interpretivism is a paradigm that seeks in-depth experiences and perceptions of people from a subjective point of view. Pervin and Mokhtar (2022) further adds that interpretivism is encompassing and circumstantial, as it seeks to find the differences that exist in the social context and it gives the researcher an opportunity to furnish their interpretive explanations on the experiences and perceptions of the participants. Additionally, Ikram and Kenayathulla (2022) write that interpretivism aims to comprehend the meaning of people in society and the relationships of individuals

within the society, from collecting rich data from the experiences and perceptions of people. Having these closely related definitions, I would sum up to say that interpretivism is a paradigm that seeks to furnish a subjective inference on the data that was collected from the people's experiences and perceptions.

According to Kankam (2019), interpretivism and social constructivism seem to have similar attributes, since interpretivism asserts that the only way to access reality is through social constructions, such as language, consciousness, shared meanings and instruments. Pervin and Mokhtar (2022) wrote the same statement, stating that a human's reality is solely acquired via social constructions, such as language, consciousness, shared meanings, documents, tools and artefacts. They are both not objective and both work well in a qualitative approach (Boyland, 2019).

This paradigm was relevant for my study, because it is subjective and I understood that as I was collecting my data through interviews and observation, I could not infer what I have collected and interpreted to be the ultimate truth. I rather deemed it to be information that had the potential to divulge necessary unknown information and the potential to give helpful strategies to learners and teachers on overcoming English challenges in learning and teaching History.

### **1.6.2 Research design**

McCombes and Bhandari (2021) assert that a research design is a strategy that is used by a researcher to empirically answer the research question. Similarly, Asenahabi (2019) defines it as a guide for conducting research. Additionally, Akcam, Guney and Cresswell (2019) elaborate that it is an approach that is used as the foundation of creating research questions, collecting and analysing data, as well as furnishing findings. All these definitions are in consensus and allude that a research design is a blueprint for how the research is going to unfold.

The research design I chose is Phenomenology. Larsen and Adu (2021) define phenomenology as the process of how people come to know, as well as how they come to be understood. Adding on what Larersen and Adu (2020), Tomaszewski, Zarestky and

Gonzalez (2020) write, that it is a design that is focused on the lived experiences or phenomenon of people, who have different perspectives. Put differently, Martiny, Toro and Høffding (2021) ascribe that it is a design that looks into understanding and describing the structure of the experiences of people. These definitions are centered on exploring the lived experiences of people, therefore, the suitable definition for this study encompasses all the definitions of the authors, as they elaborate each other's points of view.

Phenomenology design considers the descriptions people furnish in person and disregards external and objective realities that are described (Jamon, Boholano, Cabanes-Jamon & Pardillo, 2021). Larsen and Adu (2021) support this, stating that realities are in the subjective experiences and thoughts of co-researchers. This design was relevant to my study, because it is related to the interpretivist paradigm, qualitative approach, social constructivism and is subjective (Sundler, Lindberg, Nilsson & Palmer, 2019). Phenomenology also deals with interpreting documents by doing an in-depth study of them, in order to draw an inference from them (Webb & Welsh, 2019). I conducted my study from two different schools. Thus, I founded my interviews and observations on the descriptions co-researchers gave me through interviews and observations and ignored external and objective realities, also rendered a subjective inference from analysing the documents.

### **1.6.3 Qualitative research approach**

Elme (2020) defines an approach as a plan and procedure that guide the research to remain within its perimeters, and thus identifies three forms of approaches, which are qualitative approach, quantitative approach and mixed-method approach. Perennially, Sileyew (2019) supports that a design approach is a course of action that helps the researcher to collect data, analyse and interpret it. Mehrad and Zangeneh (2019) thus adds that these approaches are different, but they are not rivals. They are all designed to draw information in a unique manner (Mehrad & Zangeneh, 2019).

The approach I used was qualitative research approach. According to Allen, James, Frost, Liabo, Learn, Monks, Zhelev, Logan, Everson, James and Stein (2022), the

qualitative research approach is focused on understanding the experiences of people and their reflections on those experiences. Furthermore, it seeks to learn how the realities are created by people, as well as how they have constructed and understood their experiences, so that new understanding can be generated (Yadav, 2022). Also, they describe the qualitative research approach as an interpretive approach, because of its level of encouraging rich discussions that explore perceptions, experiences or behaviour through their verbal or visual expressions, actions or writings.

This approach was relevant to my study, because I sought to understand the challenges of learners when they learn History in English. I also sought to understand and record the perceptions that the impact language, English in particular, has on teaching History.

Lastly, I learned the co-researchers' suggestions on how to possibly help mitigate the challenge of teaching History in English. The qualitative research method provided the opportunity of acquiring in-depth information for understanding.

#### **1.6.4 Data collection**

This study used data collection strategies, such as interviews, observations and document analysis. Adeoye-Olatubde and Olenik (2021) view an interview in research as a conversation that takes place between the person who asks questions (interviewer) and the person who answers them (interviewee) for the sake of accumulating in-depth information on people's opinions, thoughts, experiences and feelings. Henriksen, Englander and Nordgaard (2022) and Ahlin (2019) further state that there are three types of interviews, namely: structured interviews, semi-structured interviews, unstructured interviews and focus group. This study used the semi-structured interviews where I prepared the questions I asked interviewees in advance, but then gave them the freedom of giving their personal unguided experiences, opinions and thoughts on the matter (Magaldi & Berler, 2020). I selected this form of interview, because I knew exactly which aspect I wanted to focus on, hence the preparation of questions in advance with the hopes of honest and free responses from the interviewees. This method was relevant for my study, because measures of finding strategies that might be helpful in

ameliorating a social sciences subject, need thorough engagements with people to find resolutions – where people will socially interact to come up with solutions.

Muijeen, Kongvattananong and Somprasert (2020) allude to focus group interviews as a data collection tool that can be used in the qualitative research to encourage discussions, exchange of thoughts, opinions and experiences among the interviewees in a group. According to Basnet (2021) a focused group interview is a group interview where the interviewer will facilitate the discussion that takes place between a group of people for the purposes of getting rich experiences, thoughts and opinions from the focus group interviewees. Gill and Baillie (2018) concert with Basnet that focus group interviews are a moderated discussion on a particular topic among interviewees. Basnet (2021) further suggest that it is vital that the interviewees have common interests and homogeneity so that they can all relate to the topic. Emphatically, Taherdoost (2021) adds that a focus group interview facilitates a discussion that is taking place about a particular topic for the purpose of collecting narrative data. This way of interview leads to the provision of developed answers as interviewees answers will build on other interviewers answers (Basnet 2021; Muijeen, Kongvattananong and Somprasert 2020; Gill and Baillie 2018; Taherdoost 2021). I therefore grouped 5 learners from School A together to conduct facilitated group interview with them. Thereafter, I did the same thing with the 5 learners from school B, I grouped them together and facilitated the group interview.

Hurst (2023) and Alam (2021) claim that the observation method is one where one observes behaviour and the material surroundings, in order to evaluate, draw conclusions, and make comments on interactions and relations. Shin and Miller (2022) further stress that observations should be done in a systematic manner, with purpose and on the grounds of science, yet not neglecting the important aspects of curiosity and fascination. Additionally, Lofland, Snow, Anderson and Lofland (2018) elaborate in pointing out that observations have three categories, which are: participant observation, where one indistinguishably becomes part of the group that is being researched with their knowledge, over a lengthy period of time, seeking to understand in-depth this group being researched. Secondly, non-participant observation where the researcher attempts to understand the world, relationships, and interactions in a new manner without having to

categorise and evaluate prevalently. Thirdly, indirect observation, where one does not personally conduct observation, but rather depend on the observations that have already been conducted by other people and documented, recorded or already auto-observed. All these above-mentioned sources emphasise that observation is often used in social sciences (Lareau, 2021), which my study was based on.

My study used participant observation, because it was convenient, since the town I conducted my research in, is a small town where everyone knows that I am a teacher. Also, it was the best approach, because I explored honest thoughts and experiences of teachers and learners about the challenges of language when teaching History. I also explored the strategies that they are using and suggested English as LoLT when teaching History to learners. Equally important, I observed how non-English speaking learners are taught History and which language they are taught in, and whether being taught in English leads to more comprehension compared to being taught in their home language or whether being taught in the home language leads to more comprehension compared to being taught in English. Also, I focused on how teachers teach History in English to learners and observed one Grade 6 class per two primary schools for only one period on a particular day during the week.

According to Morgan (2022), document analysis is a systematic procedure that is used to review and evaluate any form of documents, and Davie and Wyatt (2021) concur that it utilises a systematic procedure for analysing the evidence found in documents to answer specific research questions. Since it is mainly used in qualitative research, it suggests that the accumulated documents be examined and interpreted in order to derive meaning from them, gain in-depth understanding and develop knowledge that has been verified by observation and not mere theory (Karppinen & Moe, 2019). Asdal and Reinertden (2021) add that document analysis is a form of research that can be used alone to conduct research or can be teamed with other data collection methods, such as interviews or focus group transcripts, observation and survey. When three data collection methods are being used, including document analysis, they either concur with each other, elaborate on each other or criticise and contradict each other, which will help discourage bias.

For the purpose of this study, I looked at the Learning and Teaching Support Material (LTSM) used in class – particularly some of the notes learners are given to help them

comprehend History in English and learning and assessment activities of learners. I looked at how these assist in enhancing learners' English language encounters when learning History. In addition, I compared and contrasted the data I have collected through the interviews and observations and also determined through observations and interviews whether the documents mentioned above contribute to enhancing teaching History in English to non-English speaking learners. I also went through the documents analytically myself to search for advantages and disadvantages that teachers and learners have divulged during interviews and through observations. Summing up, I determined the similarities, differences, contradictions, elaborations and additions between the data that has been collected through the interviews, observations and the documents I analysed.

### **1.6.5 Sampling**

Sampling is a process whereby persons or sampling units are carefully chosen to be the most suitable or valuable from the sample frame (Bhardwaj, 2019). Berndt (2020) gives us an elaborated definition of the term, stating that it is the process of selecting co-researchers in order to estimate the characteristics of the population. He further states that it is the way the researcher acquires information for his/her research about a particular population group, but by only examining a portion of that population group (Berndt, 2020).

Andrade (2021) and Arnes, Glenton and Lewin (2019) add the types of non-probabilistic sampling, which are: convenience sampling, purposive sampling, quota sampling and snowball sampling. Among these sampling methods, I used purposive sampling, because the research that I conducted, namely exploring strategies that can be used to teach History in English to non-English speaking learners, required me to talk to the relevant people. These are people who teach and learn History in English. Purposive sampling is where co-researchers are selected deliberately, based on the qualities they have. Put differently, the researcher decides what has to be known and thus goes to select people who are relevant to provide that knowledge, due to their knowledge and experiences to give useful answers (Thomas, 2022).

The sample for my study included two Grade 6 Social Sciences teachers, where each of

them came from each of the two schools. It also included five Grade 6 learners from each of the two schools, who in total were 10 learners, from the only two English medium primary schools in the small town in the Free State Province. Since the schools are not big there is only one Grade 6 class per school.

### **1.6.6 Data analysis**

This study employed thematic analysis to analyse its data. Thematic analysis is defined by Braun, Clarke and Hayfield (2023) as a method that is used to identify and analyse patterns found in qualitative data. Byrne (2022) further emphasises that thematic analysis is flexible, because it is not a methodology, but an analytical method. Additionally, Cambell, Orr, Durepos, Nguyen, Li, Whitmore, Gehrke, Grhama and Jack (2021) state that it can be used within any theoretical framework, even Social Constructivism, which is the theoretical framework I have selected. Thematic analysis gave me an opportunity to thematise the data that was collected for the purpose of reporting how I interpret it (Kiger & Varpio, 2020). Reseveare (2023) encourages the researcher to identify and describe ideas that are similar or the same and to group and interpret them together under the codes that the researcher have developed, based on those ideas/themes.

Thematic analysis helped me to achieve the aim of my study, since I have interviewed more than one person. It provided me with a structure of laying out the data I have collected for interpretation in a way that enabled me to group it all together. The data that I collected through interviews, observations and document analysis, was grouped into various similar ideas, so that I could determine which ones complement each other and/or contrast each other for the sake of a valuable interpretation. Thematic analysis is subjective and gave me an opportunity to apply my own judgment to the data I have collected and the interpretation thereof (Caulfield, 2019). This method relates harmoniously with the interpretivist paradigm, the research approach and social constructivism theory I have chosen to do this research.

## **1.7 VALUE OF THE STUDY**

It is envisaged that the findings of the study can serve as a guiding tool for teachers who teach History in the Intermediate Phase, regarding strategies that can be used to teach History in English to non-English Intermediate Phase learners. The learners are likely to benefit, since English has been inferred to be a challenge of learning effectively for non-English speaking learners in schools, particularly in the Intermediate Phase. Policy makers and researchers in the field of education might also use the study to strengthen their own research.

## **1.8 ETHICAL CONSIDERATIONS**

Before starting the research, I requested clearance from the Ethics Committee of the Faculty of Education from the University of the Free State and permission from the Free State Department of Education. Thereafter, I requested permission from the two schools in the Xhariep District and two Social Sciences teachers from the schools in the District to conduct my research. Permission was also requested from the parents and assent from the participating learners. It is an ethical practice to ask permission from authorities before conducting the study (Creswell, 2014). I explained the research to the History teachers and why I requested their participation in the research. I also assured them that there was no harm in the research. The identity of the teachers, learners and schools was kept anonymous. I hid the names, physical addresses and school stamps. I explained to the participants that the interview would take place as a focus group interview and that they had a right to withdraw at any time. All the information generated from the participants was treated confidentially.

### **1.8.1 Trustworthiness**

Nyirenda, Kumar, Theobald, Sarker, Sinwinga, Kwenda, Johnson, Hatzold, Covert,

Sibanda and Taegtmeze (2020) assert that trustworthiness consists of credibility, dependability, confirmability and transferability to measure the trustworthiness of the findings. Daniel (2019) further adds that trustworthiness gauges the quality in the qualitative research, which serves as a solid foundation for credibility during the research, and pertinence and confidence in the end result of the research. Therefore, I made sure that the participants I interviewed were Grade 6 Intermediate Phase learners in two of the schools in a small town known in the Xhariep District in Free State. I interviewed two teachers from two of the three primary schools in Xhariep, and ten learners – five from each of the two primary schools to ascertain the findings. In the two schools, the teachers I selected were the only Grade 6 History teachers in those schools. Thereafter, I verified the interview responses through conducting participant-observations and analysing documents, such as learners' class activities, assessments and notes educators provide learners with. Notably, the learners were non-native English speakers, who learned History in English in English Medium Instruction schools.

### **1.8.2 Credibility**

Credibility measures the level of confidence the researcher was able to reach in the findings, based on the investigated phenomena (Lemon & Hayes, 2020). Moreover, Bans-Akutey and Tiimub (2021), elaborated, stating that there are several strategies one can use to ascertain credibility like triangulation, which within it has data triangulation, which acknowledges the information from various sources like people, organisations or context for the purpose of ascertaining credibility. Therefore, I used data triangulation, whereby I used information from the interviews I conducted, observations I made during the learning-teaching period and document analysis, whereby I made use of learners' activities, assessments and notes to compare all these for analysis and interpretation reasons (Noble & Heale, 2019).

### **1.8.3 Transferability**

Transferability gauges whether the study is applicable in other contexts (Kkyngäs, Kaariainen & Elo, 2020). Therefore, the findings and conclusions of this study are limited to the schools in the Xhariep District and cannot be open to more than one context, because it was conducted in only two schools in one town in Xhariep. Other districts and provinces are therefore excluded from the findings and conclusions of this study.

#### **1.8.4 Confirmability**

Nyirenda et al. (2020) defines confirmability as the measure of whether the collected data was not influenced, manipulated and not bias. I can therefore say that the data could be bias as only five learners from each of the two schools were interviewed and not the whole class, however, I have stated that these findings and conclusions here are subjective. There is no assumption that they reflect on every individual learner in the Xhariep District.

#### **1.8.5 Dependability**

According to Stahl and King (2020), dependability measures the consistency in the findings and conclusions, and whether they are repeated by other researchers. To ascertain dependability, I asked all learners the same question and some responded with the same answer to that question. Furthermore, I asked the questions in English and in the vernacular – I repeated the question to ensure that co-researchers understood and also encouraged them to ask for clarity when they did not understand the question.

### **1.9 DEFINITION OF CONCEPTS**

This section provides definitions to the key terms that drive this study, so that the reader may find it easy to understand concepts and how they were utilised in this study.

#### **1.9.1 History**

History is the study of the past with the purpose of determining what happened in the past: how did it happen, where did it happen and why did it happen (McLaren, 2019). It is also a school subject that enables learners to answer those questions through imparting essential skills, such as reading, writing, listening, speaking, analysing, interpreting and synthesising within learners (Mertha & Mahfud, 2022). Moreover, Sautereau and Faas (2023) avert that History in general and as a subject, promotes democracy, human rights and its effect on the global world. Additionally, Perez-Garcia (2021) write that History is often times determined by the regime of the country in autocratic states, but in democratic states it takes a neutral honest form that seeks to learn from the past so that it may not repeat itself. South Africa's history, for instance, was Eurocentric during the apartheid era and that changed to being Euro-Afrocentric with the new Democratic Policy being implemented in South Africa (Verwey & Muir, 2019).

