

AN INVESTIGATION INTO THE FACTORS AFFECTING THE PASS RATE OF  
GRADE TWELVE LEARNERS WITH SPECIFIC REFERENCE TO THE  
ENGLISH SUBJECT: A CASE STUDY OF SELECTED SCHOOLS IN LIBODE  
DISTRICT

BY

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## DECLARATION

I declare that the script hereby submitted is the result of my own work except where I have indicated or acknowledged the sources quoted by means of complete references. The product is the result of my effort through the professional guidance of the recognized supervisor, whose name appears below.

CANDIDATE : N.N.MZOKWANA

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SIGNATURE

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## ABSTRACT

Libode district is a rural district within the Eastern Cape Province. It has forty-two senior secondary schools. All schools in Libode district offer the English subject as the first additional language (second language). Schools in Libode district use English as the medium of instruction. English as the medium of instruction was seen by the National Department of Education as an important aspect of teaching and learning and as an effective tool through which teachers and learners can express their knowledge.

The pass rate of grade twelve learners had declined from 2004 showing very low success rates. The quality of grade twelve results in English had deprived learners of their future career prospects.

This treatise investigated the factors that might have affected the pass rate of grade twelve learners with specific reference to the English subject: a case study of selected schools in Libode district. A sample of 165 grade 12 learners and six English teachers from randomly selected senior secondary schools participated in the study. The study used both quantitative and qualitative approaches.

Some factors affecting the pass rate of grade twelve learners with specific reference to the English subject were identified which included the non-implementation of English as medium of instruction, the non-availability of teaching facilities, and the influence of the mother tongue on the English subject.

The treatise offers some recommendations such as improved in-service training on language teaching, assessment techniques and learner-centredness, involvement of all education stakeholders in the implementation of English as a language of teaching and learning, and the provision of teaching facilities in schools.

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# **CHAPTER 1`**

## **GENERAL INTRODUCTION**

### **1.1 INTRODUCTION**

This chapter presents a general introduction to the study on an investigation into the factors affecting the pass rate of grade twelve learners with specific reference to the English subject: A case study of selected schools in Libode district. It provides, among others, background and rationale to the study, problem statement, objectives, hypothesis, and an overview of chapters.

### **1.2 BACKGROUND AND RATIONALE**

The study has been conducted in Libode district, a district which is rural and comprised of the sub-districts which are Libode, Ngqeleni and Port St Johns. Libode district comprises of four-hundred and twenty-five schools which are categorized into primary schools, junior secondary schools and senior secondary schools. The primary schools start from grade one to grade six (grade1-6) while the junior secondary schools, which include the primary phase, start from grade one to grade nine (grade 1-9). The primary and junior secondary schools form the General Education and Training (GET) band. The senior secondary schools start from grade ten to twelve (grade10-12) and form the Further Education and Training (FET) band.

The schools in Libode are generally far from each other. Normally, a school is for a particular rural community or for a cluster of communities around it. Members of the communities in Libode are Xhosa speakers and largely unemployed. Grade twelve learners also speak Xhosa as their mother tongue (first language). There are forty-two senior secondary schools in Libode district and do not offer the same curriculum. There are schools which offer academic streams with Languages, Sciences and Humanities while in other schools streams include Languages, Sciences, Commercial subjects and Humanities.

In all these streams English is offered as a compulsory first additional language and as a medium of instruction (language to teach and communicate). English, just like other subjects is assessed on a continuous basis and various assessment techniques are used, for example, tests, homework, class work, and assignments. At the end of the year grade twelve learners are evaluated externally, that is, examination question papers are set and moderated by an external body unlike in grades 10 and 11 where the examination question papers are set by the teachers in the school.

Generally the grade twelve results have been poor (below 50 percent) from 2004 to 2006. Grade twelve results have improved in Libode district in 2007 although English subject still rated very low. Grade twelve results show that most learners who wrote grade twelve examination in this period (2004 to 2007) at Libode district got very low symbols in the English subject. In 2007 grade twelve results improved to 64, 4 per cent placing Libode district in position number four in the Eastern Cape Province when the grade twelve results for the twenty-three districts were analysed. Although grade twelve results have improved in Libode district in 2007, the learners' performance in English still rated very low. It appears that the poor performance in English has negatively affected the future prospects of some learners after passing their grade twelve. For instance some learners could not get admission at the tertiary institutions as a result of the low symbols.

Many grade twelve learners who were in schools that are further away from the village (Libode town), that is, 15 kilometers and more away from the village dismally failed English. On the other hand the pass rate of learners from schools that are closer to the village was better compared to that of their counterparts in the schools that are about 15 kilometers and more away from the village. However, there are few schools that are further away from village that performed better. As a result of improved performance learner numbers increased and the classrooms became overcrowded. Some students would pass all other subjects fairly well except English which dropped their aggregate symbols. In some schools the English teacher would be responsible for teaching English from grade 10 to grade 12 and this placed a heavy burden on the teacher.

According to the South African Schools Act (Act 84 of 1996), the Norms and Standards for Language Policy in Public Schools stipulates that from grade 10 to grade 12 two languages must be passed, one on first language level and the other one at least on second

language level. The language of learning and teaching must be an official language. According to Reddy (2006: 76), “for the Senior Certificate a learner must meet the following minimum requirements for any certification to be awarded:

a minimum of six (6) instructional offerings(subjects) at either Higher or Standard grades(HG or SG); at least two official languages with at least one taken at the first language level, a minimum mark of 40 per cent at HG and 33,3 per cent at SG for each subject and an aggregate mark of 720.

For the matriculation endorsement (needed for entry into higher education institution) a learner is required to pass both languages taken at Higher Grade (HG) 40 per cent, pass at least two subjects at Higher Grade and obtain an aggregate score of 950. It is compulsory that a learner must have obtained 40 per cent and above in order to pass English. Failure to pass English, results in the learner repeating the grade twelve class even if other subjects have been fairly passed.”

### **1.3 PROBLEM STATEMENT**

The low success rate of grade twelve learners in the English subject has a negative impact on the overall pass rate of grade twelve learners. It has a negative influence on the future prospects of learners who cannot successfully pursue careers of their choice due to low quality of their results in the English subject.

### **1.4. HYPOTHESIS**

If the factors inhibiting the successful performance of learners in the English subject could be identified and addressed, the pass rate of grade twelve learners could improve and that could also boost the overall pass rate of grade twelve learners.

### **1.5 OBJECTIVES OF RESEARCH**

The objectives of this study are to:

- Find out if there is a relationship between the language used as a medium of instruction in a school and the performance of grade twelve learners in the English subject.
- Find out the extent to which the availability and use of teaching aids contribute towards the performance of learners in the English subject.

- Find out if there is a relationship between the mother tongue of grade twelve learners and their performance in the English subject.
- Find out the attitude of grade twelve learners towards the English subject.
- Determine strategies for improving the pass rate of grade twelve learners in the English subject.

## **1.6 SIGNIFICANCE OF RESEARCH**

The results of the research will be disseminated to the various stakeholders within the Department of Education. Those stakeholders would among others, include the participants and the relevant authorities in the Department of Education. It is therefore anticipated that the study may contribute towards addressing challenges relating to the performance of grade twelve learners in the English subject. Subsequently, it could constitute a basis upon which some interventions can be made in order to address the identified challenges. This study will also serve as a basis for other related research that may affect academic performance in schools.

## **1.7 DELIMITATION OF RESEARCH**

There may be so many factors influencing learners' academic performance in English but this research focused on teaching methods used by teachers to expose learners to the English language, English language as medium of instruction, the availability and use of teaching aids, assessment methods used in identifying learning problems in English, the effects of learners' behaviour on their performance in the English subject, and effects of overcrowding on learners' performance in English.

The study focused on English teachers for grade twelve and grade twelve learners in selected schools in Libode district. The researcher was able to have access to the grade twelve results for the selected schools for the period between 2004 and 2007 from the Libode district office as the researcher works in Libode district office. The rationale behind researching on senior secondary schools is that grade twelve results are standardized and are carefully analyzed by the National Department of Education.

## **1.8 RESEARCH METHODOLOGY**

A detailed research method used in compiling this study is given in chapter 3. A brief explanation of the research design, population and sampling is also given below.

### **1.8.1 RESEARCH DESIGN**

The researcher has used qualitative mode of inquiry where a case study design was chosen. Leedy (1993:157) states that “the purpose of a case study is to understand one-person situation or perhaps a very small number of cases in great depth.”

The researcher used qualitative method during the data collection process. Qualitative research methods were used in the analysis and interpretation of data.

Self-administered questionnaires have been used as a means of collecting data. The questionnaires were hand – delivered to the participants and were physically collected by the researcher on the dates specified on the questionnaire. The questionnaires were used as standardized technique to control any external variables that might influence the research.

### **1.8.2 POPULATION**

The target population comprised of all English teachers for grade twelve and grade twelve learners in all forty–two senior secondary schools in Libode district.

### **1.8.3 SAMPLING AND DATA COLLECTION PROCEDURE**

A random sample of six senior secondary schools had been drawn. Separate questionnaires for teachers and learners were designed and administered. A randomly selected number of grade twelve English teachers and grade twelve learners drawn from the sampled schools participated in the study.