### **1.9.2 History education**

History education relates to learners learning History through immersing themselves in the past so that they can understand why the present is like this and thus make sound decisions that will benefit the present and the future (Edling, 2020). Learning History stimulates learners to relate their emotions with their common sense. Moreover, Nayak and Harichandan (2021) add that the aspects that History teaching seeks to endorse in the learning and teaching of History, are understanding, a conception of time, space and society, to make learners aware of their value and achievements through encouraging and assessing them among other things. South African Democratic Teachers Union (SADTU) (2014) affirms that History is compulsory in the learning and teaching environment of Grade 3 up until Grade 9, and thereafter it becomes optional. Learners use sources, such as extracts that quote original sources, original poems and diaries to learn History (Miles & Gibson, 2022). They further need to read, write, talk about, analyse, interpret, etc. the sources mentioned here above (Miles & Gibson, 2022).

### **1.9.3 Language of Learning and Teaching (LoLT)**

LoLT is the language that is used to regulate learning and teaching in the classroom (Ohio & Nkopodi, 2019). It is not limited to any language in particular, but depends on what the SGB would have selected it to be in a particular school (Mphahlele, Manyaka & Moshaba, 2022). However, the language of learning and teaching is limited to the official languages of the country (Mphahlele et al., 2022). In South African schools English is one of the dominant LoLT (Thwala, 2019). Most South African schools, including some countries around the world, find it challenging to learn and teach History in English to non-English speaking learners in particular (Molekl & Mosimege, 2020). Teane (2019) ergo attributes that LoLT is not easy to implement, because the teachers and learners usually embark on the learning and teaching in the language they are most comfortable with, instead of the LoLT, most of the time. Nonetheless, it is given that LoLT is the medium language that ought to make conversations flow effortlessly in the classroom (Wilson & Mavuru, 2022).

#### **1.9.4 English**

English is a British language that former colonies inherited from former colonisers (Imam, Bhuiyan & Rakhi, 2021). Among the many countries that were colonised by Britain, South Africa was one of them and since then, English has been prominent in South Africa (Bekker, 2021). To this day, it is still a universal language that people from different ethnic groups use to communicate (Dubautsova, 2019). Many countries, including China, are now implementing strategies of teaching their learners English, since it was realised that it is universal and promises better opportunities in life (Ezeanya-Esiobu, 2019). Many scholars from around the world concert that English is a challenging language to exert learning and teaching in (Hibatullah, 2019) and the assumption for this cause, inter-alia, is that learners commence using English as the language of learning and teaching in the fourth Grade, which they deem to be late for a learner to quickly grasp its proficiency in reading, listening, speaking and writing (Paulsrud, Tian & Toth, 2021).

#### **1.9.5 Intermediate Phase**

Intermediate Phase in South Africa refers to the Grade 4, 5 and 6 classes (Chimuse, 2021). This phase requires learners to acquire more technical skills, such as communicating, designing, evaluating, investigating and building (Mandasari & Wahyudin, 2021). It also requires them to acquire more academic skills, such as critical thinking, communication, problem-solving, conflict resolution and decision-making (Graham, Kiuvara & MacKay, 2020).

### **1.9.6 Intermediate Phase learners**

Intermediate Phase learners are learners, who are mostly between 10 and 12 years, although you would find that some are younger or older than that age in this phase, and ought to be in Grades 4 - 6 (DBE, 2011). These learners are exposed to content of specific subjects and are developed socially, emotionally, intellectually and physically. Taylor (2019) further alludes that learners in this phase begin to be sensitive and self-aware, whereby they often isolate themselves and daydream quite often. Their intellect construction – particularly their abilities, skills and unique interests – commences in this phase (Taylor, 2019). Most of these learners are engaged in the learning and teaching environment in their home-language from Grade 1 to 3 (Kodi & Phindane, 2022). However, most of them encounter a new LoLT from Grade 4, which often times happens to be English (Van der Merwe, 2018). Mtambo and Tshuma (2023) further support this in stating that as a result of what Van der Merwe (2018) say, they have challenges in reading, writing, listening and speaking in the new LoLT, which in this case is English.

## **1.10 LAYOUT OF CHAPTERS**

### **1.10.1 The non-traditional format and organisation of this article-style study**

This Masters dissertation was conducted through the article option, wherein the two articles that are composed in this dissertation, were derived from the three objectives of

my study, whereby the 3rd objective was encapsulated in the two articles as strategies to the challenges shown therein. Both these articles served the purpose of achieving the aim of the study, which was to explore strategies of teaching History in English to non-English speakers in the Intermediate Phase. I used one theoretical framework, namely social constructivism, to guide the qualitative study of both articles.

### **Chapter 1:**

Introduction and orientation of the study wherein I discuss the organisation of the article style, research interest, theoretical framework, research questions, aim and objectives, as well as methodology, value of the study, ethical consideration and the definition of concepts.

### **Chapter 2:**

Article 1 Topic: Exploring Challenges Experienced by Non-English Speaking Learners When They are Taught History in English.

### **Chapter 3:**

Article 2 Topic: Teachers Perspectives About the Impact of Teaching History in English to Non-English Intermediate Phase Learners.

**Chapter 4:** This chapter is a concluding chapter that bridges the articles through giving a summary of the articles, showing how research objectives were answered, realising the main research question of the study and providing recommendations. Also, this chapter reveals the implications of the findings, limitations, implications for future research, reflections and lessons learned throughout the journey of conducting this study.

## **1.11 CONCLUSION**

This first chapter furnishes an orientation of this study, within which I commenced with the introduction that showed that learning History in English is a challenge that needs to be mitigated through implementing various strategies. Further, within this chapter the definition of the Theoretical Framework that is used to guide this study – Social Constructivism – is given and the discussion of it's history, assumptions and principles. It further revealed the research questions and aims used to conduct this study. Equally important, it discussed the methodology applied to drive this study: the Interpretivist paradigm, Phenomenology design, Qualitative Research approach, Purposive sampling and Thematic analysis. What is more, this chapter also showed the value of the study, ethical consideration, definition of concepts and gave the layout of chapters where I provided the titles of the 2 articles that are found in this dissertation.

This chapter made me realise that the amount of task that awaited me as I was going to embark on this study required significant effort

## CHAPTER 2 ARTICLE 1

### EXPLORING CHALLENGES EXPERIENCED BY NON-ENGLISH SPEAKING LEARNERS WHEN THEY ARE TAUGHT HISTORY IN ENGLISH

#### Abstract

English is the salient Language of Learning and Teaching (LoLT) in South Africa from Grade 4 to Grade 12. Scholars have shown that English is one of the factors that have a negative impact on the effective learning and teaching of History since History is regarded to be demanding linguistically. It requires learners to have acquired a specific language and an academic language demands that is both passive and active. This empirical study sought to explore the challenges that are experienced by non-English speaking learners when they are taught History in English. This study was informed by the social constructivism framework along with the interpretivism paradigm, which guided the qualitative approach. Purposive sampling was adopted to enable collection of relevant data. Data collection was made through focus group interviews, participant observation, and document analysis. The findings of this study divulged challenges learners encounter, such as not understanding the teacher talk, not clearly understanding the instructions given in activities and assessments, being unable to understand what they are reading, and finding it difficult to formulate appropriate written and spoken responses. Also, it looked at strategies that could be used to mitigate the aforementioned challenges.

**Keywords:** English, History, Learning, Learners, Language

#### Introduction

The aim of this study was to explore the challenges that are experienced by non-English speaking Intermediate Phase learners when they are taught History in English. Most learners who have English as Language of Learning and Teaching (LoLT) are not “native English” speakers and they come to learn it, while they are still learning the subject (Hoggs, 2019; Mveli, 2018). The teaching of History requires learners to make sense of the historical content, concepts and skills from sources, usually written in English (Brilliant, 2022; Talekau, Nayak & Harichandan, 2018). Learners are expected to read, listen, interpret, analyse, synthesise, compare, contrast, and evaluate information from these sources (Habibah, Setyowati & Mustika, 2018; Duhaylongsod, 2015), which may be challenging, since it is a foreign language to learners (Habibah et al., 2018; Talekau et al., 2018). They struggle to understand and comprehend what they are reading as the English used in these sources, is also not at the level of the First Additional Language (FAL) speakers (Wissinger, Ciullo & Shiring, 2018; Oattes et al., 2018; Lupogo, 2014). Makgato (2014) further emphasises that some learners from small towns and rural areas tend not to comprehend lessons presented in English, because they are not exposed to English outside of school.

Various studies have been conducted on the impact language has on education. Owen-Smith (2010) deems English as LoLT in South Africa to have been an impediment for learners to comprehend lessons and their reading materials. Owen-Smith (2010) went further to suggest that this can be mitigated when addressed through strategies, such as code-switching, bilingualism and translanguaging. Other studies propagating the use of native languages included Mveli (2018), by virtue of exploring the impact of teaching Grade 4 non-English speaking learners content in English as LoLT, Lupogo (2014) by virtue of clarifying how English impedes learners from unleashing their full potential in learning and teaching in Tanzania, Muhammad, Ya’u, Aliyu, and Hassan (2018) by virtue of discussing how important English as an official language is in Nigeria, but still only a few perform well when taught in it.

Most of the studies conducted seem to be generic with very few studies focusing on the challenges that are experienced by non-English speaking learners when they are taught History in English in small rural towns. This study sought to make a contribution to the body of knowledge on divulging challenges impacting on the teaching of History in

schools.

## **Theoretical Framework**

The study used Vygotsky's social constructivism as a theoretical framework. Social constructivism urges that an interaction that happens on a social level preludes development (Guribie, Owusu-Manu, Badu & Blay, 2021; Suhendi, Purwarno & Chairani, 2021). According to Accurso and Gebhard (2021) and Hu and Gao (2021), social constructivism is based on different assumptions, which are: knowledge is always constructed, the construction process is always utilised when one learns, and there is interaction and contextualization. Vygotsky regarded language as a vital instrument that enhances learning and preludes knowledge and thinking. Vygotsky valued communication between the teacher and the learner, and also urged that teachers stimulate learning in all learners, taking their initial level of development into consideration (Shibina & Vijayalakshmi, 2022). They support Ilyas and Afzal (2021) by pointing out that language and culture have a direct impact on the learning process of learners. Nickerson (2021) further asserts that learning is both an active and a reflective process, learning and language are inseparable, and language and knowledge are needed in order for learning to take place. This suggests that learning is a collaborative effort where knowledge is constructed by interacting with one another, with culture, and with society as a whole.

The tenets of this theory resonate well with the aim and purpose of this study, because the two concepts: language and history, are socially constructed phenomena. I aimed to explore different challenges that non-English speaking learners encounter when learning History in the English language, but also how to mitigate these challenges. This study sought to explore all challenges non-English learners encounter when learning History in English.

## **Problem Statement**

Carl and Negumbo (2017) and Kaufman (2017) noted that learners are not performing well in History, as they are not able to follow instructions, understand keywords and instruction words, and they also have poor classroom discussion and engagement in English. Learners are also copying verbatim responses from the provided sources. Social Sciences learners encounter challenges of not reading and writing to an expected level in History (Oattes et al., 2018). These challenges can be attributed to lack of understanding of the language used. As a teacher in a small rural town where the dominant language is Sesotho, I found that I had to constantly assist with explaining in Sesotho. Also learners always narrate when they are asked to argue or discuss and they also show challenges in constructing sentences. Hence, there is a need to explore the challenges that are experienced by non-English speaking learners when they are taught History in English in the Intermediate Phase

The study sought to answer the following two questions:

- What challenges do non-English speaking learners experience when taught History in English in the Intermediate Phase?
- How do learners prefer language issues to be addressed during the teaching and learning of history?

## **Literature Review**

The DBE (2018) articulates that some of the learning outcomes for History learners in the Intermediate Phase are the ability to use enquiry skills, like working with sources through, inter-alia, asking questions, finding information, organising, analysing, synthesising and interpreting it. Also, learners ought to be able to write a piece of History, like paragraphs and essays and communicate historical knowledge and understanding (DBE, 2018). We are therefore going to discuss the challenges that hinder learners from meeting the learning outcomes and the possible strategies thereof.

Hassan and Bzro (2022) assert that language and education are inseparable and describe language as the spine of education. DoEL London (2022) supports this view by adding that learning is a process of discovery, inquiry, and collaboration that is complex and is facilitated by language, as it is used to represent, explore, and communicate meaning. Bashar (2017) also reiterates that learning can only take place through language, as learners need to read, write, listen, and speak to learn - which are skills that only language can produce. Therefore, language is the main means of communication and thought.

Sullivan (2022) writes that History is related to English, because to study History and acquire essential skills, like historical writing and reading skills, one has to know a language. Abbot (2021), Michel, Vidon, de Graaff and Lowie (2021), Doiz and Lasagabaster (2020), and Rashitovna, Inoyatovna and Sanjarovna (2020), concur that for a learner to succeed in disciplines that have English as LoLT, they must have acquired its reading, writing, listening and speaking skills, and be able to create meaning through the explication of causality, comparison and justification.

Oattes et al. (2018) and Kaufman (2017), assert that learners lack passive reading and listening, and active academic language demands – writing and speaking of their discipline. Speaking alludes to active academic language demand (Kaufman, 2017). Abott (2021) asserts that teachers use speaking to explain the content and concepts. When the language used is not clear to the learners, meaning is lost along the process. When content has been inappropriately delivered with comprehension to the learner, it makes it challenging for the learner to engage in speaking activities. Teachers ought to encourage active participation in classes by asking learners open-ended questions that will require learners to discuss, analyse and interpret, so that they may develop passive and active language demand in disciplines (Abbot, 2021).

Pun and Thomas (2020) further deem reading as an essential skill that makes one acquire basic information, analyse, interpret text, and be immersed into the realm of the past and the subject in particular. Some old textbooks and sources, such as political manifestos, contain languages that learners may find challenging, which makes it challenging for learners to comprehend what they read (Lupogo, 2014). However, some of the recent ones have been reduced to the learners' level of understanding (Abbot, & Lee, 2022; Pun,

2021; Wissinger et al., 2018). Historical sources can be deemed as poems, plays or novels, which will require a learner to interpret it in order to draw meaning from them (Pun, 2021). Abbot (2021) further states that teachers should take the responsibility of selecting appropriate sources in terms of language, grammar, font size, margins and interests that will be suitable for learners. Techniques of reading for learners are skimming, scanning, and skipping; they give a glimpse of what to expect in the text (Abbot, 2021).

History requires learners to shift the spotlight from historical facts, such as names and dates, to a more active learning and teaching engagement that encourages investigation and interpretation (Lidher, McIntosh & Alexander, 2021). Equally important, Lidher et al. (2021) write that learners fail to demonstrate familiarity with writing techniques, such as grammar, punctuation, and constructing sentences and paragraphs. Also, learners who do not master the technique of note-taking are disadvantaged as note-taking would just consume the learners' time and the learner might also miss out on important information, while trying to write down everything he/she is listening to (Lidher et al., 2021).

Nonetheless, taking notes helps learners store salient information for the purpose of studying and writing in the later stage, and it also builds the learners' comprehension.

Speaking, reading, writing and History are central to the learning and teaching of History as it is a subject that contains academic language (Abbot, 2021; Kaufman, 2017). The academic language of History may often be challenging to learners, but with the adequate support of teachers, they will thrive.

### **Some possible strategies to deal with learners' language challenges**

There has been some work done in trying to minimize the impact of language on the teaching of History. Some were generic language strategies that were applied to the teaching and learning of History. Michel et al. (2021) suggests a strategy that proposes the utilization of graphs, tables, photos, language exercises, and content knowledge in the classroom to assist with effective learning and teaching through English as LoLT.

The other strategy that can be used to minimize the impact of learning in English, is the Content and Language Integrated Learning (CLIL) strategy. CLIL is about teaching

content in tandem with language (University of Cambridge, 2019). It ensures that learners acquire language skills, as well as content knowledge simultaneously. Moreover, the University of Cambridge (2019) alludes that the content teacher may focus on effectively delivering the lesson, while the language teacher may focus on explicating sequences and processes like thereafter; language for cause and effect like by virtue of; and word forms like reconciliation. This means that History teaching should implement such innovate approaches of interesting content and language as encouraged by CLIL (Del Pozo, 2019).

In addition to CLIL, other scholars such as Cardales Rodríguez (2021) and Tang (2020) and advocate for the use of Content-Based-Instruction (CBI). CBI is a strategy that encourages teachers to encourage learners to negotiate meaning, use magazines and newspapers for learning, do group work, focus on understanding content more than the production of language, and that learners ought to be assisted to internalise and comprehend the content of the lesson (Rodríguez, 2021). These are crucial elements in the learning and teaching of History.

For Cenoz (2022), CLIL and CBI do not disregard home language, they rather encourage multilingualism. Richards and Pun (2021) further add that in Hong Kong it was proposed that lessons be taught in the language learners comprehend and that only key terms be delivered in English, because they were not familiar with it; so that learners could comprehend the lesson well, while widening the door for the transition to English.

Another strategy that is deemed to be useful in dealing with language in teaching, is code-switching. Code-switching is helpful in assisting learners to communicate fluently when sharing ideas in class, in a group, when encouraging peers, and clarifying the instructions the teacher gave (University of Cambridge, 2019). Tang (2020) and Çankaya (2017) deem code-switching to be a platform for learners to better articulate themselves in their home language. Pun and Thomas (2020) also believe that teaching content-subjects in native languages is more effective than using English.

## **Methodology**

This study followed the interpretivism paradigm, using phenomenology and a qualitative research approach as it is based on subjective experiences and reality that needs to be interpreted to obtain multiple realities (Neubauer, Witkop & Varpio, 2019; Ryan, 2018). The participants were five Grade 6 learners, who were purposively selected from each two primary schools I selected in Xhariep. The number of learners altogether was 10. Through focus group interviews that went on for two days, five learners from each school were interviewed on two separate days for an hour each. Applying participant observations, I joined learners in the classroom and observed them with their knowledge for one day and one period at each school. For document analysis, I asked the teachers to share evidence of the learners' activities and assessments to establish their responses to the interview questions. Thereafter, I generated my data using thematic analysis to make sense of it, draft it, and organised it into themes. TA is subjective and allowed me to render my own interpretation of the data (Terry & Hayfield, 2021; Caulfield, 2019). The elements I used above, relate harmoniously with each other and are relevant to my study, because my study sought to accumulate the subjective experiences and opinions of learners on the challenges they have on learning History through English.

Before starting the research, I sought clearance from the Ethics Committee of the Faculty of Education from the University of the Free State and the Free State Department of Education. Thereafter I sought permission from all the relevant stakeholders, such as principals, SS teachers, and selected learners' parents. Furthermore, assent was sought from the identified learners, in line with Creswell (2014), who states that it is an ethical practice to ask permission from authorities before conducting the study. All participants were assured that there is no harm in the research and that the identity of the teachers, learners and schools, was going to be kept anonymous. I explained to the learners that the interview was going to take place as a focus group interview and that they had a right to withdraw at any time. All the information generated from the learners is being treated confidentially and I used pseudonyms.

## **Findings and discussion**

In the following section data generated from the two questions that learners responded to, is presented.

- What challenges do non-English speaking learners experience when taught History in English in the Intermediate Phase?
- How do learners prefer language issues to be addressed during the teaching and learning of History?

In responding to this question, the following themes emerged: not understanding teacher talk, not being clear about the instructions in the given activities, unable to understand what they are reading, and difficulty in formulating appropriate written and voice responses.

## **Theme 1: Not understanding teacher talk issues**

### **Theme 1.1 Challenges**

Speaking alludes to active academic language demand (Kaufman, 2017). Abott (2021) asserts that when the language used is not clear to the learners, the meaning of, inter-alia, content and concepts conveyed, gets lost along the process.

Therefore, L7 alluded,

*“... when the teacher speaks fast, I don’t understand English.”*

Additionally, L6 shared,

*“English has those big words that we can’t understand when the teacher teaches us.”*

L4, further articulated:

*“... for teachers as well, it is difficult to pronounce some words like archaeologist, which makes us not understand what the teacher is saying”*

L2 supported L4 by asserting that:

*“The principal would come say “uh-paa-tide”. So, I will be confused. When the teacher leaves I would ask Ma’am, what is “uh-paa-tide” and she would say, “ah-pahr-teid”. I will then understand what the principal was talking about.”*

Additionally, L3 articulated,

*“The teacher shouts when he talks, sometimes I do not hear what she says, because she makes too much noise.”*

Summing up, as the result of speaking fast, the learners lag behind and lose the meaning of the lesson that is conveyed, as Abbot (2021) asserted. I noticed during observations that sometimes the teachers continue presenting the lesson without ensuring that all learners understand. Again, the learners showed that they do not know some words that teachers use when they talk to them, which hampers understanding. Du Plessis and Letshwene (2020) and Kaufman (2017) support that learners find it challenging to follow lessons presented, using grandiloquence and unfamiliar History academic language. For instance, the principal used the British pronunciation of the word ‘Apartheid’ during lesson presentation, which the learners did not understand until the teacher clarified it for them. While observing, I witnessed that learners remained silent when asked questions, until the teacher elaborated. Sometimes educators mispronounce, which affects the learners’ comprehension of words and leads to learners losing the meaning of what the presentation intends to convey. Hu and Gao (2021) support this by stating that Social Constructivism Theory (SCT) believes that language and learning are inseparable, ergo when the language that is used by the teacher to talk to learners is poor, knowledge construction will be impeded. Moreover, I witnessed a teacher mispronouncing terms and learners would just believe what the teacher said, although they may not understand it. Additionally, learners were irritated by the loud voice of the teacher, which made them not hear and understand what the teacher was conveying, properly. These challenges were accompanied by possible solutions that follow here under.

## **Theme 1.2: Strategies**

Abott (2021) asserts that teachers use speaking to explain the content and concepts. When the language is used properly by educators to the learners, meaning is constructed along the process (Sullivan, 2021). When content has been appropriately delivered with comprehension to the learner, it enables the learner to engage in speaking activities (Abott, 2021).

Learner 4 presented,

*After English is read for us, it may be explained to us in Sesotho to make other learners who do not know English, understand.*

L7 further proposed,

*"I would like the teacher to talk a little bit slow so that we can understand her. And she must help those who do not understand to understand."*

Additionally, L6 suggested,

*"If the ma'am can speak simple English, I would understand what she is saying and not struggle."*

L4 also shared the following:

*"Our teachers must speak good English and talk the words right, so that they can teach us and make us understand."*

L2 added,

*"The teacher must call words how we know them as learners and not like another language."*

L3 further suggested:

*"The teacher must not shout us when she teaches. She must talk for us to hear her, but not shout."*

When the teachers explain content presented in English in Sesotho, they develop learners' understanding of the content. Furthermore, as suggested by learners, teachers ought to use a moderate pace, ensuring that learners understand and that those who lag behind, are accommodated, as supported by Halim, Wahid, Walim and Farooq (2019), who affirm that although there are learners, who complete their studies with deep understanding, the ones who lag behind, need to be considered as well. What is more, learners discourage the use of grandiloquence in class and inadequate explication of concepts, so that comprehension may be ascertained and constructed for them. It is further suggested that the teachers must speak English that is of a good standard, using correct pronunciations so that learners acquire correct pronunciations and gain knowledge by virtue of understanding the content, as the SCT encourages. CLIL and CBI support teaching content in tandem with language, yet catering for multilingualism (Cenoz, 2015). In addition, SCT esteems contextualisation, which in this case may encourage teachers to use pronunciations that form part of the context of learners (Nickerson, 2021). Richards and Pun (2021) add that key terms ought to be delivered in English, since they are unfamiliar to learners, so that learners could comprehend the lesson well, while widening the door for learning through English. In the same vein, learners argue that teachers must pronounce words properly to learners and avoid using pronunciations that are not common to them. Also, it is suggested that teachers must use a projection that is moderate and accommodative to learners, to lessen the irritation for them.

## **Theme 2: Not clear about the instructions given in activities**

### **Theme 2.1: Challenges**

With regard to instructions that learners come across in the activities they are given, Jaya and Pitaloka (2022), Macaro, Sahan and Rose (2021), Richards and Pun (2021), and Samuelsson (2019) assert that learners have challenges with reading History instructions that are presented in English with comprehension, which results in the inability to follow the instructions. Usually this will be around learners' understanding with the instruction verbs, such as describe, explain, discuss, critical evaluate, etc. Therefore, we will look at

understanding the questions, teachers' assistance, command-words and skipping words.

L3 supported the sources hereinabove by asserting that,

*"We do not understand the words in the questions of class-works and home-works..."*

L1 supported L3 by divulging,

*"My language is Sesotho, so sometimes when I read a question, I do not know what it is saying."*

L8 further revealed,

*"When we do not understand the question, the teacher would read it to us in English again. And we would still not understand."*

L2 thus elaborated,

*"For example, the question would say 'compare and contrast' and I do not know these words."*

Moreover, L5 hereby added,

*"When I do not understand a word, I skip it and I read words that I understand."*

From the information learners shared, it surfaced that some learners do not understand the words in activities, which hampers them in understanding the instructions. This could be the reason learners give irrelevant answers. In learners' written activities, I noticed that some learners gave irrelevant answers by virtue of not understanding questions. Figures 2.1 and 2.2 below show that the learners were required to provide evidence from the source that shows that they were successful in selling their products, but instead of providing relevant evidence, the learner responded "Mapungubwe". Sowell and d'Ivoire (2020) assert that learners tend to provide irrelevant answers, by virtue of misunderstanding the instruction.

1.3.3 Use the evidence (information) from Sources 1A, 1B, 1C and your own knowledge, to write a paragraph of 8-10 full sentences in your own words on the development of Mapungubwe as a powerful state and as a centre for international trade.

Focus on the following aspects:

- Development into a rich powerful state
- The geographical (physical) division of the political ruling (ruler and smaller chiefs)
- A shift (change) from cattle based to a trade based economy
- Centre for local and global (international) trade
- Economic activities etc

Figure 2.1: Paragraph Question 1.3.3

1.3.3. The ruler's homes were Seraphe and  
change town people) of the you lived on  
Mapungubwe Mountain you lived Kingdome were  
How evidence show classes have gold and  
the kingdom

L.O show no understanding  
of the topic

Figure 2.2: Paragraph Answer 1.3.3

1.1.4 How do we know they were successful in selling their products?  
Provide evidence from the source.

(2)  
[10]

Figure 2.3: Question 1.1.4



**Figure 2.4: Answer 1.1.4**

Mawela and Mahlubi (2018) concede that learners have challenges with following command word instructions, such as interpret and analyse information from sources. What is more, sometimes learners find comprehending questions to be challenging, because they have not developed well yet in English. Similarly, Ernst-Slavit and Egbert (2019) support this, affirming that developing the skill of understanding questions through a language that is not your home language, can be challenging. Moreover, when learners do not understand the question, the teacher would just repeat the question in English and assume that the learners have comprehended. This was witnessed during observations, where the learner would enquire clearance on the question and the teacher would read the question in English again with the assumption that they would understand. This proves that there lacks peer and learner-teacher interaction, because some learners would get the answer right and some wrong. Equally important, some learners tend to skip unfamiliar words when they read, which may lead to learners finding instructions unclear and challenging to answer.

## **Theme 2.2: Strategies**

Historical sources can be deemed as poems, plays or novels which will require a learner to interpret it in order to draw meaning from them (Pun, 2021). Abbot (2021) further states that teachers should take the responsibility of selecting appropriate sources and structure questions in terms of language, grammar, font size, margins and interests that will be suitable for learners.

L3 suggested,

*“She will write difficult words in simpler terms in brackets.”*

L1 and L8 also supported Shibina and Vijayalakshmi (2021) by showing teacher-learner interaction. L1 annotated that,

*“The teacher must help us understand, explain and give us examples.”*

L8 supported,

*“The teachers explains the question to us step-by-step to lead us to the correct answer.”*

L2 further promulgated,

*“The teacher should teach us about what is compare and contrast.”*

Bracketing synonyms of unfamiliar words next to unfamiliar words might help learners understand instructions in activities. Also, L1 and L8 concede that teachers play a significant role in making learners understand instructions when they explain the instructions to them and elaborate what the instructions require through, inter-alia, furnishing examples. Moreover, teachers should teach learners command words like provide, compare and contrast (Mawela & Mahlambi, 2018). The teacher should define the command words for learners and provide examples for learners to enhance their understanding. Ernst-Slavit and Egbert (2019) concur with the above mentioned in encouraging that History should be taught simultaneously with language. Shibina and Vijayalakshmi (2022) support this strategy by divulging that Vygotsky valued communication between the teacher and the learner, and also urged that teachers stimulate learning in all learners, taking their initial level of development into consideration. What is more, the University of Cambridge (2019) supports that thorough explanations are crucial for learners and that for better comprehension, they can be emphasised by the language teacher through collaborating with the History teacher.

### **Theme 3: Unable to understand what they are reading**

#### **Theme 3.1: Challenges**

Moreover, from the data that I have collected, I have noticed that some learners are unable to understand what they are reading. Pun and Thomas (2020) and Wissinger et al. (2018) concede that some textbooks and sources contain languages that learners may find challenging, as it might have been written in a home language and not for learners of their age and when they are unable to make sense of the written material they are reading, they become frustrated and lose the meaning of the lesson (Abbot, 2021). Therefore, this section addresses reading without understanding, reading-pace, remembering what they read, as well as the inability to read.

L5 articulated,

*“When I am home reading my books, I can struggle with some words and I have to wait to go to school, so that the teacher tells me what it is.” L2 supports L5, “Yes, I know how to read English, but I struggle with some words.”*

L1 further divulged,

*“I read History slow in English, because some words I cannot read, they are difficult.”*

L2 added,

*“The teacher can read them again and explain, but sometimes we forget, because we do not always read.”*

In addition, L6 divulged the reason most learners may not be interested in reading often. She alluded that,

*“My family, they do not help me to read, so I don’t know how to read.”*

The responses show that some learners go through a frustration of encountering

unfamiliar words when reading alone at home and not understanding certain English words, which leads to not understanding the content they read. Pearson (2023) asserts that some learners misinterpret general academic words, since they mean one thing outside of History and the other in History. Additionally, the learners revealed the challenge of reading slow, which is caused by not being familiar with some History words that are presented in English. Figure 2.5 gives a glimpse of some of those words.

Hierarchy
Globalisation
Abandonment
TERM 2: EXPLORE
CONCEPT
Colonization
Exploration
Natural resources
Astronomer
Inventions
Renaissance
Scholars
Sculptures
Territory
Voyages
Conservative
Geology
Engineering
Pendulum
Astrologer
Merchant
Missionaries
Embassy
Monsoon
Scurvy

**Figure 2.5: History Academic Words**

Sometimes learners also forget explanations teachers provided, because they do not read often to help their mind remember and understand the explanation the teacher gave them. Emphatically, the learner impedes knowledge construction by not continuing to read so that she understands the topic well and not forget the meaning conveyed by the teacher.

## Theme 3.2 Strategies

Pun and Thomas (2020) further deem reading as an essential skill that makes one acquire basic information, analyse, interpret text and be immersed into the realm of the past and the subject in particular. Abbot (2021) further states that teachers should take the responsibility of selecting appropriate sources in terms of language, grammar, font size, margins and interests that will be suitable for learners.

Learner 1 presented,

*“When I struggle with some words, the teacher can read them again and explain them in Sesotho.”*

L3 conceded with Abbot (2021) regarding reading appropriate texts in terms of language,

*“She will write the words we don’t understand in simpler terms in brackets, Sir.”*

L8 supported L3 by stating:

*“She can write a big word that we can’t understand in brackets and tell us what does that word mean, so that we can gain more about that word.”*

Moreover, L5 stated,

*“The mistress will write the word down – tell us what is the name of that word and I will keep it in my mind and never forget it when I read the notes.”*

L7 supported L8,

*“Mistresses include a lot of words that could be difficult for us. Struggle them a lot and then the teacher would teach us about them.”*

L6 further affirmed,

*“Do not skip a day without reading English and you will know how to read English and start understanding.”*

Notwithstanding, L10 supported reading every day,

*“Every day I always read and if I don’t know one name, I ask the teacher... And he will answer me and I will know.”*

Contrarily, L2 stated,

*“When at the book I saw some word is difficult for me, I write that word in the book, go home and ask my family what it means. They tell me and that day I can know what is this.”*

In order to enhance learners’ understanding of what they are reading, the teacher gives learners explanations of unfamiliar words in their home language. Furthermore, they also encourage bracketing synonyms of unfamiliar words next to unfamiliar words because they find them helpful for the purpose of comprehension when reading textbooks, notes and sources. Emphatically, the learner-teacher interaction is not limited to oral interaction, but can be in a form of written materials as well. These views are in concordance with the SCT (Shibina & Vijayalakshmi 2022). Equally important, the teacher will familiarise learners with unfamiliar words prior to their individual reading, which will improve their comprehension and reading pace of the reading material. Figure 2.6 exhibits written intervention of familiarising learners with unfamiliar words.

Hierarchy	When people or members of the society are organized in different levels from top to bottom.
Globalisation	The exchange of objects, ideas services and people with places all over the world.
Abandonment	To leave entirely with no intention of returning or using something
<b>TERM 2: EXPLORERS FROM EUROPE FIND IN SOUTHERN AFRICA</b>	
<b>CONCEPT</b>	<b>DEFINITION</b>
Colonization	Is to take over a land and its people and make it your own.
Exploration	Is to travel near and far to find out about new places.
Natural resources	Are things in nature that people can use like coal, diamonds and gold.
Astronomer	A scientist who studies space.
Inventions	Are new things that people have thought up or made, that did not exist before.
Renaissance	Is a French word for rebirth or new beginnings.
Scholars	Are people who read and learn about things.
Sculptures	Are three dimensional pieces of art made by shaping material such as wood or metal.
Territory	An area controlled or owned by a country or group of people.
Voyages	Are long trips or journeys.
Conservative	Not wanting to change or consider new ideas.
Geology	Is a study of the physical structure of the earth and how it has changed over time.
Engineering	The study and practice of using mathematics and science to do practical things such as designing and building structures.
Pendulum	An object that is hung so that it can swing freely.
Astrologer	A person who studies the movements of the planets, sun and moon and then links them to human behaviour and activity.
Merchant	Is another word for trader a person involved in trade especially one dealing with foreign countries.
Missionaries	People sent out to do work of the church or religious group, especially in the Christian religion.
Embassy	A place where an ambassador who represent his/her country in a foreign land works.
Monsoon	A wind system of the Indian ocean that blows from the southwest in summer and northeast in winter. The southwest monsoon brings with it a season of heavy rain.
Scurvy	A disease caused by not having enough vitamin C in the diet. A person with scurvy is usually very weak and has bleeding gums and can die if it is very bad.