The researcher was granted permission to distribute the questionnaires to participants by the District Director and the school principals in Libode district. A record of consent to participate in the research was signed by the participants and submitted to the supervisor

by the researcher. When the questionnaires had been collected, the researcher counted the number of returned questionnaires against the number distributed.

When administering the questionnaires, the researcher considered ethical issues, for example, the researcher first explained the objectives of research to the participants and how it would help ease the problems experienced in the English subject. Participants were assured that there would be no intimidation of participants hence they were free to withdraw at any time from the research. The participants were assured of confidentiality and anonymity. The participants were further assured that there would be no invasion of privacy. The information gathered by the researcher would not be used against the participants.

## **1.9 LITERATURE REVIEW**

The literature study in chapter two examines a number of factors that might affect grade twelve learners' performance in the English subject. These include language as medium of instruction, curriculum change, teaching aids, assessment, discipline and overcrowding.

According to Brewster, Carey, Dowling, Grobler, Holland and Warrnich (2003:129), quality has been variously defined as value, conformance to specifications, conformance to requirements and meeting or exceeding customer expectations. When a school produces good results in grade twelve, parents develop confidence and trust in it as a result the school attracts more learners than other schools in the neighbourhood. Parents would then apply for the admission of their children to schools with quality results. Brewster et al. (2003: 130) state that a "commitment to quality has a number of demonstrable outputs which include customer satisfaction and that result in customer loyalty".

Dreyer(2000:266) states that "education transformation is ascribed to various factors, the most prominent being the global economy, technological inventions, political changes, and changes in the organisation of work and society". The legislation on National Education Policy Act (1996) , and the National Education Policy Investigation on Language Policy (1992) provide a point of departure in the discussions around the



performance of grade twelve learners in the implementation of English curriculum in Libode district.

Language is the means through which all learning takes place in a school. According to Martin and Miller (2003:14), language is obviously important in education as it is the main tool for teaching and learning in schools, ideas in all areas of the curriculum and in all aspects of school life are conveyed through spoken and written language. Simasiku (2006:16) states that “one of the major functions of language is its use for learning , for putting new ideas into words, for testing one’s thinking, which all need to be done to bring about new understanding”.

Language is central in the learning process. O’neill and Kitson (1996: 84) state that “the more the children are exposed to language, the more able they will be to produce it.” English teachers may be given administrative support in the teaching of English language by enforcing the speaking of the medium of instruction at all times during school hours to enable learners to acquire English as the language.

Assessment plays an integral part in curriculum implementation as it helps to diagnose learning problems, to track learner progress, provide feedback to learners, provide evidence of learners’ level of achievement. According to Kelly (2004:126), “it is of the essence of good teaching that one should constantly be attempting to gauge the levels of pupils’ learning in order to lead them to further development.” Assessment in the new curriculum plays a vital role in informing the learner and the teacher about the learner’s progress. When learners are assessed a variety of forms can be used. The Department of Education( 1998:12) states that “the performance should be measured against the specific outcomes using a wide range of methods, tools and techniques such as informal monitoring by observation, formal use of appropriate standardized tests, interviewing, self-assessment , peer assessment, project work and assignments.” According to the National Education Policy Act (Act 27 of 1996), the educators should understand that assessment is an essential feature of the teaching and learning process.

## **1.10 DEFINITION OF TERMS**

Some selected terms which are frequently used in this study are defined below in order to avoid confusion and misinterpretation within the context of this study.

### **Medium of Instruction**

According to Fullan and Stiegelbauer (1996), medium of instruction refers to the particular language that is used as an instrument through which school subjects are taught and the medium through which discussions in the classroom between the teacher and the learner are conducted.

### **English as medium of instruction**

According to Simasiku (2006:5), English as medium of instruction means that all learning and teaching should take place in English.

### **Code-switching**

Mecer (2002:183) defines code-switching as the switching from the second language (for example, English) to the first language, to amplify the point being made rather than simply repeating it in translation.

### **Quality**

According to Brewster, Carey, Dowling, Grobler, Holland and Warrnich (2003:129), quality has been variously defined as the value, conformance to specification, conformance to requirements meeting or exceeding standards that must be met to achieve specified purpose.

### **Teaching Method**

Jacobs, Gawe and Vakalisa (2000:210) define a teaching method as a particular technique a teacher uses to help learners gain the knowledge which they need to achieve a desired outcome.

### **Teaching Aids**

Teaching aids refer to any facilities that serve to brighten up a presentation and help to maintain attention while in many cases they substitute for the real thing which may be unavailable or too large to bring into the classroom (Walkin, 1994:261)

### **Overcrowding**

Overcrowding refers to the number of learners that are more than the number of teachers and the capacity of the classrooms.

### **Attitude**

Kruger, Smith and du Pre le Roux (1996:152) define attitude as a general feeling of favourableness or unfavourableness towards an object, person or event.

### **Discipline**

Kyriacou (1998:40) defines discipline as the order which is necessary in the classroom for pupil learning to occur effectively.

### **Assessment**

Dreyer (2000:286) defines assessment as the process of observing learning, describing, collecting, recording, scoring and interpreting information about learners' learning.

### **Measurement**

Airasian (2001:11) defines measurement as the process of quantifying or assigning a number to pupil performance.

### **Evaluation**

According to Airasian (2001:12), evaluation involves judging the quality of pupils' performance or determining a possible course of action.

## 1.11. OVERVIEW OF CHAPTERS

**Chapter One** includes background and explanation of the rationale behind the study, a discussion of the problem statement, hypothesis, research objectives, delimitation of research, an outline of the research methodology and research design, literature review, and a brief explanation of terminology used in the text.

**Chapter Two** provides in-depth study of the relevant literature.

**Chapter Three** focuses on a discussion of the research design. This is followed by an account of the data collection instruments used to attain the research objectives.

**Chapter Four** discusses what the analysis of the data has revealed, how it may be interpreted and the recommendations that should be implemented to improve learners' performance in the English subject.

**In Chapter Five**, inferences are drawn from the findings and the appropriate recommendations are made.

## 1.12 CONCLUSION

This chapter sets the tone for the investigation in that it elucidates certain key concepts pertaining to the study and provides a brief outline of the manner in which the study will be conducted. The problem statement is also outlined and a brief description of the methodology is provided. The theoretical framework is developed through the literature review that follows in the next chapter.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

This chapter deals with literature review paying particular attention to the factors affecting the pass rate of grade twelve learners with specific reference to English subject in selected schools in Libode district. There may be many factors affecting learners' performance in English such as cultural backgrounds, psychological problems, allocation of subjects to teachers without considering their areas of specialization, curriculum changes, reading problems and many others but few factors have been chosen by the researcher to examine their effect on learners' performance. These factors include language as a medium of instruction, curriculum change, the teaching methods or strategies used to expose grade twelve learners to the English language, the availability of teaching aids, assessment methods, learners' discipline, overcrowding in classes and assessment techniques.

#### **2.2. AN EXAMINATION OF THE IMPACT OF SOME FACTORS ON GRADE TWELVE LEARNERS' ACADEMIC PERFORMANCE IN THE ENGLISH SUBJECT**

##### **2.2.1 LANGUAGE AS A MEDIUM OF INSTRUCTION**

Language is the means through which all learning takes place in a school. According to Martin and Miller (2003:14), language is obviously important in education as it is the main tool for teaching and learning in schools, ideas in all areas of the curriculum and in all aspects of school life are conveyed through spoken and written language. Simasiku(2006:16) states that one of the major functions of language is its use for learning, for putting new ideas into words, for testing one's thinking, which all need to be done to bring about new understanding. According to the NECC (1992: 81), the language policy as contained in the National Education Policy Investigation agreed that

English be used as a medium of instruction, that is, the language through which all subjects will be taught in a school. “It is agreed by the government and the ANC that English should be studied by all children. The reasons are that it is a language of access to a vast range of resources nationally and internationally, to higher education, to technology, and to economic opportunities and lingua franca both within the country and its borders (NECC, 1992:38).” Learners therefore are compelled to learn English as the medium of instruction irrespective of their cultural background in schools in Libode district. According to Simasiku (2006:5), the use of English as medium of instruction in schools means that all learning and teaching should take place in English and that medium of instruction is also the language in which learners are able to understand the instructions and questions set in the subjects and in the examinations, and the language used in schools for classroom interaction of teachers and learners.

For learners to be able to acquire communication skills, they must be engaged in speaking, listening and writing activities during the language lessons. Simasiku(2006:14) states that one of the most obvious functions of spoken language in a classroom is for teachers to give instructions to learners on what they have to do, how they have to do what teachers want them do, when to start and when to stop. Through speaking and listening, students connect with others, learn concepts and develop vocabulary.

English to many learners is a second language and may therefore pose problems of comprehension in certain language lessons. The teacher may use code-switching to the first language where learners experience problems regarding certain English concepts. This must be done only for purposes of explanation as it might deprive learners from acquiring language skills if it is done excessively. According to Simasiku (2006:16), in circumstances where the classroom language is not the students’ first language, a teacher who is bilingual may use code-switching to the first language if problems of comprehension arise.

Dialogue is another method by which interaction between the teacher and learners can promote spoken language. Once learners master the spoken language they can be able to induce their thoughts in the form of writing. According to Bennett and Dunne (2002:33), the mastery of spoken language and written language may have beneficial effects on pupils’ learning since learners’ abstract thoughts are concretized by words, as learners

Speak to each other and to the teacher. Brindley (1994:67) states that “dialogues can help pupils to discover their own resources, to take responsibility for their own learning, to improve and to feel more confident. In turn dialogues can help teachers to identify how pupils made sense of the challenge, how they felt during the work, what strategies might help them to develop and how the curriculum might be influenced or changed as a result.” The mastery of spoken language requires learners to express themselves in the language that is used as medium of instruction not only in the classroom but also outside the classroom. NECC (1992:81) states that “children should have active contact with the medium of instruction language outside the classroom so that they learn to use it with ease.” Learners whose English is a second language may experience problems in acquiring communication skills in English due to their socio-cultural backgrounds which might not expose them to the use of English at home or in the community.

A person could be regarded as literate if is able to speak, read and write. Simasiku (2006:13) maintains that in order to be literate, one should not only speak well, but also know the written language as language is the system of human expression by means of words. Learners should be provided with increased opportunity for effective learning, for example, in their participation in English activities they must be given opportunity to speak, read and write. According to Simasiku (2006:13), every school day should have time in which learners voice through talking or writing, what they already know and how that links with what the school wants them to know. Teachers should be as simple as possible when interacting with learners in English. Upon increased fluency in English, teachers can expand opportunities for learning. Mercer (2002:184) states that the extent to which features such as code-switching between English and other languages occur in any particular classroom will depend on a range of factors, including the degree of fluency in English that members of a particular class have achieved, the bilingual competence and specific teaching goals of teachers, and the attitude of both learners and teachers to the other language involved.

To a large extent the language used by teachers and students in the classrooms determines what is learned and how learning takes place. According to Curtis(1993:5), it is not possible to develop language competence in any other way than by actually speaking and listening, reading or writing and because English is a holistic subject, work in any one of these four areas will have a beneficial bearing on the other three.

### **2.2.2 CURRICULUM CHANGE**

A change in curriculum may be brought about by many factors such as political, economic, social and technological needs. The government has to address such needs through a change in curriculum. Hoadley, Jansen, Gutlig and Adendoff (2002:201) state that “change in a country’s curriculum is usually a response to changing political, economic or social needs or a combination of these.” The new curriculum requires thorough training of teachers, provision of proper material resources, proper procedures for assessment of learners’ performance if it is to be implemented effectively.

According to Glatthorn, Boshee and Whitehead (2004:256), a high level of curriculum implementation can be expected if the curriculum changes are not unduly complex and are clearly explained to teachers, if quality materials supporting the new curriculum are made available to teachers and if administrators take the necessary steps to prevent and respond to the problem of “overload’ when teachers feel overwhelmed in implementing the curriculum.

When the ANC government took over in 1994, plans for changing the curriculum were put in place. Curriculum 2005 which was outcomes-based was introduced. Teachers starting from the foundation phase throughout the general education and training (GET) band were trained on new terminology and new concepts of the curriculum. According to Mjoni (2006:2), “the introduction of curriculum 2005 as the new national education policy after South Africa’s first democratic elections in 1994, marked a radical paradigm shift and departure from the previously fragmented and discriminatory education system. Grade R to 9 constitute the new compulsory general education and training phase which covers the first ten years of schooling. Learners progress from the Foundation phase (grade R to 3) to the intermediate phase (grade 4 to 6) and finally to the senior phase (grades 7 to 9) based on their performance in various learning areas.” Department of Education(1998:15) states that “the new South African curriculum has introduced numerous changes in the education system that require structural changes at national, provincial, district and school levels in order to be fully implemented” According to Rogan (2000:121), “lack of space, learning support material, competent educators in various learning areas, long-term support systems, inadequate in-service training and



lack of shared vision and commitment are critical factors that could impact negatively on practical implementation.” The new curriculum brought in greater amounts of anxiety and uncertainty as teachers struggled with the understanding and application of the new concepts.

Language is central in the learning process. While teachers were struggling with the new curriculum, they were also expected to meet the needs of learners in a language that is not user-friendly to learners. Knowledge is constructed through language and other symbolic system. O’neill and Kitson (1996:84) state that “the more the children are exposed to language, the more able they will be to produce it.” English teachers should be given administrative support in the teaching of English language, for example, there may be a policy in the school that compels all learners to speak English in all subjects except the subject with a vernacular language and be encouraged to communicate with one another in English in and around the school grounds as their assessment or examination would be conducted in English. The Heads of Departments (HODs) for English should ensure that there is a system of evaluating lessons, teachers’ lesson plans are documented. According to Stephen and Crawley (1994:77), “some teachers sadly and some schools even more sadly, still believe that the correction and development of written English is the sole preserve of the English teachers.” The management of the school particularly the heads of departments should give the administrative support to English teachers in the development of English language among learners. If teachers are clear and well- organized in their presentations, both written and spoken, they will enhance the language and communication skills. According to O’neill and Kitson (1996:84), “the most important role that the coordinators of English should play, is to raise the quality of language throughout the school, explore with staff how consistency of approach and a planned progression can be introduced in the areas of speaking and listening, reading and writing.”

Curriculum 2005 was revised in 2001 due to challenges faced by the new curriculum. The Revised National Curriculum Statement (RNCS) was then introduced in the senior phase of the GET (general education and training) schools. The schools experienced a severe shortage of resources such as staff shortage, textbooks, furniture and classrooms. These unfavourable conditions impacted negatively on the implementation of the new curriculum. According to Kelly (2004:126), “each new curriculum requires extra time for

teachers to prepare lessons and materials, to become familiar with the new concepts and skills to be taught, to prepare or administer new tests, and to gather reference resources.” The curriculum 2005 introduced continuous assessment (CASS) throughout the GET band. The learners who passed grade nine in 2002 could not continue with curriculum 2005 at FET (further education and training) schools as it was not yet introduced at the time. Learners had to revert to the old subjects instead of learning areas which stressed the integration of subject. The new curriculum demanded schools to be highly resourced in terms of equipment, material resources, and infrastructure. Hoadley et al. (2002:202) state that “the Department of Education vigorously pursued policy development while giving insufficient attention to how the under-resourced provincial departments and under-resourced schools and teachers were to cope with the difficult task of implementing a radically and highly technical curriculum change, with the budgetary constraints experienced by provincial departments, the poor state of many schools, and the poor training of many teachers.”

In 2006 National Curriculum Statement which is the new curriculum in South Africa was implemented by all provinces. Schools in Libode district are also implementing the National Curriculum Statement. Each learning area (subject) has its learning outcomes and assessment guidelines. The new curriculum demands a lot of reading and writing, it is therefore important that learners be exposed to English language as most of their subjects are taught in English. Pandor (2005:31) states that “the National Curriculum Statement requires extensive reading and writing in all subjects, learners think carefully about what they learn, that they have strong conceptual knowledge and are able to apply this in a variety of situations.” National Curriculum Statement requires a variety of resources that include technological equipment. Some subjects are compulsory which include two of the South African languages, mathematics or mathematical literacy and all learners must study Life Orientation.

### **2.2.3. TEACHING METHODS**

Jacobs, Gawe and Vakalisa (2002:211) maintain that “teaching method refers to the manner in which the teacher imparts knowledge to the learners.” A teacher needs to employ various strategies when delivering instruction in order to meet learners’ varying needs. Price and Nelson (2007: 53) maintain that “using various strategies keeps students

engaged, making them more likely to learn, retain and process the information presented.”

For learners to acquire skills in a second language requires their full and active participation in language activities. Jacobs and Gawe (1996: 208) state that “the outcome of any method is determined by the teacher’s motivation, the effort that has been put into the planning and preparation of the lesson, the motivation of the pupils and the ability of the teacher to create opportunities for pupils to participate in the learning process.”

English subject as the second language to learners in Libode district might pose some problems to learners due to their different cultural and socio-economic backgrounds. It is therefore important that when teachers are planning their lessons should consider such differences. According to Taylor, Harris, Pearson and Gacia (1995:47), “educators need to learn more about the language and cultural differences and how these factors influence institutional decisions.”

Any language acquisition requires full involvement of learners in the language activities. Some teachers prefer to use a teacher-centered method of teaching while others put more emphasis on learner-centeredness in the teaching of language. In learner-centered approach learners will be responsible for their learning, discover new information and develop language skills. The teacher –centred approach reduces the learner participation as everything will be done by the teacher for the learners and this encourages passiveness in class.

In learner-centred approach various methods could be used to stimulate learners’ interest in the learning activities, for example, grouping learners for discussion, question and answer method, role plays, drama, brainstorming and debates. In grouping learners, mixed- ability groups should be formed so that learners can learn from one another by sharing views and discussing topics of common interest. Kyriacou (1998:43) states “that one of the advantages of having mixed-ability groups is to allow pupils from different backgrounds to mix socially and academically.”

Before a teacher embarks on a discussion activity, he/she must be certain about the objectives, should ensure that the selected topic to be discussed will provide opportunity for maximum participation by all learners. Jacobs and Gawe (1996:209) state that “a

discussion method can be used in any subject as long as teachers have taken enough time to think carefully about the topic, planned the discussion strategy, defined their role during discussion as well as the involvement of the pupils.”

When learners participate in group discussion, that can enable them to communicate their ideas to others freely, relieve them from the competitive pressure, can also integrate what learners have learnt from their reading and writing activities. According to Marshall and Roland (1998: 162), “sharing your learning in discussion groups can be a collaborative exploration of ideas which offsets the competitive pressures on you as a student”. It is important that a positive environment be created for learning to take place through fun. Urwin and Huddleston (1997:80) state that” learning in groups can often be much more fun, than singly and can facilitate the continuation of learning once the formal session has ended.”