**Figure 2.6: History Specific Academic Words and Definitions**

Additionally, learners' reading skills can be enhanced by giving them terms and concepts that they are not familiar with, to try figure out their meanings on their own before the teacher tells them what they mean. L7's view highlights both peer and teacher-learner interaction, which are found to be productive by the social constructivism theory (Shibina & Vijayalakshmi, 2022; Accurso & Gebhard, 2021). The strategies the learners shared can be implemented in the Reading Like a Historian strategy, promoted by Colis and Reyes (2016), because it encourages learners to measure how the motives and perspectives of authors influence their individual interpretations of events, understand everything about particular historical events, categorise opposing views and supporting views, as well as encourage learners to create meaning out of words and sentences. This strategy values reading primary sources and using secondary sources as supporting documents (Colis & Reyes, 2016). What is more, constantly reading English enhances learners' reading ability, which builds comprehension easily. Some learners prefer to ask the teacher to help them with reading, while some prefer going to ask for help at home. Both learners interacted with the other party for assistance in knowledge construction,

which is an element that is encouraged in social constructivism (Shibina & Vijayalakshmi, 2022; Hu & Gao, 2021).

## **Theme 4: Formulating written responses**

### **Theme 4.1: Challenges**

Moreover, learners have also divulged difficulty in presenting appropriate written responses. Cankaya (2017) writes that learners fail to successfully plan written assignments, follow discussion, use appropriate academic style, articulate ideas in correct English, understand specialist vocabulary, understand key vocabulary, as well as take brief and clear notes in English.

L2 stated,

*“I cannot write properly the spelling of the words in English...”.*

In support, L3 stated,

*“I cannot write English words, because some words are difficult to store in my mind.”*

L4 endorsed L2 and L3’s statements,

*“I write wrong spelling in the class-work.”*

Emphatically, L1 articulated,

*“I struggle with the spelling in the classwork and home-works.”*

L6 divulged,

*“I write slow when we are writing notes, because I have to look at each letter or try to remember it to formulate a correct word.”*

L7 further stated,

*"I cannot write some words in my sentences, because I do not know other words."*

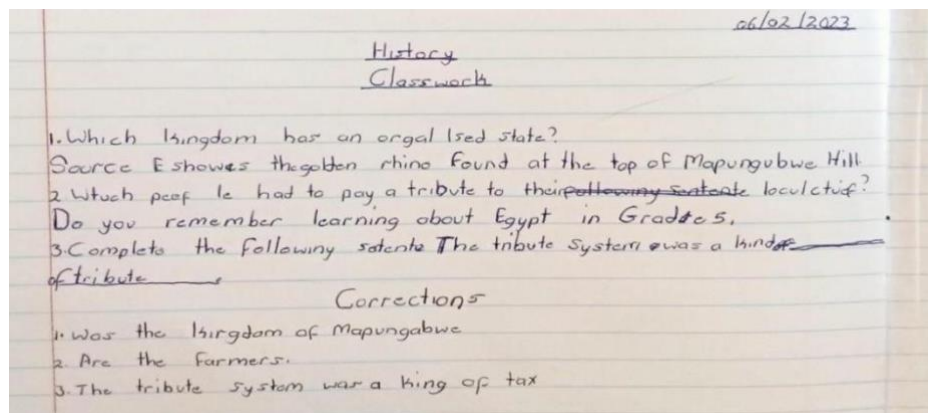
Additionally, she divulged,

*"I sometimes do not put words in the correct order."*

L5 added,

*"She says that we should write paragraphs about the Mapungubwe and the History and we cannot write in English words."*

Most learners divulged challenges in spelling appropriate English words, especially when doing activities. One claims that they found it difficult to form words in their mind. To support this statement, Figure 2.7 shows us a learner just copying instructions from the question paper and writing them as answers. The corrections the learner was given shows that the answers were totally different from the instruction he/she copied from the question paper. In other words, this may show that the learner is unable to construct their own words and sentences, hence they continually copy sentences from other sources. Figure 2.7 does not demonstrate the learner's ability to write, since everything shown there is just a copy and from the board and the textbook/question-paper.



**Figure 2.7: Learner's Classwork Activity and Corrections**

Makgabo and Modise (2020) concur that learners fail to use the appropriate academic style of writing, which in this case is specific to the inability of writing appropriate spelling. Moreover, another learner divulged that the inability of writing words on his own without directly copying the formation of the word from reading-materials as shown in Figure 2.7 or gradually trying to remember how that word is written, makes him write slowly. Perennially, Halim et al. (2019) support that through alluding that if a learner cannot write a word, they cannot write a sentence. If they cannot write a sentence, they cannot write a paragraph, and if they cannot write a paragraph, an essay cannot be expected from them.

Emphatically, lack of vocabulary is divulged when some learners affirm that they do not know other words, hence they write incomplete sentences. It may be frustrating having an answer in mind, but furnishing an incomplete sentence by virtue of lack of a vocabulary. Similarly, learners write complicated sentence with inappropriate word-order as exhibited in Figure 2.2, which may alter the meaning of the message they intend to convey. Du Plessis and Letshwene (2020) supports that learners' lack of language proficiency impede them from acquiring the ability to write. The teacher even made a negative comment on the learner's paragraph. Additionally, learners show the inability to construct words, which may disadvantage their development of knowledge, because writing enhances knowledge (Abbot, 2021; Halim et al., 2019; Bauer, 2016). Furthermore, Cankaya (2017) concedes that learners fail to articulate ideas in correct English and apply appropriate academic style when writing.

## **Theme 4.2 Strategies**

Sullivan (2022) writes that History is related to English, and it is beneficial to study History and acquire essential skills, like historian writing. Lidher et al. (2021) support Sullivan by adding that academic writing requires learners to demonstrate familiarity with writing techniques, such as grammar, punctuation, constructing sentences and paragraphs.

L2 alluded,

*“I look properly the words that we write in the notes, so that I can understand how to write English!” L3 further alluded, “I can write English, because some books are the ones that make me store things in my mind, make me think about them thoroughly to be able to write them.”*

Empathically, L1 supported L3:

*“When I get home I always read books ... I look at the spelling of the classwork and home-works. I read the textbook or notes and write answers I see in the textbook.”*

Perennially, L4 conceded with that, stating,

*“I look at the spelling of the classwork and questions, to learn how I should write words.”*

Moreover, L5 added,

*“The teacher says that we should write paragraphs about the Mapungubwe and the History so that she can understand our weaknesses and help us write paragraphs.”*

Herein the learners show that they learn how to write while reading notes, by properly looking at how words are written so that they may be able to write them appropriately. Le Cordeur (2010) concurs with the aforementioned, stating that learners learn the structure of words through reading. Reading has been shown by learners to improve writing as learners learn the formation of words, structures of sentences and paragraphs thereof. Equally important, learners' contingency on teachers' assistance to enhance their writing skills is shown in the responses of learners. The teacher would give learners paragraphs to determine their challenges and thus help them write. Abbot (2021) and Bauer (2016) support the suggested strategies of learners through suggesting that learners should take down notes when they are reading so that they can enhance their comprehension of what they are reading; they should write down their presentations before they present them and take notes while listening to the lesson; they ought to also demonstrate their understanding through written work – assignments, tests, etc.

## Theme 5 Viva-voce responses

### Theme 5.1 Challenges

Abbot (2021) asserts that learners have been passive participants in classrooms, as they do not engage in discussions, questions and answers. Abbot (2021), Michel et al. (2021), Doiz and Lasagabaster (2020), and Rashitovna, Inoyatovna and Sanjarovna (2020) concur that learners, who lack speaking skills are unable to create meaning through explaining causality, comparison and justification.

L2 was the first learner to divulge,

*“I can speak English, but sometimes I am struggling to speak long sentences correctly.”*

Moreover, L4 divulged,

*“There are words that I cannot speak.”*

L5 further made a contribution that illuminated L4’s challenge,

*“There is somewhere I speak difficult words and I cannot pronounce them when we talk in class.”*

Emphatically, L5 stated,

*“I do not know other words, because I am used to my Sesotho language.”*

L3 stated,

*“I am afraid to answer wrong, so when the teacher ask me a question and I answer, I speak low.”*

L3 elaborated,

*“Some learners laugh at me and sometimes the teacher makes a joke.”*

Further, L10 alluded,

*“I answer in English, but when I struggle, I answer in Sesotho.”*

L8 further revealed,

*“Sometimes I want to answer, but I do not know the English words and I do not answer.”*

Inappropriate verbal sentence construction is divulged as a challenge, as well as pronunciation. I have also witnessed that learners often give short answers to the questions that they were asked, because they struggle with sentence construction and pronunciation. Emphatically, some learners show that there are some History content-based words written in English that they do not know, because they speak their home language a lot. Makgato (2014) confirms the learners' statements hereinabove through asserting that some learners from small towns and rural areas tend to not comprehend lessons presented in English, because they are not exposed to English outside of school. Furthermore, low projection has also been divulged as a challenge, as it makes it challenging for teachers and peers to hear and engage in discussions as encouraged by SCT (Hu & Gao, 2021). I did witness some learners using a low projection when furnishing viva-voce responses and would raise their voice a little at the teacher's instruction. Additionally, the learning environment – particularly the learners and the teachers – can play a pivotal role in demotivating learners to effectively articulate themselves in the classroom. Notwithstanding, reverting to their home language when responding might delay the learners' development of effective articulation in English in the History class. What is more, learners avoid providing answers' because their vocabulary lacks adequate English words. Lasagabaster and Doiz (2021) write in agreement that learners lack History specific vocabulary and conventions of History. The copy and paste in Figure 2.7

may serve as evidence that some learners lack English History words vocabulary. Cankaya (2017) supports that some learners are passive listeners in class, as they do not engage with the learning and teaching, nor are they interacting with peers, nor with teachers to construct knowledge.

## **Theme 5.2: Strategies**

Lidher et al. (2021) add that academic writing requires learners to demonstrate familiarity with writing techniques, such as grammar, punctuation, constructing sentences and paragraphs. Abott (2021) thus adds in agreement that transactional writing furnishes a good reference, encourages expressive writing and expresses the process of History.

Furthermore, L6 showed the first strategy,

*“I would ask mistress to help me pronounce and mistress will help me by telling me the words.” L8 supported L6, “Mistress will tell me with a word that this is what, then I would know what it is.”*

L7 further shared,

*“I must not think what the other learners are saying about me and if they are laughing, I must speak loud.” Further, L7 added “I have to speak loud for the teacher and other learners to hear me.”*

L3 further divulged,

*“I try to speak English even if it is difficult, and the teacher will help me to say words I do not know.”*

L6 articulated,

*“I don't let being afraid stop me from answering in class.”*

The first strategy spoken of is reliance on the teacher to help with pronunciation. When a

learner mispronounces a word, the teacher intervenes by giving the correct pronunciation. Wang and Kirkpatrick (2015) also show this reliance through the teacher recording pronunciations for learners to practice at home. This is birthed by an effective interaction between the learner and the teacher, which aligns harmoniously with the elements of SCT (Shibina & Vijayalakshmi, 2022). Moreover, it is asserted by learners that ignoring negative remarks demolishes insecurities within the learner, which also results in the learner speaking at a projection that can be heard in the classroom. Equally important, trying to speak English irrespective of how challenging it may be and allowing the teacher to assist, enable learners to respond in English, and reverting to home language might delay learners' construction of the English language. Wang and Kirkpatrick (2015) again support that in schools where code-switching is advised, educators tend to use home language more than English. Perennially, the fear of responding in class can be overcome by demonstrating confidence through disregarding it and answering either way, because as Abbot (2021) asserts, learners ought to actively participate in class by asking questions and discussing. SCT also encourages active interaction between learners and teachers, as exhibited by learners in this subtheme (Accurso & Gebhard, 2021).

## **Conclusion and Recommendation**

Briefly, the aim of this study was to explore the challenges non-English speaking learners encounter when they learn History through English. The challenges were not understanding teachers presenting History in English by virtue of of talking fast, using grandiloquence, mispronouncing words and speaking too loud. The recommendations that learners provided were that teachers use a moderate pace, appropriately pronounce words, use vocabulary that is familiar to learners and project moderately.

Secondly, they were *not clear about the instructions in the given activities* by virtue of lack of understanding questions, lack of teacher intervention, lack of understanding command words and skipping unfamiliar words in instructions. Recommendations are that teachers write difficult words in brackets, give thorough explanations and examples of what the instruction requires, teach learners command words and not skip unfamiliar words.

Thirdly, learners were *unable to understand what they read* by virtue of not understanding unfamiliar words, slow reading pace, forgetting what they have read and the inability to read. Learners recommend that learners depend on synonyms of unfamiliar words in brackets, read often, try to always remember the explanation of the teachers through reading often and teachers and parents helping learners recognise words.

Fourthly, they had *difficulty in formulating appropriate written responses* by virtue of incorrect spelling, writing at a slow pace, difficulty with constructing an appropriate sentence and an appropriate paragraph. Recommendations learners made were that they read often in order to learn words from their reading materials, practice writing fast and constructing good sentences and paragraphs through reading and listening to the lesson presentation.

Lastly, *viva-voce responses* by virtue of improperly structured sentences, mispronunciation, low-projection, reverting to home language and not responding in class. Recommendation made were learning sentence constructions from movies and through communicating, contingency from the teacher to teach unfamiliar words, disregarding the fear of negative voices, trying by all means to construct a sentence in English even if it is difficult to do so and overcoming the fear to speak by speaking either way.

Through the challenges presented in the findings and the conclusion and recommendations presented hereinabove, this study has explored the challenges of Non-English speaking learners in the Intermediate Phase in Xhariep.

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## CHAPTER 3 ARTICLE 2

### TEACHERS' PERSPECTIVES ON THE IMPACT OF TEACHING HISTORY IN ENGLISH TO NON-ENGLISH INTERMEDIATE PHASE LEARNERS

#### Abstract

Language is the core of every discipline in education. English in most South African schools is regarded as a language of learning and teaching. In most schools in South Africa, History is taught in English and it requires learners to have acquired both History-specific language demand and English language demand. Therefore, this empirical study intended to explore teachers' views about the impact of teaching History in English to non-English Intermediate Phase learners in Xhariep. This study was couched on social constructivism theory, employing the interpretivism paradigm, which stirred the qualitative approach. Purposive sampling was also employed where two teachers were purposively selected from two primary schools in Xhariep. Data was collected through semi-structured interviews, participant observation, and document analysis. The findings of this study divulged that teachers believe that learners have challenges in understanding activities and assessment instructions, understanding reading materials, comprehending lesson presentations, giving spoken and written responses. Subsequently, strategies to mitigate these challenges were also shared. The aim of this study was to add a new study in the body of knowledge that already exists.

**Keywords:** English as LoLT, History Education, Language

#### Introduction

The aim of this study was to explore teachers' views about the impact of teaching History in English to non-English Intermediate Phase Learners. Education plays a very important

role in preparing learners for the future, as its main aim is to develop and impart knowledge, skills and values that will be important for survival (Kopnina, 2020). This becomes easy and meaningful when learning is facilitated in a language that learners can understand and relate to. Imperialism and colonization ensured that the colonized countries adopted the new ways of doing things and even communicate, in order to accommodate their colonial masters (Von Esch, Motha & Kubota, 2020). Civilisation became synonymous with western education, facilitated in the language foreign to the citizens of the colonized countries. After independence, most countries claimed autonomy, but continued to operate in environments of deep colonialism, as reflected in the ways in which teaching and learning were facilitated in the formal education spaces (Macedo, 2019). Most adopted the language of teaching and learning that resonated with their colonial masters. In Africa different countries continued with the use of English, French, Portuguese and Spanish as languages of instruction (Fafunwa & Aisiku, 2022). In South Africa the context was further influenced by the process of apartheid and the use of Afrikaans as another medium of instruction, in addition to English. This was done, neglecting the fact that the African majority in South Africa have their own indigenous languages that they use to communicate within learning and passing cultural knowledge and skills, in conducting their businesses and spirituality (Widsmith-Cromarty & Balfour, 2019). This makes them live in “two worlds”, because when they want to get an education, they must then shift to a foreign language.