English teachers should not treat all learners in the same manner as if they have similar abilities and cultural backgrounds, one method may be suitable to a particular group of learners only while to others it may not benefit them at all. It is therefore important that teachers should vary the sizes of groups on the basis of learners’ needs .Wright(2001:1) states that “the learning activities that students engage in are, in most cases, organized in such a way that discussion is an important feature and will enhance the understanding of the concept being taught. Discussions may range from the teacher addressing the whole class to small groups working on a problem together.”

Some learners could derive great satisfaction and support from group work while others may develop frustration and anger. Some learners in the group may feel that group members are not contributing sufficiently to the groups’ work while others would like to dominate in the group causing some learners to be passive. With the group work, it is not easy to discover the contributions of each member in the group. It is therefore crucial that a teacher gives tasks that will require individual effort.

When using group discussion, the English teachers should constantly monitor the discussions made by learners in order to demand feedback and avoid digression by the group. Petty (2004:220) states that “the whole group even whole class can become “free

riders” if the teacher does not ensure that learners take responsibility for their work, for example, by effective monitoring and by demanding feedback.”

Some lessons may not require the adoption of group work, but due to the non-availability of teaching aids, the teacher may be obliged to use the group. According to Jacobs and Gawe (1996:212),“in classes with large numbers of pupils, discussions are usually less effective because the teacher may not be able to involve every pupil in the classroom.”

English teachers should ensure that learners speak English during the English period. If teachers allow learners to speak their mother tongue, learners will remain deficient in the ability to use the language in any communication whether it is spoken or written. For learners to get used to speaking English in all other subjects whose medium of instruction is English, teachers themselves should refrain from code – switching, that is mixing English terms with vernacular terms.

One of the methods by which English language can be developed in second – language speakers is through role plays and debates. In role plays learners can imitate the direct words and tone of the character in the drama and the learners’ vocabulary can be increased. It is evident that for learners to be good and effective readers, they must have acquired the reading skills through reading various texts.

Another teaching method that would promote active participation by learners is the question – and – answer method. James(1998:87) states that “asking questions in students in the course of teaching is a vital tool in every teacher’s kit of teaching methods, at the same time it is a form of on-going assessment by which the teacher actively seeks information about students. The English teacher may use questions to link previous knowledge to new knowledge or to direct the attention of the pupils to what is to be taught in the classroom.” Jacobs and Gawe (1996:214) state that “the teacher may at the beginning and during the lesson, use questions to arouse interest and to stimulate the natural curiosity of the pupils, and to ensure that some pupils are not left behind.”

Problem-solving method can also be used to develop learners thinking skills and analytical skills. The poetry in English needs learners to develop analytical skills, they

need logical and rational thinking. Beckman (2005:29) states that “good problem – solvers always use logical and practical thinking when they analyse facts.”

The use of teaching methods which facilitate the active participation of learners can lead to learners being the central point of teaching and learning activities. For any discussion method to succeed, thorough planning of teachers’ and learners’ involvement should be made. Jacobs, Gawe and Vakalisa (2000:236) assert that for any of these methods to succeed, the topic should be meaningful, all learners should be encouraged to participate, self-expression should be facilitated and learners’ communication skills should be developed.

Well selected teaching methods will enhance good working relations between teachers and learners. Good working relations between teachers and learners could be promoted by the teachers’ competence in the subject, the quality of resources used, the level of trust between teachers and learners, and the provision of opportunity for learners to participate actively in the learning activities.

For learners to access information from the books, they have to read extensively. Without reading skills, learners cannot make meaning of the information they are provided with. Dupree (2005: 32) states that “the twenty-first century is the information age and alongside this has come an explosion in the amount and variety of reading material that we are all bombarded with on a daily basis.”

Teaching methods determine the frequency of the interaction between the teacher and learner with the sole purpose of attaining effective learning. Gray, Griffin and Nasta (2005:103) state that “a teaching method comprises the adoption of general approach or technique that determines the type and frequency of interaction between teachers and learners.”

## 2.2.4 TEACHING AIDS

Teaching aids can be another factor that can contribute to the performance of grade twelve learners in English subject. Teachers should use teaching aids to enhance their presentation of their lessons. Teachers use certain materials because they help to promote language learning skills such as speaking, writing, listening and reading. Teaching aids should be used during a learning activity to arouse learners' interest.

There are many teaching aids that could be used in the classroom to communicate information which could have otherwise been difficult to explain. These teaching aids include videotapes, slides, overhead projector, transparencies, worksheets and work cards, as well as computers. Walkin (2000:78) states that "aids serve to open up many more channels for the communication of information and create a variety of sensory impressions." Before teachers can use teaching aids it is important to familiarize themselves on their use and application. This will help them deal with any difficulties that may arise. Kyriacou (1998:45) states that "it is important to familiarize yourself with the content of such materials if you have not used them before or for sometime since it may prove difficult to deal with any problems that may arise unexpectedly. Before using the teaching aids teachers should always check their quality and appropriateness to the lesson."

The distribution and supply of textbooks to the schools may fall short and therefore the presence of the photocopier can assist in the production of handouts thereby lessening the problem of textbook shortage to some degree. Brown, Earlam and Race (1998:52) state that "with the availability of photocopiers and offset printing, it is increasingly preferable to use handouts materials rather than relying on class – issued textbooks."

The use of teaching aids in the classroom stimulates learners' activity, fights boredom and promotes learners' attention rates. Walkin (2000: 79) states that "it is extremely difficult to maintain attention for periods longer than about fifteen minutes without involving the students in active participation."

The use of various teaching aids can help teachers to acknowledge individual differences. If teaching aids are not used teachers may be tempted to use the same textbooks for all

learners, use similar methods for all learners in class and further expect them to respond in the same manner to what they have read. The use of teaching aids in the classroom requires thorough preparation by the teacher.

Regarding the reading material, the teacher should recognize learners for what they are capable of and then adjusts the reading program in whatever is necessary to meet the learner's needs.

### **2.2.5 ASSESSMENT**

Assessment plays an integral part in curriculum implementation as it helps to diagnose learning problems, to track learner progress, provide feedback to learners and provide evidence of learners' level of achievement. Department of Education(1997:15) states that assessment is vital in establishing the extent to which learners have achieved the stipulated critical outcomes to ensure that all learners gain skills, knowledge, values and attitudes that will allow them to contribute to their own success, as well as to the success of the family, community and the nation as a whole. According to Kelly (2004:126), it is of the essence of good teaching that one should constantly be attempting to gauge the levels of pupils' learning in order to lead them to further development. Assessment in OBE is a process of gathering valid and reliable information about the performance of the learner, on an on-going basis, against clearly defined criteria, using a variety of methods, tools and techniques in order to accommodate divergent contextual factors (Department of Education, 2002:3). An assessment technique refers to the means by which learners generate evidence of performance. Janse Van Rensburg(1999:86) among others describes the following techniques that can be used in assessment: projects undertaken over a period of time, direct and systematic observation of an actual learner performance, paper and pen assessment at a specific time under specified conditions, tests given at the end of a learning cycle to assess progress.” Assessment tools refer to the means by which records are kept by a teacher, for example, observation sheets to record the achievement of specific skills. When learners are assessed, a variety of forms can be used. The Department of Education (1998:12) states that the performance should be measured against the specific outcomes using a wide range of methods, tools and techniques such as informal monitoring by observation, formal use of appropriate standardized tests, interviewing, self-assessment, peer -assessment, project work and assignments.”



Vorster (2002:4) states that in self-assessment learners praise their own work in order to assess their own efforts, while in peer assessment learners are used to assess each other's achievements against clearly defined outcomes. The use of assessment in curriculum implementation could assist in detecting if curricular goals or set standards are achieved. According to Kelly (2004:128), "assessment can be used politically as a mechanism for changing and controlling the curriculum, administratively assessment can be used to select pupils for different types and levels of schooling, educationally, it can be used as a means of quality control, to maintain and/or raise standards, as a source of data for curriculum evaluation to improve the quality of provision, as a form of extrinsic motivation and a device for diagnosing the educational needs of individual pupils in order to plan the most effective curricular diet for them"

Assessment practices in the past revolved mainly around testing for content knowledge which was used to rank, grade, select and certificate learners. This was done because teaching was focused on the acquisition of knowledge and not on how learners use the acquired knowledge in contexts relevant to their lives. The National Curriculum Statement stresses a variety of assessment methods which should be used on a continuous basis. These forms of assessment include formative, diagnostic and summative evaluation. Formative assessment allows educators to be sensitive to learners with special educational needs and to overcome barriers to learning through flexible teaching and assessment strategies (Department of Education, 2002:115). According to Ward and Murray-Ward (1999:60), summative evaluation is the basis of decisions about the adequacy of performance when considered over a long period of time, or unit of instruction, such as a semester, year or a program of study." If these forms are used appropriately, language problems can be diagnosed and dealt with instantly. Kelly (2004:129) maintains that "the National Curriculum Assessment programme should be able to meet the diagnostic problems through which learning difficulties may be scrutinized and classified so that appropriate remedial help and guidance can be provided, formative, so that positive achievement of a pupil may be recognized and discussed and the appropriate next step may be planned, and finally, summative, for the recording of the overall achievement of a pupil in a systematic way."