The nature and purpose of History as a school subject also further complicate the matter. History is a language-dependent subject, and most of the skills that they need to demonstrate in History uses and relies on their language competencies (Brilliant, 2022). Anis, Putro, Susanto and Hastuti (2020) support Brilliant (2020) by asserting that History expects learners to be critical of facts, synthesise, interpret, reflect on and relate today's events to past events. These they need to demonstrate through written and spoken words, which is mainly in English in the South African context (Brilliant, 2020). Learners need to access historical information through interrogating the sources, which are mainly written in a language that was not meant for non-English speakers and also not for school going aged learners, who are still learning the language. Duhaylongsod (2015) further alludes that learners are expected to listen to teachers, who are speaking to them in English, asking them questions and expecting them to express themselves in English in

order to engage in historical meaning-making and to be graded in order to determine competencies. Levstik and Barton (2022) concede that most learners seem to be struggling to demonstrate some of these skills in English.

When learners learn History in a language that is not their 'mother tongue', they tend to not understand it and also find it difficult to comprehend (Wissinger, Ciullo & Shiring, 2018; Lupogo, 2014). Makgato (2014) further emphasises that some learners from small towns and rural areas tend not to comprehend lessons presented in English, because they are not exposed to English outside of school. Various studies about the impact language has on education have been made, for instance, by the following scholars as well. Manditereza (2019), although focusing on the transition from home language to English from Grade 3-4, he divulges that English as LoLT is a challenge to non-English speaking learners in the Intermediate Phase, as they become exposed to new terminology and concepts they are unfamiliar with, which ergo leads to learners' poor performance. Maluleke (2019) concurs that teaching disciplines in English in South Africa is a challenge to learners, because they do not comprehend concepts and overall lessons when they are presented in English. Similarly, Em (2022) further alludes that teachers deem teaching in English a challenge, since learners cannot understand it. Galloway and Rose (2021) also assert that learners encounter challenges learning disciplines in English, because they lack academic English skills and disciplines – specifically a vocabulary. Alexandra (2019) further asserts that in Nigeria, teachers deem it challenging to facilitate learning, because learners do not understand lessons by virtue of not being proficient in English. Again, Namuchwa's (2007) study established that learners in Uganda find it challenging to learn disciplines in English, and it also frustrates them, as they do not understand it.

Studies made about teachers' views about the challenges non-English speaking learners experience when learning History in English in Rouville's small town, are rare. Therefore, this study intended to add to the already existing studies by exploring the teachers' views on the challenges their learners experience when being taught History in English and the strategies they use to address learners' linguistic challenges.

## **Theoretical Framework**

I used social constructivism, which is explained by Vygotsky as a theory that encourages construction of new knowledge (Lombardo & Kantola, 2021). Boyland (2019) writes that Social Constructivism (SC) is a theory that Vygotsky deems where learning and social context to be interlinked, in a way that knowledge is constructed through interaction with others. She further adds that SC subjectively interprets the worldviews from experiences of individuals (Boyland, 2019). Mohammed and Kinyó (2020) emphasise that Vygotsky's theory divulges the influence social context has on learning and believes that learning takes place through collaboration, conversations and social interaction activities.

The tenets of social constructivism, divulged by Jung (2019), are subjective truths, interpretations is at the heart of social sciences and stresses contingent generalisation. Pilarska (2021) adds that social constructivism is not about revealing the truth about realities, but constructing a subjective truth about the world, based on individuals' experiences. Emphatically, Finnegan and Ginty (2019) assert that learners ought to construct their own knowledge through everyday life experiences, learners should be active in constructing knowledge, and learners should interact and collaborate in the social world and scaffolding, whereby parents of learners or teachers provide learners with needed assistance so that they can carry on working on their own. History is a subject that is controversial, therefore it gives room for discussions and debates between learners to express their subjective views about particular events of the past as propagated by the social constructivism tenets.

Therefore, social constructivism tenets blend in well with the aim and purpose of this study, because language and history are coalesced and socially constructed. Therefore, this study explored the views of educators on the impact that learning History in English has on Non-English speaking learners in the Intermediate Phase, through addressing the following questions: the teachers' views on challenges experienced and displayed by their learners when they teach them in English and the strategies they use to address learners' linguistic challenges. Furthermore, I constructed knowledge through socializing with participants as a participant-observer and accumulated documents to analyse.

## **Problem Statement**

Maringehosi (2020) attests that teachers find learning History in English to be affecting learners' academic performance negatively. Prinsloo, Rogers and Harvey (2018) support this in asserting that learners have challenges in understanding concepts, keywords, reading with comprehension, writing, speaking and listening History in English, due to lack of proficiency in English. Learners give one phrase or keyword answers that they take from a textbook when asked questions in class (Maringehosi, 2020). Social sciences learners encounter challenges of not reading and writing at an expected level in History (Aziz & Kashinathan, 2021). These challenges can be attributed to lack of understanding the language that is used. As a teacher in a small rural town where the dominant language is Sesotho, I found that I had to constantly assist with explaining in Sesotho. During History workshops, we would share similar concerns as teachers, like that learners struggle in writing, reading, and engaging in History class discussions in English. Hence, there is a need to explore teachers' views about the impact of teaching history in English to non-English Intermediate Phase Learners.

## **Research Questions**

The study sought to answer the following two questions:

- What do teachers view as challenges experienced and displayed by their learners when they teach them in English?
- What strategies are teachers suggesting to address learners' linguistic challenges when learning History in English?

## **Literature Review**

Just as language and education are inseparable, so is History and language, because the study of History requires language skills, such as speaking, listening, writing and reading, as will be divulged in this section (Hassan & Bzro, 2022; Sullivan, 2022). The following section looks at the nature of History as a school subject, challenges experienced when being taught in English as a non-English speaker and the strategies used to address the challenges.

### **Nature of History as a school subject**

Seiborger (2016) defines History as the process of enquiry, where the change and development in the society is studied over time. In the same vein, Talekau, Jyotrimayee and Haricchandan (2018) assert that History are salient records of what befell men in the past, how, when and why that happened. Talekau et al. (2018) add that the study of History requires one to unearth the causal relationships between mankind, as well as compare and contrast similar events in other social groups to enhance the validity and reliability of the sources. Valdosta (2019) emphasises that by arguing that other sources are bias, have contradictions and omissions, one thus has to study a lot of sources to recognise the weaknesses and strengthens of various sources. For one to determine the aforementioned aspects of History, I agree with Carr (2018) and Thorp (2016) that reading, writing, as well as interpretation, have to be taken into consideration.

Sullivan (2022) thus writes that History is unquestionably related to language, because in order to study History and acquire essential skills like historian reading, writing, speaking, interpreting, etc. skills, one has to know a language, and in this context, one has to be equipped in the aforementioned English skills. University of Oxford (2022) also provided a similar statement to that what Sullivan made, by stating that English and History are intertwined. Moreover, Abbott and Lee (2022) deem speaking, reading and writing as fundamentals that need to be observed and appropriately implemented for an effective learning and teaching.

## **Challenges learners face in learning History in English**

Michael, Ndijuye and Ephraim (2022) state that having English as the medium of instruction, hinders learners from understanding lesson presentations. Lack of English proficiency may hinder effective communication between teachers and learners, which may lead learners to misunderstanding the teacher (Luo & Garner, 2017). Wheeler (2020) supports that teacher-learner and peers communication is a challenge when teaching in English, because they misunderstand questions, which leads them to furnish wrong answers or avoid answering and also limit discussions in class. By virtue of that, learners are hindered from being active participants in class.

He further promulgate that other teachers assert that it is challenging for learners to understand Historical concepts, vocabulary and instructions when presented in English, which thus leaves them with academic gaps and delayed academic progression (Wheeler, 2020). They only give one phrase or keyword answers that they take from a textbook when asked questions in class (Khatri & Regmi, 2022). This may happen as a result of the level of language in the sources, especially primary sources, which tend to use older forms of English or grandiloquence (Wahlberg, 2006). Wheeler (2020) argues that learners who are not proficient in English yet, tend to misunderstand the instructions.

Furthermore, Michael et al. (2022) add that teachers are the ones who make it challenging for learners to understand lessons presented in English when they use vernacular a lot, compared to English when code-switching in History teaching. Tai and Wei (2021) assert that code-switching impedes learners from effectively developing in learning content in English. Similarly, Wheeler (2020) asserts that teachers divulge that learners' academic vocabulary and comprehension of English words, such as homonyms and figurative language, are underdeveloped and develops gradually as a result of learners being mostly exposed to their mother tongue compared to English. Notwithstanding, Khatri and Regmi (2022) add that teachers deem their inadequate level of proficiency in English as a challenge for learners' comprehension. History teachers also find it challenging to explain Historical concepts clearly by virtue of inadequate level of English proficiency and skills of teaching in English (Khatri & Regmi, 2022).

Learners tend to demonstrate their inability of furnishing meaningful responses to

questions and instructions, as they show challenges in constructing verbal and written sentences, misspelling and mispronouncing words (Aziz & Kashinathan, 2021). Also, they make verbal and written grammar mistakes (Aziz & Kashinathan, 2021). He further attributes that teachers reckon that learners have challenges in articulating themselves verbally and in writing, because of their lack of linguistic skills and not understanding the topics properly (Aziz & Kashinathan, 2021).

There is an over reliance on spoken language, as a means of teaching and less on the use of a variety sources, such as visuals and audios to enhance learner understanding of the lesson (Wheeler, 2020). Learners often do not find written historical accounts interesting and thus do not engage with the topic when illustrations, such as artifacts and photographs are not used (Barton, 2018). Learners have different learning styles and may found one way of teaching to be challenging. Lack of contextualization, that is to say that not using sources that learners are familiar with in their everyday lives like diaries and letters, but only providing, for instance, government documents and speeches, may make it challenging for learners to comprehend the lesson (Barton, 2018). Aziz and Kashinatha (2021) support that teachers tend to not make lessons relevant to learners' everyday lives, hence they often find it challenging to learn History in English, resulting in a lack in knowledge of History and the competence of understanding English.

He further articulates that teachers do not reteach to enhance understanding (Wheeler, 2020). What is more, he asserts that teachers lack time to spend with their learners to get to know their different learning styles and thus fail to accommodate their different learning needs (Wheeler, 2020).

### **Possible strategies to mitigate the challenges learners face**

Luo and Garner (2017) evince three English for Specific Purpose (ESP) methods that can improve the learners' performance in writing and reading History sources for comprehension. Firstly, ESP encourages subject teachers, in this case the History teacher, to cooperate with language teachers by asking about their relevant information that can help them develop in learning content subjects like History in English. Secondly,

they encourage collaboration, so that the teachers can formulate appropriate lesson plans and teaching and learning activities for learners. Lastly, they further encourage team-teaching, whereby the subject teacher and the language teacher will teach the subject simultaneously.

These strategies, presented by Luo and Garner (2017), are supported by Content-Language Integrated Learning (CLIL) and content-based-instruction, which also encourage collaboration, cooperation and team-teaching between the subject teacher and the language teacher (Kao, 2022; University of Cambridge, 2019), and the language used herein is not limited to English like it is with English-Medium-Instruction (EMI).

Equally important, EMI also encourages teaching through English to deliver content in the classroom (Tang, 2020). Utilising the target language often in, e.g., historic discussions and communications in class or tutoring classes, enhances learners' attainment levels, self - efficacy and motivations (Abizada & Seyidova, 2021; Michel et al., 2021).

CLIL alluded that, when learners are extensively exposed to English in the classroom through, for instance, teaching History in English, they will acquire the language skills and the content knowledge simultaneously (Pun & Thomas, 2020). It is equally important to utilise graphs, tables, photos, language exercises and content knowledge in the classroom to assist with a successful transition to having English as LoLT. They also help learners access content without being bombarded with new information.

CBI should be implemented appropriately, because it enables non-native English learners to read, write, speak and listen in an academic manner as required in the History learning and teaching (Tang, 2020). Cardales Rodriguez (2021) therefore alludes that for effective use of CBI approach, teachers should encourage learners to negotiate meaning, use magazines and newspapers for learning, do group work, focus on understanding content more than the production of language, and learners ought to be assisted to internalise and comprehend the content of the lesson.

Moreover, mobile-assisted language learning, whereby language learning is enhanced by using handheld mobile devices, has been identified as another strategy that can develop learners' second language's speaking, reading and listening skills (Aziz & Kashinathan, 2021). It is founded on the principles of constructivism theory and it creates

a learning environment that is simple to utilise, supports situated learning and is stress-free.

According to Tai and Wei (2023), translanguaging is the use of more than one language to enhance understanding, especially using the first language to elaborate what is intended to be said in the second language. Garcia (2019) further asserts in agreement that translanguaging is when learners, especially those who were marginalised, get to learn the second language, while also utilising their language in class. In other words, History learners may articulate themselves in a foreign language and their home languages.

Narayan (2019) defines code-switching as the process of shifting from one language to another in a conversation. He identifies four types of code-switching: the first one being inter-sentential switching where ones deliberately, in a sentences, use one language in the first phrase and another in the second phrase. Secondly, intra-sentential switching, where the person would just unintentionally include words or phrase in the middle of the sentence. The last one is extra-sentential switching, where one uses one language in a sentence and include a tag of another language. In the same vein, the University of Cambridge (2019) deems code-switching to be helpful in assisting learners to communicate fluently when sharing ideas in class, in a group, when encouraging peers and clarifying the instructions the teacher gave; which is what the learning and teaching of History encourages.

Garcia, Aponte and Le (2020) define translation as rendering information that was presented in a foreign language in a language that is common to the people being translated to. Beiler and Dewilde (2020) assert that translation is when the source language is rendered in the target language for understanding. In the History teaching context, the teacher may translate the sources into the language learners are familiar with.

Summing up, it is challenging to manage the employment of additional resources, reteach, tutor and provide linguistic support, while having to cover the curriculum (Wheeler, 2020).

## Research Methodology

I employed an interpretivism paradigm accompanied by phenomenology in my qualitative research approach. These three blend in well together, as they encourage subjective interpretation of people's experiences and opinions (Zahle, 2021). I also employed purposive sampling in selecting two Grade 6 teachers in two primary schools in a small Free State town, called in Xhariep (Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters & Walker, 2020), whom I have interviewed on two separate days for one hour using the semi-structured interviews (Husband, 2020). I also observed them on two different days for a period of 40 minutes in school X and 30 minutes in school Z, with their knowledge, because I employed participant observation (Busetto, Wick & Gumbinger, 2020). I requested supporting documents, as I employed document analysis, such as learners' assessments, activities and the keywords they often referred to for the purpose of establishing their responses with evidence (Morgan, 2022). Thematic analysis was employed to help uncover meanings and divulge complexities that are hidden in my data, as it encourages subjectivism (Vaismoradi & Snelgoeve, 2019). It helped me categorise my findings into themes. The approaches I used in this section blend in well together and were suitable for my study, as it sought to collect subject experiences and opinions of educators on the challenges non-English speaking learners encounter when learning History in English.

Before I embarked on my study, I sought permission from the University of the Free State Faculty of Education Ethics Committee and the Free State Department of Education. Thereafter, I sought permission from the principals of the two schools I conducted my research at and consent from teachers to be my co-researchers. Hassan (2023) concedes that it is ethically considerate to request permission from authorities and co-researchers before conducting research. All participants were promised privacy and confidentiality, absence of harm, fairness, equity and absence of deception, as also suggested by Hassan (2023). I revealed a possible conflict of interest that might have had an impact on the integrity of the study, such as explaining to the co-researchers that I was going to interview them individually and that they had a right to withdraw at any time.

## **Findings and discussion**

In this section, data generated from the two questions that learners responded to, is presented. The questions are videlicet:

- What do teachers view as challenges experienced and displayed by their learners when they teach them in English?
- What strategies are teachers using to address learners' linguistic challenges?

### **Responses to the first question gave the following themes**

The following section presents teachers' responses to the first question. In responding to this question, the following themes emerged: understanding activities and assessments instructions, understanding the materials that they read, comprehending lesson presentations, viva-voce responses and written responses.

#### **Theme 1: Understanding activities and assessments instructions**

Wheeler (2020) argues that learners who are not proficient in English, tend to misunderstand the instructions, and leaves them with academic gaps and delayed academic progression. Additionally, they often only give one phrase or keyword answers that they take from a textbook when responding to instructions (Khatri & Regmi, 2022). This tends to happen as a result of the level of language in the sources, especially primary sources, which tend to use older forms of English or grandiloquence (Wahlberg, 2006).

##### **Theme 1.1: Challenges**

Supporting the above assertions, T1 revealed:

*“Then come see tomorrow what they would have answered, because they do not understand simple questions, like explain, identify, name, state.”*

This is a challenge because it impeded learners’ development of knowledge and affected their performance.

In addition, T2 supported:

*“They don’t answer the same thing that you told them, especially if you can teach them in English the whole period then give them the activity, you will see that this person did not hear anything said in English.”*

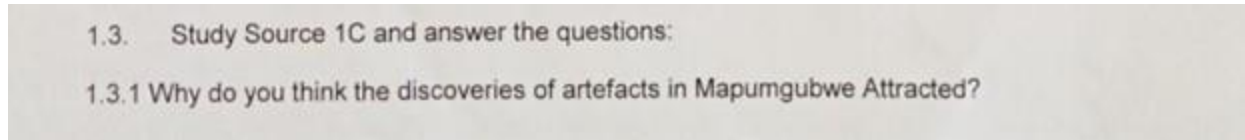
Both teachers allude that learners have difficulties answering simple questions that are deemed to be appropriate for their level. T1 divulged that it is caused by not understanding command words, whereas T2 highlighted lack of understanding the language the instruction is presented in, as the challenge. To support their allusions, during my observation with T1, I witnessed learners answering questions that required them to state whether the statement is true or false by explaining. With T2, I saw the teacher asking learners a question based on the extract she read and most learners remained silent, a few got it wrong and one learner got it right. It could have been because the learner did not understand the extract that was read as T2 alluded.

Moreover, T1 divulged:

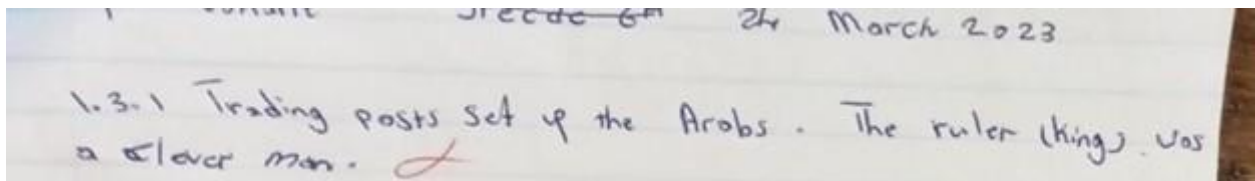
*“Reading with understanding is a challenge because now it is not like the child does not understand, Let us say a History based question, it is because they do not read with understanding, so they just answer for the sake of answering.”*

Learners are swift to answer even before they make sense of the question, which leads to them furnishing wrong answers. That is evident in the learners’ activities and assessments, where a teacher finds that the learner, for instance in the pictures below, is asked to explain why they think the discoveries of artifacts at Mapungubwe attracted interest, the learner just quoted an irrelevant answer from the source to show that they

did not understand the question.



**Figure 3.1: Questions from a formal assessment**



**Figure 3.2: Answers from a formal assessment**

These observations and the response implies that the learners have challenges with comprehending command words found in instructions, comprehending the instruction rendered in English, understanding without the teachers' intervention and lack of patience in trying to make sense out of the instruction before responding. This is similar to studies, such as that of Rule (2017), that stated that 78% of Grade 4 pupils do not understand what they are reading in instructions and Lodge, Kennedy, Locker, Arguel and Pachman (2018), who allude that learners tend to find instructions confusing when there is no effective intervention of teachers to clarify for the learners. Lack of teacher intervention is in contrast to social, because it encourages interaction between teachers and learners (Shibina & Vijayalakshmi, 2022).

## **Theme 1.2: Strategies**

In response to the challenges, T1 divulged why most learners find it challenging to follow

instructions, as have been pointed out hereinabove:

*“If you give them the test and not assist them in understanding the questions, they are not going to answer what you did with them, they don’t, they don’t answer that.”*

T1 alluded that, due to lack of teachers’ hands-on assistance during assessments, learners tend to furnish answers that are in contrast to the instruction.

T2 showed a similar strategy to that of T1:

*“We read it in the book then I gave them questions, I ask them the questions we have read, that where did those people come from, where did they move to and what are the reasons for their moving.”*

T1 further divulged:

*“But when you have entered (in the test or examination) with them, I read them the questions and thereafter explain them ... and remind them that ‘do you remember when I was teaching you I was saying this and this.’ Only then will they improve.”*

T2 supported this,

*“So, I think we are trying many ways to make sure that they didn’t forget, because now in the exam, we’ll like, ‘Give the definition of this word.’ And explain to them what the question mean.”*

Perennially, T1 shared:

*“Sometimes, I would show them: ‘go to page... Check, check, what do you see there on Sea?’ Only then will they see, ‘Oh, ma’am! We see – Madagascar!’ Only then will they go write. But if you don’t do that, oh no! Expect a zero! Expect a zero!”*

T1 and T2 agreed on actively intervening during class activities and formal assessments through reading questions and sources with the learners, the questions to them and facilitating them to the correct answer by giving triggers for them to remember what they learnt in class. T1 affirmed that learners only get to improve when those measures are followed. This may seem to be spoon-feeding learners, but different curriculum

differentiation in South Africa supports those ways of intervention. In the same vein, the University of Cambridge (2019) asserts that teachers state that learners have suggested strategies, such as relying on the teachers' facilitation to understand the instructions they ought to follow, which is a strategy that is encouraged by the CLIL, which advises teachers to take responsibility in ensuring that the learners comprehend the instructions. SCT also encourages an active teacher-learner interaction, as suggested by the teachers and CLIL (Shibina & Vijayalakshmi ,2022).

## **Theme 2: Understanding the materials that they read**

Wheeler (2020) further writes that teachers divulge that learners' academic vocabulary and comprehension of English words, such as homonyms and figurative language, is underdeveloped. Barton (2018) supports that by furnishing a possible reason that using sources that are not familiar with learners' everyday lives, like diaries and letters, but only providing, for instance, government documents and speeches, may make it challenging for learners to comprehend documents they engage with.

### **Theme 2.1: Challenges**

T1 revealed the following:

*“There’s a word that, even them have seen that it is going to be difficult for a learner to... Understand the meaning in textbooks.”*

T1 further emphasised that,

*“Sometimes they just read without understanding”*

Some of the difficult words for learners shared by T2 were videlicet:

Hierarchy	
Globalisation	
Abandonment	
TERM 2: EXPLORE	
CONCEPT	
Colonization	
Exploration	
Natural resources	
Astronomer	
Inventions	
Renaissance	
Scholars	
Sculptures	
Territory	
Voyages	
Conservative	
Geology	
Engineering	
Pendulum	
Astrologer	
Merchant	
Missionaries	
Embassy	
Monsoon	
Scurvy	

**Figure 3.3: Unfamiliar words learners encounter when reading**

The responses recorded hereinabove allude that some textbooks consists of words that are not familiar to learners, which makes it challenging for learners to read them with understanding. Additionally, some learners find it difficult to read with understanding, because they have different learning styles that require a variety of resources to enhance understanding. This is supported by Moresebetoa (2016), who writes that teachers assert

that learners find it challenging to answer questions that are based on what they read, because they lack the ability to recognize and work with sounds in language, break up words in its individual sounds before putting the sounds back together again to make it work, vocabulary, fluency and comprehension when they read. Therefore, lack of the aforementioned, deprived a learner from understanding the word as they would fail to pronounce it correctly. During observations, I witnessed that teachers often made learners read as a class, which makes it a bit of a challenge to hear some learners who mispronounce words and are not reading. Social constructivism encourages construction of new knowledge, which in this case is impeded by learners' unfamiliarity to words and as such, I accommodated learning styles.

## **Theme 2.2: Strategies**

Hereunder, Teacher 1 propounded methods learners can put in place to make sure that they understand their reading material. T1 thus shared that:

*“Like for example, what I do... Uh! I allow them to read the paragraph for me... Or sometimes, there are these keys... I do not know what you call them... Eh! You see these things, where people would be talking; I would say, ‘Can you please read there?!’ They would read, read and when they finish reading I would come back and explain elaborately this thing in Sesotho, so that they can understand it.”*

Additionally, T1 added:

*“So, luckily enough this book has key words, they have down there where you see that.”*

Equally important, T2 supported this, stating:

*“Because some textbooks, it can be complicating these textbooks. So, you have to look at eh, other textbooks, maybe if you are using a variety of textbooks, eh... Isn't it going to be able to assist, you know?! Yeah!”*

Moreover, T2 added,

*“We do the spelling, we do the tests, we do the reading out loud so that they can read.”*

T2 elaborated:

*“Normally we set in the beginning of the term the vocabularies of the whole term. Let’s say for the first term and then, at least, it’s got eh... The meanings there. So, you have to first drill the vocab before you get to the lesson.”*

Furthermore, T2 added,

*“It is boring having to read, “Hitler said...” without watching videos of it to make learning interesting and understandable for learners.”*

Strategies were suggested by T1 and T2 about explaining to learners in their home language and this is supported by Gaacia et al. (2019), Tai and Wei (2021) and Narayan (2019). Translation is supported by Garcia et al. (2020), code-switching by Tai and Wei (2021) and translanguaging by Narayan (2019); where the teachers would explain what the learners have read in English in their home-language, namely Sesotho. Emphatically, Cenoz (2022) assert that CLIL and CBI encourage multilingualism to enhance learners’ comprehension. Learners ought to be given an opportunity to read an extract and have it explained in their home-language for comprehension. Also, they would select textbooks that use English that is at the learner’s level, give learners spelling tests and reading-aloud activities, and drill important concepts and keywords, as shown in Figure 3.3, to enhance learners’ recognition of words for the sake of reading with comprehension. Doing this encouraged an active learner-teacher interaction, as learners would be engaging with teaching through correcting the spelling and pronunciations. Additionally, to enhance learners’ interest in reading to accumulate content knowledge, different learning styles ought to be accommodated in the learning-teaching process. What is more, since teachers make learners read as a class, as witnessed during observations, they should probably implement peer assessment when making learners read as a class, as in that way, they may even be encouraged to learn from one another. The strategies outlined

here are aligned with SCT, as they divulge active learner-teacher and peer interaction that develop learners' comprehension (Guribie, Owusu-Manu, Badu & Blay, 2021).

CLIL alluded that when learners are extensively exposed to English in the classroom through, for instance, teaching History in English, they will acquire the language skills, such as reading, which will enable them to further acquire the content knowledge (Pun & Thomas, 2020). It is equally important to utilise graphs, tables, photos, language exercises and content knowledge in the classroom to assist learners with understanding History sources that are written in English.

### **Theme 3: Comprehending lesson presentations**

Wheeler (2020) and Khatri and Regmi (2022) divulge that other teachers assert that it is challenging for learners to understand Historical concepts and vocabulary when presented in English. In addition, Michael et al. (2022) state that having English as the medium of instruction hinders learners from understanding lesson presentations. Luo and Garner (2017) further elaborate that teachers' lack of English proficiency may hinder effective communication between teachers and learners, which may lead learners to misunderstand the teacher.

#### **Theme 3.1: Challenges**

Therefore, T1 shared,

*“For us teachers as well, it is difficult to pronounce some words like archaeologist.”*

Additionally, T1 also showed:

*“This thing of... ours, thinking that we are comrades or politicians, using difficult English... Is what sometimes make learners not understand or not, not want to listen*

*because already, argh! What is the use of listening to these bombastic words. I don't even understand what is the meaning of that."*

T2 emphasised T1's statement alluding

*"Especially now that some of them they are not much clear with English."*

T1 further added,

*"You would have told them what is an archeologist. The next thing, when you ask them, they have forgotten."*

Moreover, T2 divulged another challenge to comprehending lesson presentations,

*"So, it becomes a bit challenging, especially to address the concept and words, when the medium of instruction from the schools some learners are from is Sesotho."*

T2 further elaborated that:

*"The challenges that I have it's the words. Especially, if I have to deal with the concepts, because History has got big eh! ... Terms, terminologies."*

T1 also divulged:

*"And then the learning itself, it won't be interesting, because sometimes you would want to listen; hearing this topic, but unfortunately I am a bit slow, yes I do understand English, but I am a slow learner."*

Contrarily, T2 argued,

*"So that in order for them to understand you have to stuck there, you are going to stuck there with the keywords and the... The most important words. So, it makes your lesson to become less productive within the timeframe you have set for yourself."*

The response presented in this subtheme, allude that comprehension of History lessons presented in English, is impeded by mispronunciation and the use of grandiloquence by

teachers. During observation, I witnessed a teacher mispronouncing and some learners were not even aware of the mispronunciation, and those who were aware, probably remained silent, because they feared the teacher. The others are that teachers find it difficult to address concept and words in English, as some learners do not understand it as a result of being formally exposed to English for the first time; forgetting what they were taught, the use of History academic words that are unfamiliar to learners as shown in Figure 3.3, the fast pace of teachers and insufficient time to present lessons. Teachers are often driven by curriculum coverage instead of comprehension. Cahn and Renandya (2017) concur with the aforementioned responses by divulging that some teachers' high level of English proficiency leads them to using grandiloquence, which makes it difficult for learners to understand them, and those who lack proficiency make it challenging through struggling to explain concepts. In addition, Heuer and Reach (2017) assert that one has to know the grammar of History to effectively teach History with comprehension. This is in contrast to social constructivism, as it encourages effective learner-teacher interaction to develop learners' knowledge construction (Shibina & Vijayalakshmi, 2022).

### **Theme 3.2 Strategies**

T1 expressed that:

*“If... Strictly, like, I am teaching in English, then I, I will have to put some pictures ... show them while I am talking about hunter- gatherers/farmers/Mapungubwe Hill I am referring to these people or hill.”*



**Figure 3.4: Mapungubwe Hill**

T2 supported T1,

*“I use different teaching resources like your videos there in the Maths lab, they watch videos ... after watching, when you ask them, “what-what-what?” They respond.”*

Furthermore, T1 suggested,

*“I think you must use simple English instead of difficult English.”*

T1 emphasised:

*“The principal would come say “uu-paa-tide”. So, they will be confused. When he goes out they will ask, “Ma’am, what is uu-paa-tide?” Only then would I say, “a-pahr-teid” and they be able to understand you what was talked about.”*

Additionally, T2 attributed:

*“So, the best thing you must do is to teach your learners with understanding,”*

Strategies teachers suggest of accompanying lesson with visuals, such as pictures, as

shown in Figure 3.4, so that learners comprehend what is presented, using English that is at the learners level and pronunciation that are relevant to learners' context to ascertain comprehension, are supported by Abizada and Seyidova (2021) and Michel et al. (2021), who assert that EMI encourages the use of graphs, tables, photos, language exercises and content knowledge in the classroom to assisting with effective and comprehensible learning and teaching through English as LoLT. Additionally, teachers must understand what they teach their learners, so that learners may also understand what they are being taught. These strategies are supported by SCT through its notion that teachers should stimulate learning in learners for the purpose of cognitive development (Shibina & Vijayalakshmi, 2022).

Equally important, EMI also encourages teaching through English to deliver content in the classroom (Tang, 2020). Utilising the target language often in, e.g. historic discussions and communications in class or tutoring classes, enhances learners' attainment levels, self- efficacy and motivations (Abizada & Seyidova, 2021; Michel et al., 2021).

#### **Theme 4: Viva-voce responses**

Aziz and Kashninathan (2021) and Sinaga and Oktaviani (2020) attribute that teachers reckon that learners have challenges in articulating themselves verbally, because they do not understanding the topics properly and lack linguistics skills, such as accurate pronunciation, adequate vocabulary, word construction and sentence construction; fear, timidity and worry as well. Similarly, Abdullaev and Isanova (2023) posit in agreement that learners encounter grammar challenges and cannot articulate themselves fluently and confidently when they speak.

##### **Theme 4.1: Challenges**

T2 firstly shared,

*“But it is a bit challenging, because some of them struggle a lot with pronouncing new*

*words.”*

T2 further shared,

*“S/he will break English here and there, but then say, “Can I also put a little bit of Sesotho here, because I am not fluent.”*

Moreover, T1 supported T2,

*“Some learners speak incomplete sentences. They omit some words.”*

She continued to add,

*“Learners tend to muddle words when they talk. But I would understand what they say.”*

The responses on this theme allude that learners have challenges with pronouncing words they are not familiar with in English. This might mean that they can speak the language, but are not pronouncing some words properly, are omitting some words and probably lack proper sentence construction. The aforementioned were witnessed in the speech of learners during observations. Moreover, it is alluded that lack of English vocabulary for learners cause them to revert to their home-language – Sesotho, in this case. While observing, learners would often revert to their home language when they furnish long answers, compared to when they furnish short answers. This may be as a result of lack of vocabulary. What is more, due to lack of vocabulary, some learners omit words and do not complete their sentences when articulating themselves, and learners tend to articulate odd improper sentences. Cankaya (2017) supports the aforementioned statement by stating that learners have challenges expressing their ideas correctly in English, which hinders construction of knowledge through language for learners as encouraged by the social constructivism theory (Accurso & Gebhard, 2021; Hu & Gao, 2021).

## **Theme 4.2 Strategies**

T2 suggested that the remedy for the abovementioned challenge could be:

*“And you can also do the... What is it? ... Oral assessments whereby you give the name and then they must er... Explain what is the meaning of that term, things like that.”*

Emphatically, T2 reiterated,

*“S/he will break English here and there, but then say, ‘Can I also put a little bit of Sesotho here because I am not fluent.’ I would say, ‘Yea, you can use a bit of vernac here and there.’”*

Strategies suggested therefore by teachers, are giving learners oral assessments to exercise learners’ speech in English, which is beneficial and can be used by having learners explain the meaning of particular terms orally. Secondly, allowing learners to use vernacular in class so that they may articulate themselves properly. CLIL and CBI support the aforementioned strategies through encouraging code-switching, as it believes that it can assist learners to communicate fluently when sharing ideas in class (University of Cambridge, 2019). SCT encourages contextualisation as well, and accommodating learners’ home-language makes learning and teaching relevant to the everyday lives of learners – it contextualizes it.