The form of assessment that has been used in the Department of Education has been the traditional external examination system that involved the appointment of a person,

external to the educational institution in the case of the final year examination. This type of assessment was summative in nature as it focused on the end product of the educational programme. Although this type of assessment has served the schools well by ascertaining the standard of the examination question papers, it had its shortcomings. NECC(1992:82) states that external assessment is conventionally linked to certificates issued at exit points and produces an attitude of teaching and learning for results, of gearing teaching to the examination only , and of making all other educational activities subordinate to it.

According to Gravette and Geysler (2004:113), “the external examination system does not in itself make adequate provision for the involvement in continuous assessment, and although they are subject specialists, persons appointed to be external examiners typically receive only rudimentary information about what is expected from them and about the extent of their roles and responsibilities.” The National Curriculum Statement stresses that teachers should assess teaching and learning in accordance with the set assessment standards, educators should make use of homework to reinforce learning and should give regular feedback to learners. Brindley(1994:64) states that teacher assessment is an integral part of teaching and learning in the classroom, teachers discuss with pupils, guide their work, mark and review written work and through these activities they are continually finding out about their capabilities and achievements. According to the National Education Policy Act 1996(Act 27 of 1996), “the educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into the teaching and learning process, the educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners”. Oosterhof (1999:7) states that students do not learn effectively unless they receive feedback which is obtained through assessment”. It is very important after assessment that learners receive feedback about their performance so that they can understand where they are doing well and where they lack certain skills. According to Mjoni 2006:34), constructive, timely feedback based on learners’ actual performance is emphasized thus acknowledging learners’ current achievements, while highlighting where learners need support.

The National Curriculum statement stresses that assessment must be taken with a variety of suitable assessment methods, tools and techniques. Teachers’ tools could include

observation sheet, marking memorandum, recording rubric etcetera. Learners' techniques, that is, evidence of achievement, could include projects, portfolio, tests, debates, essays, class work. The other types of assessment include the criterion-referenced and norm-referenced assessment. According to Cohen, Manion and Morrison (1996: 369), "criterion-referenced assessment sets out specific criteria for success in advance and students are assessed on the extent to which they have achieved them without any reference being made to the achievement of other students, a norm-reference assessment enables the teacher to put students in a rank order of achievement."

The National Curriculum Statement introduced in South Africa by the Department of Education has also considered the assessment to be continuous assessment (CASS). Mjoni(2006: 2) states that "on reaching the end of the GET band, learners are assessed and promoted to the Further Education and Training band, based on their level of achievement in eight learning areas, through a school-based formative continuous assessment(CASS) component, as well as an external summative assessment component." The National Curriculum Statement employs a learner-centred approach as against the teacher –centred approach which was traditionally used. Mjoni (2006:28) confirms that "the essence of assessment in the new curriculum is learner-centred, future-orientated and empowering and also promotes interaction between the educator and the learner." According to Boud (1990:110), "research has shown that learners are able to make judgements about their own learning, and that by encouraging them to do so assist them to take responsibility for their own learning and helps them to develop skills which they need to continue to pursue their learning outside the institution." The active participation of learners in assessment can facilitate teaching and learning. This means that learners should hand in the given tasks to the teacher on the specified dates, for example, homework, projects, assignments etcetera. Airasian(2001:11) states that assessment includes the full range of information teachers gather in their classrooms, information that helps them understand their pupils, monitor instruction, and establish a viable classroom culture, it also includes the variety of ways teachers gather, synthesize and interpret that information."

The National Curriculum Statement stresses the moderation of continuous assessment as the quality assurance mechanism for assessment. According to Gravette and Geyser (2004:116), the moderator should also ensure that in the assessment of learners against

assessment criteria, a variety of appropriate assessment methods is used and consistent judgment is made about learners' performance.

The language teachers should use a variety of assessment techniques in developing language among learners, for example, homework, class work, projects, debates, essays, comprehension passages, role plays. By so doing the teacher can develop the learners' speaking, writing, listening, reasoning and analytical skills. Brindley(1994:68) states that "the assessment of speaking and listening should consider using language effectively, taking part in discussions and group work, telling stories and giving accounts, preparing presentations and performances, and language awareness." Oral language is a powerful tool for communicating, thinking, and learning. It shapes, modifies and organizes thoughts. According to Dreyer (2000:271), the main purpose of assessing learners should be to enhance the progress of learners, and to facilitate effective teaching and learning.

#### **2.2.6. DISCIPLINE**

Discipline is another factor that may contribute to learners' performance in English subject. Discipline in the classroom is very important for any effective learning to take place. This refers to the order where learners are expected to carry out instruction from the teacher. The carrying out of instructions by learners will elicit a desired behaviour. According to Grand and Gillette (2006:102), "discipline can be defined as training expected to produce a specific character or pattern of behaviour especially training that produces moral or mental improvement."

Teachers may experience lack of discipline where learners would not do the given task, come late in the classes or just decide not to participate in class activities. This kind of behaviour may affect teaching and learning activities negatively. According to the South African Schools Act 1996 (Act 84 of 1996), "discipline must be maintained in the school and the classroom to ensure that the education of learners proceeds without disruptive behavior and offences" There might be causes of misbehavior which may need the teacher to deal with them instantly. For the promotion of a positive behaviour, the teacher needs to create a conducive environment for effective learning. O'Brien (1998:102) states that "the teacher must be clear about teaching and learning intentions, and the pupils should be told what they are expected to do and why they are doing it."

When teachers plan their work thoroughly, allow learners to participate actively, explain clearly the demands of the tasks, stimulate learners' interest in the learning activities and monitor the learners' work by requiring feedback, there will be less chances of misbehaviour. Kyriacou (1998:79) states that 'if the learning activities are well planned and prepared, if the presentation elicits and maintain pupils' attention, interest and involvement, and if the activities are challenging and offer realistic opportunities for success, then the necessary order will be established.'

Misbehaviour may be interpreted differently by different teachers, what one teacher perceives as misbehaviour may not be misbehaviour to another teacher. It is important for teachers to spell out clearly the kind of behaviour they require from learners during their English lessons. If the learners are expected to speak English throughout their English period and in other foreign language subjects, that has to be put clearly to learners. It is evident that language acquisition cannot be achieved without the full involvement of learners. According to Wearmouth, Glynn and Berryman (2005:35), "one further area to be addressed in order for schools to reduce the level of problematic behaviour in students would be to move from a totally teacher – controlled learning environment to one in which students are able to contribute their own ideas and cultural experiences to their learning." Teachers no matter how skilful they are in their classes, may be faced with a situation where learners are badly behaved and as such demand strong control and the imposition of discipline.

Teachers need to recognize and reinforce a good behaviour, for class discipline to be maintained. If teachers reward learners through praise, learners are most likely to behave in a desired manner and consequently good working relations are likely to develop. According to Cohen, Manion and Morrison (1996:335), "specific, concrete and verbal praise and rewards are given for the good behaviour."

### **2.2.7. OVERCROWDING**

Overcrowding in classes may be another factor affecting the performance of learners in English subject. When the number of learners in a class is too large for the capacity of the classroom, it may be difficult for the English teachers to do individual attention to learners and make use of various teaching and assessment techniques. The English teacher may find it difficult to monitor learners' behaviour and maintain high learner attention rate.

Whenever there has been any test given to learners it is important to provide learners with immediate feedback. When the class is too large, that is above thirty – five per class, it becomes difficult for English teachers to give immediate feedback as they are faced with piles of books for marking. On reading various texts, it became apparent that overcrowding in classes is an outcry for the majority of teachers as it negatively influences the learners' performance in the learning process. According Morrow (2007:12), “there are many places in the world where teaching in crowded classes is a constant daily task for countless teachers at all levels of the schooling system from pre-primary to tertiary.”

### **3. CONCLUSION**

This chapter is a review of the literature related to the research on the performance of grade twelve learners in the English subject. It presents a discussion of some aspects of what has been researched and published in the area of academic performance.

In conclusion, it is evident that curriculum change may affect the teaching of English if the resources required would not be available. The National Curriculum Statement demands a lot of reading, writing and research work by learners. It is therefore crucial that schools in Libode be provided with electronic equipment. For the teacher to know the learners' needs, assessment should be central in the teaching of English subject. The use of various forms of assessment could help teachers diagnose learners' unique problems. Assessment should be taken with a variety of suitable assessment methods, tools and techniques. The positive behavior, where learners would abide by the teachers instruction, could contribute toward the development of English language. Overcrowding in classes could also negatively affect the teaching of English under the new curriculum.

When classes are overcrowded the teacher can not be able to pay individual attention to learners. Teachers can also experience problems with regard to marking of written work and by so doing delay to give feedback to learners about their performance.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter indicates the research methodology that has been employed by the researcher to conduct this study. The scope of the chapter covered research design, area of study, population, sampling, data collection methods and procedure, data analysis, and ethical considerations. This is a qualitative study where the researcher used a case study design and six schools formed the case under investigation. The profile of the area was outlined as well as the people living there. A total of one –hundred and seventy –one (171) participants was drawn which comprised one –hundred and sixty-five (165) grade twelve learners and six (6) teachers from the six sampled schools. The study used self-administered questionnaires with closed-ended and open-ended questions for both learners and teachers.