According to Tai and Wei (2023), translanguaging is the use of more than one language to enhance understanding, especially using the first language to elaborate what is intended to be said in the second language. Garcia (2019) further asserts in agreement that translanguaging is when learners, especially those who were marginalised, get to learn the second language while also utilising their language in class. In other words, History learners may articulate themselves in a foreign language and their home-languages.

## **Theme 5: Written responses**

Learners find themselves constructing wrong sentences, misspelling words and making grammatical errors when writing (Aziz & Kashinathan, 2021). Additionally, Nokes (2022) corroborates that learners have writing gaps, such as the inability of learners to use argumentation and evidence-informed claims. What is more, Cer (2019) alludes that, inter-alia, learners cannot spell correctly, construct sentences that are grammatically incorrect, cannot articulate themselves fluently in writing and cannot structure paragraphs properly and correctly. This section will look at the challenges and strategies of written responses.

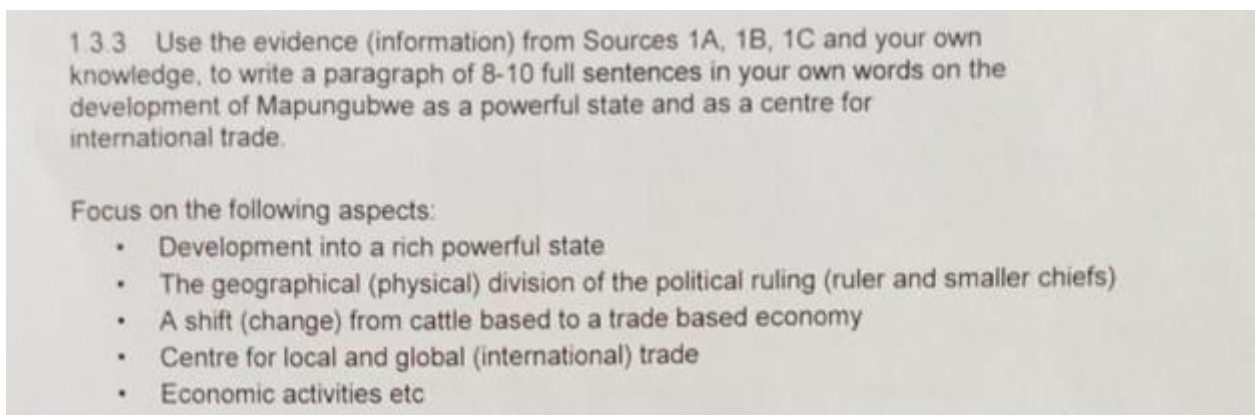
### **Theme 5.1: Challenges**

For sentence construction T2 said,

*“Writing is a challenge... sentence construction is a challenge,”*

She further stated,

*“20 Learners they struggle in paragraph writing, they don’t know how to construct a sentence because it is a problem itself.”*

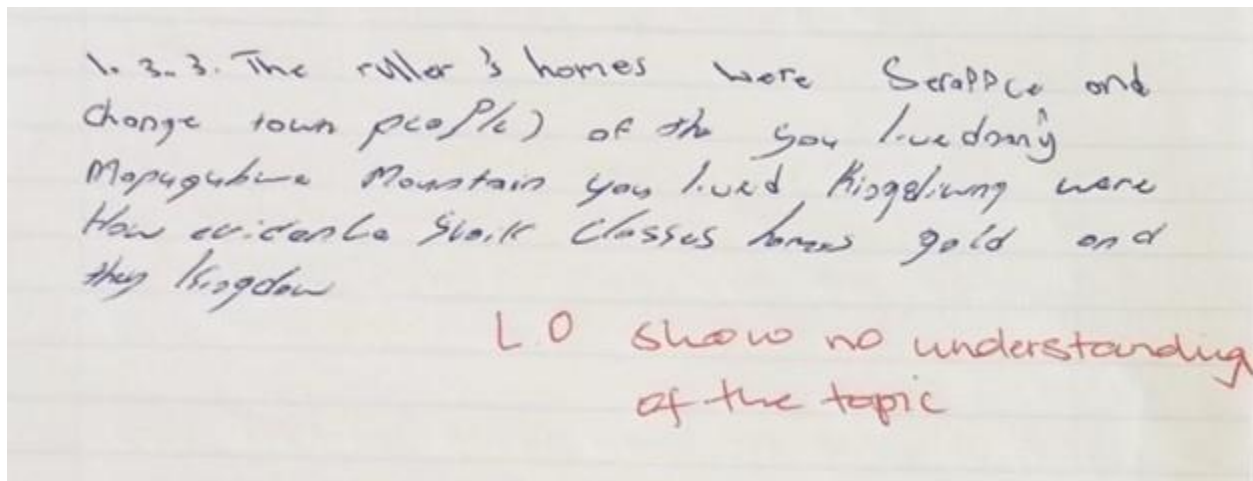


1.3.3 Use the evidence (information) from Sources 1A, 1B, 1C and your own knowledge, to write a paragraph of 8-10 full sentences in your own words on the development of Mapungubwe as a powerful state and as a centre for international trade.

Focus on the following aspects:

- Development into a rich powerful state
- The geographical (physical) division of the political ruling (ruler and smaller chiefs)
- A shift (change) from cattle based to a trade based economy
- Centre for local and global (international) trade
- Economic activities etc

**Figure 3.5: Paragraph Instruction**



**Figure 3.6: Paragraph Answer**

What is more, T2 exhibits,

*"Learners are struggling with spelling."*

T1 supported,

*"So, if you don't know how to write, you can't even read what they wrote."*

The responses from these themes imply that writing is a challenge when it comes to sentence constructions. Learners struggle with paragraph writing as they cannot even construct sentences. Some learners, instead of writing paragraphs, write a single sentence, while others write a paragraph that is constructed by improper sentences. The teacher shared with me an assessment where a learner wrote 4 and 5, which exhibited lack of understanding, an inability to construct meaningful sentences and misspelling. Additionally, learners have challenges with spelling words when they write as shown in Figure 3.6, which is something that I witnessed in their activity books and their written assessments.

Learners cannot spell words, to a point whereby they just combine letters that do not make an existing word. Sometimes their words are short of key-letters to make a complete meaningful word. What is more, learners write words that cannot be read, which are words that do not exist in the English vocabulary and they have challenges with pronouncing words, because if they cannot pronounce words, they would not be able to write them as well. Lumadi (2016) supports the implications by divulging that learners cannot spell words correctly, pronounce, construct sentences and use tenses correctly. The skills of language are lacking in History learners, while the social constructivism alludes that learning and language are intertwined (Accurso & Gebhard, 2021; Hu & Gao, 2021). In other words, when learners lack language skills, it means that there are challenges in learning as well.

## **Theme 5.2 Strategies**

T2 concurred stating,

*“So the English teacher must, at least, do all those English things and help us there...  
With the spelling...”*

T2 added:

*“I also do the spelling tests on my side for social sciences, so I work hand-in-hand with the English teacher to make sure that the, the learners, at least, are on the par of understanding.”*

Additionally, T2 asserted:

*“Sometimes I would say let us write ‘Trade’ in the air, you see, because it is based on History... T-R in the air, then we’ll have to do it.”*

Furthermore, T2 further added,

*“So, you have to do a lot of paragraph writing, a lot of spelling so that, at least, they*

*understand. And paragraph writing helps them with how to construct a sentence.”*

T2 further articulated:

*“Because we are trying to give maybe ten new words, then they go home, tomorrow morning they must write something like Renaissance. Then they must practice it and then will be picked randomly to go to the board to write it.”*

Therefore, teachers exhibit that English teachers ought to take the responsibility of teaching learners how to write, as in how to apply grammar, punctuations, construct a sentence and paragraph. Again, learners should be made to write in the air to make them memorise how their hands should move when writing those words and picture them. Equally important, doing a lot of paragraph writing helps learners with sentence construction, because through paragraph writing, learners work on sentence construction and spelling. Also, learners ought to be given about 10 words that they may not be familiar with, as shown in Figure 3.3, to study per day at home and the following day when they come to class they are expected to know them and are picked randomly to write each word on the board to see if they can write those words correctly. For language skills that are demanded in History learning and teaching, the subject teacher may cooperate, collaborate and team-teach with the language teacher to enhance understanding (University of Cambridge, 2019; Luo & Garner, 2017). Aziz and Kashinatha (2021) concur that for learners to be proficient in writing, they have to be taught how to apply punctuations, construct a sentence and paragraphs. Hassan and Bzro (2022) and Sullivan (2022) further assert that in order for one to learn writing, they have to know the language they are going to write in. Writing is the product of language. Therefore, learners have to develop in their writing, as SCT asserts that language and knowledge are vital in executing effective learning and teaching.

Luo and Garner (2017) impart three English for Specific Purpose (ESP) methods that can improve the learners' performance in writing History correctly with understanding. They assert that they can attain language and content when teachers cooperate, collaborate and team-teach (Luo & Garner, 2017).

## **Conclusion and Recommendations**

By virtue of exploring teachers' views about the impact of teaching History in English to non-English Intermediate Phase Learners, it appeared that lack of understanding activities and assessments instructions, lack of understanding reading materials, lack of comprehending lesson presentations, challenges in articulating viva-voce and written responses, are the challenges that impede learners from effectively learning History through English. The recommendation made by two teachers from two different schools regarding lack of understanding activities and assessments instruction, are relying on the teachers' facilitation to understand the question. Secondly, regarding lack of understanding reading material, teachers are encouraged to explain what the learners have read in English in the learners' home-language. Also, they would select textbooks that use English that is at the learner's level, give learners spelling tests and reading-aloud activities, and drill important concepts and keywords with learners. Thirdly, regarding lack of comprehending lesson presentation, teachers are encouraged to use visuals, simple English and common pronunciations. Fourthly, regarding challenges of viva-voce articulation, teachers are encouraged to give learners oral assessments and use vernacular. Lastly, regarding written responses, teachers are encouraged to give learners spelling tests, focused on History, working hand-in-glove with the English teacher, practice writing words in the air, undertaking a lot of paragraph writing, giving learners words to practice at home and demonstrate their practice at school, as possible strategies. This study successfully explored teachers' views about the impact of teaching History in English to non-English Intermediate Phase Learners and intends to add a new body of knowledge to the existing scholarship on the effective teaching of History.

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## **CHAPTER 4 BRIDGING THE ARTICLES**

### **4.1 INTRODUCTION**

This sections aims to bridge the articles through giving a background context, summary and the summed up reflections and recommendations. I also discuss how the two articles relate to the objectives of the research, as well as how they answered the research questions.

The aim of this study was to explore strategies of teaching non-English Intermediate Phase Learners History in English. Social constructivism and phenomenology guided this qualitative study through its tenets that believe that language and knowledge are inseparable and for learning to take place, interaction should occur. It used semi-structured interviews, participant-observations and document analysis to collect data from two teachers in two Xhariep primary schools - each from each school. Also, data was collected through a focus group interview, observation and document analysis from 10 learners, five learners from each of the two schools I had selected. Thereafter, I used thematic analysis to organise my data and discuss it.

### **4.2 ARTICLE SUMMARY**

#### **4.2.1 Article One**

In Grade R to three it is compulsory for learners to learn in their home language (Sebole, Khoza-Shangase & Mophosho, 2019). Contrary, in Grade 4 learners experience a transition from learning in their home language to learning in LoLT, which in this particular case is English (Sebole et al., 2019). Learners find themselves having to learn History in English as well, and History is a subject that requires learners to have acquired language specific demands and History-specific language demands, in order for learners to

effectively learn History in English (Tang, 2020; Manditereza, 2019). This qualitative study used social constructivism and phenomenology to guide it and employed purposive sampling to select participants. Further, it used focus group interviews, participant-observation and document analysis to collect data. Therefore, the findings begat by this study are that learners find it challenging to understand the teacher talk, clearly understand the instructions given in activities and assessments, understanding what they are reading, and formulating appropriate written and viva-voce responses. It, however, also furnishes strategies that can be used to mitigate the aforementioned challenges. In essence, this study intends to add new body of knowledge to the existing scholarship on effective teaching of History.

#### **4.2.2 Article Two**

This article explores teachers' views about the impact of teaching History in English to non-English Intermediate Phase learners in Xhariep. English has become a language of learning and teaching in most schools in South Africa, meaning that disciplines, including History, in those schools ought to be carried out in English and the LTSM, like textbooks are often in English. It has been set forth that History is linguistically demanding and non-native English speaking learners often find it challenging to meet those demands (Van der Merwe & Horn, 2018). Therefore, Article 2 identifies the lack of understanding activities and assessment instructions, understanding reading materials, comprehending lesson presentations, giving spoken and written responses as the challenges teachers perceive learners to encounter when learning History in English, and we also see the strategies teachers perceive to be working for learners herein. The aim of this study is to add a new study in the body of knowledge that already exists.

### **4.3 ANSWERING THE RESEARCH OBJECTIVES**

#### **4.3.1 Research objective 1: Determine the challenges experienced by non-English**

### **speaking learners when they are taught History in English**

This objective was addressed through the research question, *What challenges do non-English speaking learners experience when taught History in English in the Intermediate Phase?* Within this research question it was found that difficulty in comprehending instructions in activities, the inability to understand reading materials, as well as challenges with formulating appropriate written and viva-voce responses, are the main challenges most learners encounter, as supported by Ekoç (2020), who deem learning disciplines like History in English to be linguistically challenging to non-English speaking learners.

#### **4.3.2 Research objective 2: Exploring teachers' views about the impact of teaching History in English to non-English speaking learners in the Intermediate Phase**

The research questions from Article 2 that sought to address this objective was, *What do teachers view as challenges experienced and displayed by their learners when they teach them in English?* The views teachers articulated were themed under similar themes to the experiences learners divulged. They un-bosom that lack of understanding activities and assessment instructions, lack of understanding reading materials, lack of understanding presentations of lessons and lack of effectively articulating themselves in writing and verbally, are the challenges learners encounter. Having these themes emerging from both learners and teachers really highlights that the aforementioned are challenging to learners, which are further supported by Satriani (2019) through exhibiting that learners' English proficiency and the length of texts learners should read in a foreign language, make it difficult for learners to comprehend lessons when delivered in English.

#### **4.3.3 Research objective 3: Investigating ways in which learners prefer language to be used in the learning and teaching of History**

Both Article 1 and 2 addressed this objective though incorporating strategies to address these challenges right after the presentation of challenges. The research questions that guided the responses to the objectives were, *how do learners prefer language issues to*

*be addressed during the teaching and learning theory? And what strategies are teachers using to address learners' linguistic challenges?* The suggestions shared here are bracketing unfamiliar words, use of common English - avoid grandiloquence, the teacher must familiarise learners with unfamiliar words, learners ought to disregard shame and fear and strive to respond in English - not that we disregard the use of home language, but just for the purpose of the learners' English skills acquisition, since the medium of instruction is English. These suggestions may be helpful, but further studies ought to be conducted to address this matter of non-Native English speaking learners learning History in English.

#### **4.4 REALISING THE AIMS OF THE STUDY/ADDRESSING THE MAIN RESEARCH QUESTION OF THE STUDY**

The aim of this study was to explore strategies of teaching History in English to non-English speakers in the Intermediate Phase in Xhariep and the main research question that aimed to usher this study towards that is *what strategies can be used to teach History in English to non-English speakers in the Intermediate Phase?*

The first article aided in exposing some of the reasons that may be contributing to learners not understanding History when it is taught to them in English; reasons such as difficulty in comprehending instructions, difficulty comprehending English reading materials, lessons presented in English and expressing themselves through English in writing and verbally. The challenges they postulated led to the emergence of strategies that may help learners learn History in English with comprehension, such as the ones mentioned in 4.3.3 and 4.3.2.

The second article focused on what teachers view to be challenges non-English speaking learners encounter when learning History in English. The teachers highlighted that learners cannot read, they cannot write, they do not understand instructions and they often just answer questions for the sake of answering, not for comprehension. However, they also shared with me the strategies they put in place to help learners pass, such as actively facilitating learners from the classroom to the examination room. They go through

instructions with learners to ensure comprehension, write unfamiliar words in brackets so that learners may find it easy to read through sentences, utilising additional learning resources, such as overhead projectors, pictures, videos, etc.

From this section it is given that interaction between the teacher and learner is crucial for the purpose of developing learners' ability of learning History in English. Learners suggested that teachers help them with bracketing unfamiliar words and that teachers use common language instead of grandiloquence. Also, they suggested that they be given words to work out on their own and practice, and then come to class to present them so that their vocabulary develops. They also suggested that teachers use a moderate pace and projection when teaching so that they can gradually grasp the pronunciations of words and get to know them, instead of having learners irritated and losing the meaning of the lesson. These strategies may enhance the learners ability of learning History in English.

#### **4.5 RECOMMENDATIONS**

The recommendations that learners from two primary schools in the Xhariep District provided, were videlicet:

- Teachers ought to use a moderate pace,
- Teachers ought to appropriately pronounce words,
- Use vocabulary that is familiar to learners and,
- Project moderately.

Moreover, for clarity on instructions, learners recommend that:

- Teachers write difficult words in brackets, give thorough explanations and examples of what the instruction requires,
- Teachers teach learners command words, and

- Learners ought not to skip unfamiliar words.