#### **3.2 AREA OF STUDY**

The study took place in Libode district. Libode district is a rural district that comprises of four-hundred and twenty-five schools. The schools are categorized into primary schools, junior secondary schools and senior secondary schools. The primary schools begin from grade one to grade six(grade 1-6) while the junior secondary schools include the grade 7,8 and 9 into the primary phase and form the general education and training(GET) band. The senior secondary schools begin from grade 10 to grade 12 and form the Further Education and Training (FET) band. The schools in Libode are generally far distant from one another though there are those that are closer to Libode Village. Members of the communities in Libode are Xhosa speakers and largely unemployed.

There are forty-two senior secondary schools (schools with grade twelve) in Libode and do not offer the same curriculum. There are schools that offer academic streams with Languages, Sciences and Humanities while in other schools streams include Languages , Commercial subjects and Humanities. In all these streams English is offered as a compulsory first additional language. English just like other subjects is assessed



continuously and various forms of assessment are used, for example, formative assessment and summative assessment. Formative assessment includes diagnostic assessment where the learners' comprehension during lesson presentation is measured while the summative assessment involves the measurement of the learners' academic achievement over the amount of work covered in a certain period of time, for example, quarter or semester.

Generally the grade twelve results in Libode district have been poor (below 50%) from 2004 to 2006. In 2007 grade twelve results improved to 64, 4 per cent. The table of grade twelve results has been provided as annexure. Although grade twelve results have improved in 2007, the learners' performance in English still rated very low.

This chapter deals with the approach and methodology used to investigate the factors which are affecting the pass rate of grade twelve learners with specific reference to the English subject in Libode district. Information on the population, sample, data collection and data analysis procedures had been provided. The qualitative approach has been used in this study.

### **3.3. RESEARCH DESIGN**

Bless and Higson-Smith (1995:63) define research design as "a programme that guides a researcher in collecting, analyzing and interpreting observed facts. It is a detailed plan that indicates all steps on how the scientific inquiry into the research problem will be conducted." Babbie and Mouton (2001:75) define research design as the roadmap or blueprint according to which one intends to conduct a research and achieve his/her research goals and objectives." Babbie and Mouton (2001:279) highlight three qualitative research designs, namely, Ethnographic Studies, Case Studies and Life Histories. In this study, the researcher followed a case study design. Babbie and Mouton (2001:281) define a case study as an intensive/ in-depth investigation of a single unit."

There are various reasons why the researcher chose the case study design. It enabled the researcher to have an in-depth investigation of a small number of cases, namely, six

sampled senior secondary schools within Libode district. The researcher was able to have a clear understanding and ability to describe in detail the research problem with regard to that particular community. The researcher has used the qualitative method of data collection. In this study, the qualitative research methods had involved the analysis of open-ended questions.

### **3.4. POPULATION**

According to Best and Kahn (1993:13), a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher.” In this study the population comprised of all teachers who were teaching English in grade twelve in all forty-two senior secondary schools and all grade twelve learners in forty-two senior secondary schools in Libode district.

### **3.5. SAMPLING**

Mtewa (2000) in Goosen-Elie (2004:53) defines sampling as a process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. The individuals selected comprised the sample while the larger group is referred to as the population. Leedy (1997:211) defines sampling as the process of choosing from a much larger population, a group about which we wish to make generalized statements so that the selected part will represent the total group”. In selecting a sample for this study a simple random sampling method was used. According to Mason and Bramble (1997:138), “simple random sampling is a way of selecting subjects in which every element or person in the population has an equal opportunity to be chosen. Subjects could be chosen by assigning each person in the population a number and then choosing numbers to include in the sample from a table of random numbers.”

The sample was selected from a population of forty-two senior secondary schools. An alphabetical list of all forty-two senior secondary schools was drawn according to their geographical areas within the same sub-district (that is, schools in Ngqeleni, Port St Johns and Libode area). The three alphabetical lists comprised of fourteen senior secondary schools from Ngqeleni, fifteen senior secondary schools from Port St Johns and thirteen senior secondary schools from Libode. Out of each list a simple random sampling was done to select two schools. The two schools from each of the three sub-

districts therefore led up to the total of six schools which comprised the sample of the schools used in this study.

All English subject teachers for grade twelve in the selected schools participated in the study. In each of the sampled schools there was one English teacher for grade twelve. All six teachers were given questionnaires and they all returned the completed questionnaires. The researcher was faced with some challenges with regard to the distribution and collection of questionnaires. The researcher had to travel long distances to reach some schools as some schools are far distant from one another. The long distances traveled had a negative impact on the researcher's time schedule for data collection as she had visited only one school on some days. The researcher completed the data collection after three weeks against the initially planned two weeks.

Grade twelve learners from the sampled schools were selected through simple random sampling. Grade twelve learners from the six sampled schools participated in the study, 29 learners from school C, 24 learners from school J, 63 learners from school K, 15 learners from school T, 23 learners from school V and 11 learners from school Z. Learners were picked from the attendance registers by using random sampling. Every 3<sup>rd</sup> learner in the attendance register was picked into the sample. All the learners from the sample comprised a sample of one hundred and sixty-five learners. 165 questionnaires were distributed to grade twelve learners and were all completed and returned to the researcher. Twenty per cent of learners to participate in the sample were drawn through random sampling from the class attendance registers (alphabetical list) in each of the six sampled schools. The twenty percent showed a greater representation of grade twelve learners in all forty-two senior secondary schools.

The schedule of 2007 grade twelve results for the six sampled schools is provided as an annexure. The participating schools are referred to as schools C, J, K, T, V and Z in order to maintain confidentiality and anonymity.

### 3.6. DATA COLLECTION

In collecting data from both English teachers and grade twelve learners from the six sampled schools, self-constructed questionnaires were distributed. 165 questionnaires were distributed to the respondents and they were all completed and returned to the researcher. Questionnaires aim to collect information regarding the factors affecting grade twelve learners' performance in the English subject and their possible effect on other subject. Questionnaires can be administered to a large group of individuals at the same time and respondents are free to express their views without being intimidated by the researcher. In constructing a questionnaire, guidelines for designing a questionnaire were followed. According to Leedy (1993:198-199), the guidelines include:

- Keep the questionnaire as short as possible
- Organize the items so that they are easy to read and complete
- Number the questionnaire pages and items
- Avoid double-barreled items that require the subject to respond to two separate ideas with a single answer
- Avoid negative items
- Respondents must be competent to answer

Babbie and Mouton (2001:233-237) hold the same view regarding the construction of questionnaires.

The questionnaire for teachers and learners in this study included closed-ended questions and open-ended questions. According to Babbie and Mouton (2001:233), in closed-ended questions, the respondent is asked to select an answer from among a list provided by the researcher. The closed-ended questions are very popular because they provide a greater uniformity of responses and are more easily processed. In open-ended questions, the respondent is asked to provide his or her own answer to the question.”

In this study, open – ended questions were asked to identify problem areas in order to determine strategies to improve learner performance in the English subject. The Likert type scale responses included; always, sometimes and hardly while “yes and no” were

provided in some cases. Responses had been tabulated and reported in the form of percentages.

The letters requesting permission to conduct the research in schools were submitted to the District Director and the Principals of the sampled schools. The letters explained the data collection procedure and the aim of the research. Complete confidentiality was maintained. The appendices of the letters are attached at the back of this document. The questionnaires were personally delivered by the researcher to the six sampled schools. The learners' questionnaires were administered in a group by the researcher at schools C, J, K, T, V and Z with the educator questionnaire issued on the same days as learner questionnaires. All the grade twelve learners who were picked from the attendance registers were accommodated in a separate classroom for purposes of administering the questionnaire. The learners were individually seated on separate desks. The researcher first created a free and warm environment by introducing herself and explaining the objectives of the study. The questionnaires were then distributed to learners in each school. When the questionnaires had been completed the researcher collected them. All questionnaires were completed and returned to the researcher. The researcher thanked the learners for their participation in the study. The participants took about forty-five (45) to complete the questionnaire.

### **3.6.1 PILOT TESTING**

A pilot test for the questionnaires was done to detect if there was any ambiguity to questions. According to Babbie and Mouton (2001:246), "after the statements have been gathered, a trial test should be administered to a number of subjects. This testing for internal consistency will help to eliminate statements that are ambiguous or that are not of the same type as the rest of the scale." Five grade twelve learners and five English teachers that were not in the sampled schools had the questionnaires administered to them. The teachers belonged to separate schools and were given questionnaires to fill in during their free time. The researcher personally collected the completed questionnaires on the agreed date and time. The pilot study was done to find out any ambiguity of the questionnaire items. No ambiguity was found in the questionnaire items.

### **3.6.2 ETHICAL CONSIDERATIONS**

When administering the questionnaire, the researcher considered ethical issues, for example, the researcher first explained the objectives of the research to the participants and how it would help ease the problems in the English subject. Explanation was given on the voluntary nature of the study hence intimidation of participants would be avoided. There had been no invasion of the privacy. Participants had been assured of confidentiality and anonymity.

According to Leedy (1997:116), a Resume' of the Code of Ethics of the American Sociology Association (ASA, 1982) may be sufficient to indicate the ethical considerations that should govern activity associated with any research project;

- Researchers must maintain scientific objectivity
- Every person is entitled to the right of privacy and dignity of treatment
- Confidential information provided by a research subject must be held in strict confidentiality by the researcher.
- All research should avoid causing personal harm to subjects used in the research
- Research findings should be presented honestly without distortion.