Regarding the inability to understand what they read, learners recommended that:

- Learners should be provided with synonyms of unfamiliar words in brackets,
- Learners ought to continuously read History English sources so that they may increase the chances of remembering the explanation of the teachers,
- Equally important, teachers and parents should help learners recognise unfamiliar words.

At the same time, with respect to difficulty in formulating appropriate written responses, learners recommended that:

- They ought to read often in order to learn words from their reading materials,
- Practice writing fast and constructing good sentences and paragraphs through reading and listening to the lesson presentation.

Lastly, apropos to viva-voce responses, they recommended:

- Learning sentence constructions from movies and through communicating with others,
- Also an active interaction between the learners and the teachers, is encouraged to teach unfamiliar words,
- In addition, they also suggested disregarding the fear of negative voices and trying by all means to construct a sentence in English, even if it is difficult to do so and overcoming the fear to speak by speaking either way.

From the recommendations presented hereinabove, this study has explored the challenges of Non-English speaking learners in the Intermediate Phase in Xhariep for the purpose of determining strategies that are applicable to teach History in English.

## 4.6 IMPLICATIONS OF THE FINDINGS

The questions that were asked by Article 1, were the first research question: *What challenges do learners experience when learning history in English in the Intermediate Phase?* And the second research question: *How do learners prefer language issues to be addressed during the learning and teaching of History?* On the first question, the learners elucidated the challenges they encounter when learning History in English and the second question addressed those challenges by providing strategies that may be useful. For-by, the second article asked the following questions: third research question: *What do teachers view as challenges experienced and displayed by their learners when they teach them in English?* And fourth research question: *What strategies are teachers suggesting to address learners' linguistic challenges when learning history in English?* Likewise, however different from the narrator, Article 1 divulged what teachers view to be challenging for learners to learn effectively in English and the second question sought to find strategies that teachers use to address learners' linguistic challenges for mitigating the challenges.

Therefore, this study can help the department of education and the teachers to be aware of some of the challenges learners encounter when learning History in English and inform them of the possible strategies they could implement in school to assist in making the learning and teaching of History in English effective. Also, it could help learners identify their challenges and ergo apply strategies that could help them comprehend the learning and teaching of History in English so that they may perform well in History.

Intriguingly, learners and teachers have strategies that might benefit them and others positively. The study has shown that learner-teacher interaction is pivotal, as most learners display reliance on the teacher for the enablement to learn History effectively in English. They further set forth contextualisation, in a sense that they suggested that teachers should use English that is common and that they should apply translanguaging when needed, so that they may comprehend the lesson. Contrarily, teachers also divulged that learners often revert to their Home language and that delays their second language acquisitions. Teachers divulged lack of confidence that results to learners

fearing to speak in English in the classroom, as a challenge in Article 2, whereby in Article 1 the learners show that the loud projection of teachers and their fast pace when presenting lessons, also make it challenging for them to comprehend the lesson. It may seem that each party sees the other contributing to learners' lack of comprehending History when taught in English.

Ergo, this study drew its data from both the teacher and the learners' voices, and their views were similar. In other words, learners and teachers both play a significant role in ensuring that learners learn History effectively in English. Some of the strategies that learners and teachers exhibited fall under the well-known strategies such as CLIL, CBI, EMI, Translanguaging, code-switching, etc. For instance, the learners advocated for the use of home language when they lack History-specific language demands, and translanguaging, code-switching, CLIL and CBI. Contrary, teachers urge learners to use English in class irrespective of how challenging they may deem it, and likewise, EMI encourages that as well. The aforementioned strategies also suggest the use of supplementary resources, which learners and teachers both divulged.

#### **4.7 LIMITATIONS**

My study focused on Grade 6 Intermediate Phase History non-native English speaking learners, and teachers in the Xhariep District and not other phases, nor any other Grade in the Intermediate Phase. Additionally, it further focused on the strategies of teaching History in English to non-English speaking learners in the Intermediate Phase, wherein I looked into the challenges learners experience in learning History in English and the strategies they suggest, as well as what teachers view to be challenges learners experience when learning History in English and the strategies they believe that can best use to enhance learners' ability to learn History in English.

Also, what could have limited the credibility of this research is the postponement of teachers for me to conduct my observations and to get the copies or pictures of the documents I requested. It took them time to share documents with me and to grant me the opportunity to observe them. They were selective about which learner's documents

they are going to share with me.

The limitation of transferability is that my study was only based in only two school from one town in the Xhariep district, and that cannot be automatically relevant in other towns, cities and provinces since schools from different places differ in the type of quality education they receive (Servaas van der Berg and Heleen Hofmeyr 2023).

#### **4.8 IMPLICATIONS FOR FUTURE RESEARCH**

The study I conducted only went within the perimeters of the Xhariep District in the Free State. Ergo, I think it may be of benefit to conduct further research in the Free State Province to determine whether the challenge non-native English speaking learners face when learning History in English, only exists in a particular school or district, or whether it is rife in the Free State and other schools.

#### **4.9 REFLECTIONS AND LESSONS LEARNED**

The lessons that I learned throughout the process of conducting this research, were that going through literature to broaden understanding on what you want to study about, is vital in general and also vital for identifying the gap. Imagine writing about something that is already out there, inter-alia, what a waste of time. I got to read articles after articles and books to broaden my knowledge on History and language. Also, through reading, I got to see the importance of having a theoretical framework, because it structures one's study and focuses it on a particular area (Thielmann, Spadaro & Ballet, 2020).

When I was conducting research in the field, I noticed that learners were thrilled about it and, well, what I heard from the interviews and saw when I was observing learners, because they were all attempting to answer in English. Frankly, there were those who could articulate themselves with minor challenges and those who demonstrated major

challenges and those who preferred to speak in their own home language. This shows that learners differ in class, but what may cause that difference is not yet on the surface, especially when learners have been in the same class from Grade R. It may be an influence outside of school that enables some learners to articulate themselves well in English and the opposite may also be a fact, namely that influence from outside school impedes effective learning.

When I was doing my research, I noticed that schools have similar challenges and therefore the strategies that the learners articulated are relevant to my social circle as well and I may apply them. Reduction on grandiloquence, bracketing unfamiliar words, giving learners words to practice on their own and their peers then have them one by one stand in front of the classroom to define the words that they have learnt and thereafter write it on the board.

One teacher was very interested and the other did not demonstrate interest. When I finished with collecting my data they were both thrilled that I had completed it and would probably not go back regarding it again. Contrary, learners enjoyed it when I interviewed them, observed them and collected their necessary documents, unlike educators. One educator hesitated to welcome me for observations during the learning and teaching. She postponed for two weeks and I had to wait for her, as I had no choice. It seems like teachers enjoy asking questions and observing learners, but when they are exposed to the same process, they shy away.

Summing up, I enjoyed the journey I took throughout conducting my research. It was a great experience with minor challenges, like postponements. I regard this as the first step to a 1000 mile journey, as I will be continuing my years of study to revolve my study around a similar topic I have used.

#### **4.10 CONCLUSION**

The aim of this study was to explore strategies of teaching non-English Intermediate Phase learners History in English. Through conducting this study some of the challenges

learners encounter when learning History in English were surfaced, as well as strategies that they may find helpful to learn History in English. This study has established that learners in some non-native English speaking learners populated Xhariep schools find it challenging to learn History when it is taught in English because of they lack English proficiency. They have outlined their challenges that makes it challenging for them to learn History effectively and they have also divulged strategies that can be used to help learners learn History in English effectively. Learning History in English for an African child in an African populated school, especially in a small town, can be effective when the appropriate strategies are put in place. I believe that more research should be conducted in matters related to the ones demonstrated in this study.

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## APPENDICES

### APPENDIX A: TITLE REGISTRATION PROOF



16 September 2022

#### APPLICATION FOR TITLE REGISTRATION

**Applicant:** Lekhethe, TK  
**Student Number:** 2015299122  
**Discipline:** Curriculum Studies  
**Study Code:** Master's (EDCI8900)


Dear Mr Lekhethe

**Your registered title is as follows:** "Exploring strategies of teaching History in english to non-english learners in the Intermediate Phase".

All of the best with your studies.

Yours sincerely,

  
Prof Patrick Mafora  
Chair: CTR committee

  
Ms CS Duvenhage  
Secretary: CTR committee



## APPENDIX B: GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)



### GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

13-Apr-2023

Dear Mr Kagiso Lekhethe

#### **Application Approved**

Research Project Title:

**EXPLORING STRATEGIES OF TEACHING HISTORY IN ENGLISH TO NON-ENGLISH SPEAKING INTERMEDIATE PHASE LEARNERS IN KHARIEP**

Ethical Clearance number:

**UFS-HSD2022/1893/23**

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

**Dr Adri Du Plessis**

**Chairperson: General/Human Research Ethics Committee**

Adri  
Du  
Plessis  
Digitally  
signed by Adri  
Du Plessis  
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## APPENDIX C: PERMISSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION – XHARIEP DISTRICT

Enquiries: M.Z. Thango  
Ref. Research Permission: K.T. Lekhetha  
Tel. 051 404 8808  
Email: [M.Z.Thango@fseducation.gov.za](mailto:M.Z.Thango@fseducation.gov.za)



2081 Masike Street  
Rocklands  
Bloemfontein  
9323

Dear Mr. K.T. Lekhetha

### PERMISSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION: XHARIEP DISTRICT

This letter serves to inform you that you have been granted permission to conduct research in the Free State Department of Education within the Xhariep Education District. The details in relation to your research project with the University of the Free State are as follows:

**Topic:** Exploring Strategies of Teaching History in English to Non-English Intermediate Phase Learners in Xhariep.

- 1. List of schools involved:** Rouxville Primary School and JB Tyu Primary School.
- 2. Target Population:** Ten learners doing History in grade 6 and four teachers teaching History in grade 6 at the selected schools.
- 3. Period of research:** From the signature of this letter until 30 September 2023. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension. The researcher is expected to request permission from the school principals to conduct research at schools.
- 4. The approval is subject to the following conditions:**
  - 4.1** The collection of data should not interfere with the normal tuition time or teaching process.
  - 4.2** A bound copy of the research document should be submitted to the Free State Department of Education, Room 101, 1<sup>st</sup> Floor, Thuto House, St. Andrew Street, Bloemfontein or can be emailed to the above-mentioned email address.
  - 4.3** You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
  - 4.4** The ethics documents must be adhered to in the discourse of your study in our department.
- 5. Please note that costs relating to all the conditions mentioned above are your own responsibility.**

Yours Sincerely,

Mr. MZAMO W. JACOBS  
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 23/02/2023

## APPENDIX D: NOTIFICATION OF RESEARCH: PERMISSION TO CONDUCT RESEARCH PROJECT IN XHARIEP DISTRICT

Enquiries: M.Z. Thango  
Ref: Notification of research: K.T. Lekhethe  
Tel. 051 404 8808  
Email: [M.Z.Thango@fseducation.gov.za](mailto:M.Z.Thango@fseducation.gov.za)



District Director  
Xhariep District

Dear Mr. Magwa

### NOTIFICATION OF RESEARCH: PERMISSION TO CONDUCT RESEARCH PROJECT IN XHARIEP DISTRICT

This letter serves to inform you that Mr. K.T. Lekhethe has been granted permission to conduct research in the Xhariep District under the auspices of the University of the Free State. The details in relation to the research project are as follows:

**Topic:** Exploring Strategies of Teaching History in English to Non-English Intermediate Phase Learners in Xhariep.

- 1. List of schools involved:** Rouxville Primary School and JB Tyu Primary School.
- 2. Target Population:** Ten learners doing History in grade 6 and four teachers teaching History in grade 6 at the selected schools.
- 3. Period of research:** From the signature of this letter until 30 September 2023. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.
- 4. Research benefits:** It is envisaged that the findings of the study might serve as a guiding tool for teachers who teach History in the IP regarding strategies that can be used to teach History in English to non-English IP learners. Learners are likely to benefit since English has been inferred to be a challenge of learning effectively for non-English speaking learners in schools, particularly in the IP. Policy makers and researchers in the field of education might also use the study to strengthen their own research.
- 5. The Sub-directorate of Research and policy will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the Department.**

Yours Sincerely,

Mr. MZAMO W. JACOBS  
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 23/02/2023

## APPENDIX E: PARENT CONSENT FORM



Please return this section

Name of child: \_\_\_\_\_

Name of Parent: \_\_\_\_\_

- Do you understand this research study and are you willing to let your child take part in it? Yes  No
- Has the researcher answered all your questions? Yes  No
- Do you understand that the child can withdraw from the study at any time? Yes  No
- I give the researcher permission to make use of the data gathered from my child's participation Yes  No

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

I, the undersigned Parent, further confirm that—

1. the Researcher has explained the nature, procedure, potential benefits and anticipated inconvenience of my participation in the Study;
2. I have read (or had explained to me) and understood the Study as explained in the attached information sheet;
3. I have had sufficient opportunity to ask questions and am prepared to participate in the Study;
4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable);
5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting, disclosing and processing my personal information in order to conduct the Study and any related activities in relation thereto;
6. I hereby acknowledge and confirm that I understand the purpose for which the UFS and the Researcher may collect, store, use, delete, destroy, outsource, transfer or otherwise process, as the context and circumstances may require and as contemplated in terms of POPIA, my personal information as set out herein;
7. I am aware that the findings of the Study will be anonymously processed into a research report, journal publications and/or conference proceedings and that my personal information will be aggregated and deidentified at such stage;
8. I also give the UFS permission to share, without notification, the collected data with other researchers at the UFS or other Higher Education Institutions. This permission is dependent on the same principles of ethical research practices, anonymity/confidentiality, safekeeping of information, and other issues listed above applying.

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P.O. Box 339, Bloemfontein 9300, South Africa. T: +27(0)51 401 9111, www.ufs.ac.za



I, the Parent, agree to the <insert specific data collection method>.

Full Name of Participant: \_\_\_\_\_

Signature of Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Full Name(s) of Researcher(s): \_\_\_\_\_

Signature of Researcher: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX F: LEARNER ASSENT FORM



### Participant assent form

Do you understand this research study and are you willing to take part in it?

YES  NO

Has the researcher answered all your questions?

YES  NO

Do you understand that you can pull out of the study at any time?

YES  NO

\_\_\_\_\_  
Signature of Child

\_\_\_\_\_  
Date

## APPENDIX G: PARTICIPANT CONSENT FORM

### Consent to participate in this study

I, the undersigned,

\_\_\_\_\_ (participant's full names to be included), (the "Participant")  
confirm that I voluntarily agree to participate in the research study referred to as the

\_\_\_\_\_ (the "Study") in relation to

\_\_\_\_\_ and which Study is being conducted by

\_\_\_\_\_ (insert the name of the researcher), (the "Researcher").

I, the undersigned Participant, further confirm that-

1. the Researcher has explained the nature, procedure, potential benefits and anticipated inconvenience of my participation in the Study;
2. I have read (or had explained to me) and understood the Study as explained in the attached information sheet;
3. I have had sufficient opportunity to ask questions and am prepared to participate in the Study;
4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable);
5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting, disclosing and processing my personal information in order to conduct the Study and any related activities in relation thereto;
6. I hereby acknowledge and confirm that I understand the purpose for which the UFS and the Researcher may collect, store, use, delete, destroy, outsource, transfer or otherwise process, as the context and circumstances may require and as contemplated in terms of POPIA, my personal information as set out herein;
7. I am aware that the findings of the Study will be anonymously processed into a research report, journal publications and/or conference proceedings and that my personal information will be aggregated and deidentified at such stage;
8. I also give the UFS permission to share, without notification, the collected data with other researchers at the UFS or other Higher Education Institutions. This permission is dependent on the same principles of ethical research practices, anonymity/confidentiality, safekeeping of information, and other issues listed above applying.

I, the Participant, agree to the recording of the <insert specific data collection method>.

Full Name of Participant: \_\_\_\_\_

Signature of Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Full Name(s) of Researcher(s): \_\_\_\_\_

Signature of Researcher: \_\_\_\_\_ Date: \_\_\_\_\_



## APPENDIX H: PROOF OF LANGUAGE EDITING

**Michelle Woolley**

WRITER EDITOR PROOFREADER TRANSLATOR

Bachelor of Library and Information Science: B.Bibl.  
Reference & Research Librarian

Bachelor of Arts Honours in Translation Studies and Editing

Associate Member of Professional EDITORS' Guild (PEG)

### **CERTIFICATE OF EDITING**

This letter certifies that I have edited the Dissertation detailed below.

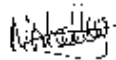
**Title:**

Exploring Strategies of Teaching History in English to Non-English Speaking  
Intermediate Phase Learners in Xhariep

**Author:**

Lekhetha Kagiso Thapelo  
2015299122

Regards  
Michelle Woolley



Date: 5/11/2023

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Professional  
**EDITORS**  
Guild

## APPENDIX I: TURNIT IN REPORT

### Exploring Strategies of Teaching History in English to Non-English Speaking Intermediate Phase Learners in Xhariep

#### ORIGINALITY REPORT

<b>7</b> %	<b>6</b> %	<b>2</b> %	<b>2</b> %
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