### **3.7 DATA ANALYSIS**

In this study the researcher used both qualitative and quantitative methods of data analysis. Firstly thematic method was used from research questions to arrange data into various themes. The researcher used a computer to analyse data descriptively which resulted in the drawing of tables. Those tables helped the researcher to analyze data qualitatively using percentages. The questionnaire items formed the basis of discussion for the results of the study. Tables were used to describe values derived from questions on the questionnaire. Those values were expressed in the form of percentages for comparison purposes.

### **3.8 SUMMARY**

This chapter dealt with the aims of conducting the study. It also outlined the manner in which data was collected, analysed and why these methods were used. Further more the choice of data gathering instruments (questionnaire) and sample were discussed and a detailed outline of the procedure to be followed has been provided. The next chapter will deal with the data analysis and presentation of results.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 INTRODUCTION

In the previous chapter, the research methods and procedures of collecting data were stated and described. The main objective of this chapter is to discuss data processing and analysis for the purpose of testing responses. Percentages were used to analyse results. Analysis of results for the six sampled schools has been done. The schools are C, J, K, T, V and Z. The total number of grade 12 learners who participated in the study is 165. In each of the six sampled schools there was one English teacher for grade twelve.

The school registers of schools C, J, K, T, V and Z show that these schools have learner enrollment of 29, 24, 63, 15, 23, and 11 respectively. In all these schools the given number of learners was found to be available and active in English classes. Therefore the total number of learners who participated in the study was 165.

#### 4.2 ANALYSIS OF RESULTS

**Table 1: Frequency table reflecting the number of learners per sampled school**

SCHOOL	FREQUENCY
C	29
J	24
K	63
T	15
V	23
Z	11
	N=165



**Table 2: Summary of results for learners (a total of 165 learners from the six sampled schools)**

Item No	Question	Response Keys	Percentage	No of Respondents
1.	Is there any particular language used to communicate inside and outside the classroom during school hours?	Yes No No response	76 21 3	125 35 5
1(a)	If yes which language is that?	Xhosa English No response	28 48 3	35 60 5
1(b)	If No which language do you use?	Xhosa English No response	3 18 3	5 30 5
2.	How often do you speak English with other children when you are playing outside classroom during school hours?	Always Sometimes Hardly	3 88 9	5 146 14
3.	Which language do you feel happy to express yourself in when you are in a classroom situation?	English Xhosa No Response	27 71 2	46 118 1
4.	How often do you enjoy English compared to other subjects?	Always Sometimes Hardly	42 52 6	70 85 10
5.	How often do you understand instructions given through English language without being interpreted to you?	Always Sometimes Hardly No response	18 73 8 1	30 121 13 1

6.	Do you like being taught your school subjects in English?	Yes	98	161
		No	2	4
7.	Are textbooks provided to each learner in the classroom?	Yes	90	148
		No	9	15
		No response	1	2
8.	Do you read English books other than the prescribed ones?	Yes	77	127
		No	21	35
		No response	2	3
9.	How often are you exposed to English audio-visual lessons?(video & TV lessons)	Always	13	22
		Sometimes	76	126
		Hardly	8	14
		No response	2	3
10.	How often do you read English Newspapers?	Always	16	26
		Sometimes	79	130
		No response	5	9
11.	Is it easy for you to understand teachers who do not speak Xhosa when they teach you?	Yes	44	72
		No	56	93
12.	How often do you participate in classroom debates?	Always	30	49
		Sometimes	62	103
		Hardly	7	12
		No response	1	1
14.	How is your academic performance in English compared to Xhosa?	High	28	46
		Low	71	117
		No response	1	2

#### **4.2.1 Language used as a medium of instruction and learners' performance in English**

The mother tongue of learners in Libode district is isiXhosa. A careful observation in this regard has not given any evidence that there may be other learners whose mother tongue in this area is not isiXhosa. However, officially the language used as a medium of instruction in schools is English. The researcher's observation in this regard has found that in many cases teachers prefer to use isiXhosa in some cases in order to get the message across the learners.

Out of 165 learners who were asked whether there is any particular language used to communicate inside and outside the classroom during school hours, 125 said Yes and 35 learners said No while 5 learners did not respond to the question. According to 90 of those learners, the language used inside and outside the classroom during school hours is English while the other 35 learners said it is isiXhosa. This indicates that the majority (72%) of the learners are aware of the fact that the language to be used as a medium of instruction is English. However, an investigation into the actual implementation of this fact reveals that this language is not commonly used by learners outside the classroom. Hence when asked how often they do speak English with other children when they are playing outside classroom during school hours; 162 out of 165 learners (98%) who responded to this question said sometimes they do speak English while 3 out of 165 learners(2%) said they do not speak English at all.

When asked how often they participate in English classroom debates, 49 out of 165 learners (30%) indicated that they always participate in classroom debates, 103 learners (62%) said they sometimes participate while 12 learners (7%) said that they hardly participate in classroom debates and 1 learner could not respond.

#### **4.2.2 Attitude towards the use of English language as medium of instruction**

Out of 165 learners who were asked whether they like being taught their school subjects in English, 162 said yes and 3 said no. This indicates that the majority (98%) of learners had no problem with their subjects being taught in English. This shows that learners have

a positive attitude towards the English subject. However, it had been evident that learners do not always enjoy English despite their positive attitude towards it. When asked how often they enjoy English compared to other subjects, 69 out of 165 learners (42%) said they always enjoy English, 86 learners (52%) said they sometimes enjoy English while 10 learners (6%) said they hardly enjoy English. Based on the learners' responses where 52% of learners sometimes enjoy English and 6% of the learners who hardly enjoy English, it can be deduced that there are problems experienced by learners with regard to the English subject.

#### **4.2.3 Availability of English language study material**

When asked about the provision of textbooks to each learner in the classroom, 149 learners out of 165 (90%) agreed that textbooks are provided to each learner in the classroom, 15 learners (9%) rejected that each learner is provided with textbooks while 1 learner could not respond to the question. It had been discovered that the majority of learners were not sharing textbooks with their classmates and therefore the quality of their performance in the English subject can not be attributed to the inadequate supply of English textbooks to schools.

Learners are expected to read a variety of English books in order to increase their vocabulary and improve their reading skills. When asked whether they read English books other than the prescribed ones, 127 learners (77%) out of 165 said yes, 35 learners said (21%) said no while 2learners could not respond to the question.

When asked how often they are exposed to English audio-visual lessons, only 22 learners (13%) out of 165 learners said they are always exposed to the English audio-visual lessons, 126 learners (76%) said they are sometimes exposed to audio-visual lessons, 14 learners (8%) are hardly exposed to the audio-visual lessons and 3 learners (2%) could not respond to the question. It had been deduced from the learners' responses that English audio-visual lessons were not provided to learners. This may be due to a number of factors such as unavailability of audio-visual equipment, lack of electricity or competence in the use of audio-visual equipment. It had also been discovered that there

are learners (8%) who were hardly exposed to audio-visual lessons and that could have an impact on their performance in the English subject.

When asked how often they read English newspapers only 26 learners (16%) out of 165 learners said they always read English newspapers, 130 learners (79%) said they sometimes read English newspapers while 9 learners (5%) stated that they hardly read English newspapers. Libode district is a rural district and therefore some schools may not be able to access Newspapers.

#### **4.2.4 The relationship between the mother tongue of grade twelve learners and their performance in the English subject**

It has been discovered that the mother tongue of grade twelve learners has an influence on their performance in the English subject. When asked how often do they understand instructions given through the English language without being interpreted to them, only 30 learners (18%) out of 165 indicated that they always understand instructions without being interpreted to them, 121 learners (73%) said that they sometimes understand instructions given through the English language without being interpreted to them while 13 learners(8%) said that they hardly understand instructions without being interpreted to them and 1 learner could not respond to the question. It is apparent that learners sometimes answer questions without understanding if no interpretation has been done. This is supported by the learners' responses where 73% of learners sometimes understand instructions while 8% of learners hardly understand instructions meaning that they entirely depend on the interpretation of instructions for them to take an action.

If learners depend on the interpretation of instructions given through the English language, they are likely to experience problems during examinations as the interpreter would be unavailable and subsequent to that, wrong answers might be provided to the examination questions. When learners were asked whether it is easy for them to understand teachers who do not speak Xhosa when they teach, 72 learners (44%) out of 165 learners said yes while 92 learners (56%) said no and 1 learner could not respond. The highest number of learners (92) indicates that teachers who do not speak isiXhosa

were not understood by learners hence when learners were asked to indicate the language in which they feel happy to express themselves when they are in a classroom situation, 118 learners (71%) out of 165 said that they feel happy to express themselves in Xhosa when they are in a classroom situation while 46 learners(27%) said that they feel happy to express themselves in English when they are in a classroom situation and 1 learner could not respond.

When learners were asked about their academic performance in English compared to Xhosa, 117 learners (71%) out of 165 learners indicated that their performance in English is low compared to Xhosa while 46 learners (28%) stated that their performance in English is high compared to Xhosa and 1 learner could not respond to the question.

### **4.3 CHALLENGES FACING LEARNERS OF THE ENGLISH SUBJECT**

Certain challenges that impact on the learners' performance have been identified. The challenges include the following.

#### **4.3.1 Influence of the mother tongue on the English subject**

The grade twelve learners in this study are not the first language speakers of the English language. They speak Xhosa at home and the communities within which they live speak Xhosa. According to Simasiku (2006:13), "the language in which children acquire knowledge is, by and large, dependant on the social and cultural contexts surrounding them. If there are disparities in language use among these contexts, learners may have difficulty moving into the pattern of language use expected at school".

Most English teachers in Libode district are Xhosa speakers and may be tempted to use Xhosa which is the learners' mother tongue when certain English concepts are not understood by learners. The excessive use of the mother tongue by learners results in their inability to express themselves in English language. However, the use of English as a medium of instruction in Libode schools has to be prioritized by the school management.

### **4.3.2 Unavailability of teaching facilities**

The unavailability of teaching facilities in schools impact negatively on the teaching of English subject. The lack of audio-visual equipment and other English study material in Libode schools contributes to the low success rates of grade twelve learners in the English subject. Libode community is largely characterized by parents who are unemployed therefore the purchase of supplementary reading material can not be possible. Boysen (1989: 113) states that “there are four skills in a fixed order that are needed for the teaching of English as a second language. First it is heard and understood; after that, it is spoken; then it is read; and finally it is written.” This implies that learners should listen to teachers’ speech patterns and be able to understand them if effective teaching and learning of English is to occur. The non-availability of libraries in schools is also another challenge facing the teaching of the English subject.

### **4.3.3 Problems experienced by learners in studying the English subject**

When learners were asked about the problems they experience in studying the English subject they cited the following factors; their inability to express themselves in English as they speak Xhosa most of the time both at home and at school. They further stated that they have problems with understanding questions during assessment, essay writing, analyzing poems, grammatical expressions that include tenses, and understanding a given passage (comprehension).

## **4.4 INTERPRETATION OF TEACHERS’ RESPONSES TO THE QUESTIONNAIRE**

The respondents were asked about their experience in teaching English in Grade 12 class. A table showing services distribution and the frequency was drawn.

Table 3: Service distribution and frequency

Service Distribution	Frequency
0-9 years	5
10-19 years	1

	N=6
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Tables showing the pass rate of grade 12 learners for the six sampled schools in English in 2005, 2006 and 2007.

Table: 4                                  YEAR 2005

Pass Rate Distribution	Frequency
20-29 percent	1
30-39 percent	1
40-49 percent	1
60-69 percent	1
70-79 percent	1
90-99 percent	1
	N=6

TABLE 5: YEAR 2006

Pass Rate Distribution	Frequency
30-39 percent	1
80-89 percent	1
90-99 percent	3
100 percent	1
	N=6

TABLE 6: YEAR 2007

Pass Rate Distribution	Frequency
0-19 percent	1
60-69 percent	2
100 percent	3



83 percent of respondents showed dissatisfaction with the performance indicated above, while 17 percent of respondents could not respond. The dissatisfaction of respondents may be due to the low quality of results achieved.

Table 7: Teachers' questionnaire items continued

Item No	Question	Response Keys	Percentage
4.	What do you think are the causes of rates mentioned above?	Background of learners Teaching facilities Exposure to English language School and classroom environment. School management	83 50 83 83 17
5.	How often do you evaluate the performance of learners in this subject?	Always Sometimes Hardly	100 - -
6.	How do you evaluate the performance of your learners?	Test Orally Assignment	100 100 67
7.	Is the format of your evaluation similar to that of the examination questions?	Yes No	83 17
8.	Do learners who do well in the class also do well in the examination?	Yes No	83 17
9.	How often do your learners read English books other than the prescribed ones?	Always Sometimes Hardly	- 17 83

10.	How often are your learners exposed to English audio-visual lessons (video & television lessons)	Always Sometimes Hardly	- 17 83
11.	Are English textbooks provided to each learner in the class?	Yes No	83 17
12.	Are you able to give individual attention to learners?	Yes No	50 50
13.	Are you able to mark your learners' written work promptly?	Yes No	50 50
14.	How do you rate your learners performance in English compared to Xhosa?	High Low	17 83

#### **4.4.1 Factors contributing to the learners' performance in English from 2005 to 2007**

Teachers were asked to indicate the learners' pass rates for 2005,2006 and 2007. They were further asked to indicate whether they were satisfied with their learners' performance in the stated years. 5 teachers (83%) out of 6 were not satisfied with their learners' performance. When asked about the likely causes of their learners' performance, 4 teachers (67%) out of 6 indicated that background of learners, exposure to the English language as well as the school and classroom environment. 3 teachers indicated that lack of teaching facilities contributed to the pass rates from 2005 to 2007. 1 teacher out of 6 teachers (17%) attributed the pass rates to school management.

The learners' background concurs with the influence of the mother tongue on the English subject as has been deduced from the learners' responses. 83% of teachers agree that

lack of exposure to the English language impacts negatively on the learners' performance in the English subject.

#### **4.4.2 Evaluation of learners' performance in the English subject**

Learners' performance need to be evaluated in order to identify knowledge gaps that would need an urgent intervention. Teachers were asked how often they evaluate learners' performance in the English subject. 6 teachers (100%) out of 6 indicated that they always evaluate their learners' performance. When teachers were asked about the methods they used to evaluate grade twelve learners, 6 teachers (100%) indicated that they use tests, and evaluate learners orally while 4 teachers (67 %) indicated that they use assignments. When teachers were asked about the format of evaluation whether it is similar to that of the examination question, 5 teachers(83 %) out of 6 teachers said yes while 1 teacher (17%) said no. When teachers were asked if they were able to mark learners work promptly, 3 teachers (50%) said yes while another 50 % said no. It is evident that teachers' assessment techniques are similar to those of the examination as supported by 83 % of teachers who agreed to have a similar format of evaluation to that of the examination. This means that learners should be familiar with the examination questioning styles.

When teachers were asked whether learners who do well in class also do well in the examination, 5 teachers (83%) said yes while 1 teacher (17 %) said no.

#### **4.4.3 Availability of teaching aids for the English subject**

Teachers' responses with regard to the availability of teaching aids for English concur very well with those of the learners where learners are sometimes or hardly exposed to the audio-visual lessons. However, both teacher (83%) and learners (90%) agree that each learner in the classroom is provided with textbooks.

#### **4.4.4 Teachers' perceptions on the influence of learners' mother tongue on the English subject**

When teachers were asked about their learners' performance in English compared to Xhosa, 5 teachers (83%) out of 6 teachers indicated that the learners' performance in English is low compared to Xhosa while 1 teacher (17%) indicated a high performance in the English subject compared to Xhosa. The low performance in English subject compared to Xhosa can be attributed to the lack of exposure to the English language as supported by the 83% of teachers who complained about learners' lack of exposure to the English language.

### **4.5 STRATEGIES FOR THE IMPROVEMENT OF GRADE TWELVE LEARNERS' PERFORMANCE IN THE ENGLISH SUBJECT**

#### **4.5.1 Learners' Suggestions**

When learners were asked (question 15 of the learners' questionnaire) to suggest ways in which they can be helped to pass English subject, they suggested that English speaking during school hours should be compulsory except for the isiXhosa period, teachers should speak English and not code-switch with Xhosa terms.

Provision of a variety of English reading books and English newspapers should be made. English activities should be given everyday with immediate feedback from teachers. Participation in English debates by all learners should be encouraged. Audio-visual equipment should be provided to schools for learners to have a better understanding of literature books. School libraries should be established to promote reading interest among learners and research skills.

#### **4.5.2 Suggestions by teachers**

Teachers were also asked to suggest strategies for improving learners' performance in the English subject. Teachers came up with the following suggestions: The speaking of English language should be compulsory to all teachers who are teaching other subjects as well except for isiXhosa. English as medium of instruction should be implemented by all

teachers and hence compel learners to speak English during school hours. Teachers suggested that learners should be provided with a lot of reading material and the establishment of school libraries to be given priority by the Department of Education. English teachers suggested that close monitoring of English teaching in the GET band should be done by English Subject Advisors. The teachers further suggested that the culture of reading be incorporated into the school programme and parents should be encouraged to instill the reading culture in their children. English teachers suggested that teaching facilities for English subject should be made available as all other subjects taught in English depend on learners' ability to comprehend English concepts.

#### **4.6 IDENTIFIED FACTORS THAT AFFECTED THE PASS RATE OF GRADE TWELVE LEARNERS IN THE ENGLISH SUBJECT**

##### **4.6.1 Non-implementation of English as medium of instruction**

It is expected that all teaching from grade four upwards takes place in English therefore by the time learners get to the FET (Further Education and Training) phase they should be well conversant with English teaching in all subject except isiXhosa. The investigation revealed that English, although, officially known as medium of instruction is not implemented.

##### **4.6.2 Learners' background and the influence of the mother tongue on the English subject**

The learners' background and the influence of the mother tongue on the English subject had been identified as the factors that influence the learners' performance in the English subject. Libode community is characterized by people who speak Xhosa as a result learners are deprived of the exposure to the English language.

##### **4.6.3 Unavailability of teaching aids for the English subject**

The use of teaching aids during the English lesson may facilitate better understanding among learners. It has been discovered that the unavailability of teaching aids especially

audio-visual equipment impacts negatively on learners' performance. The provision of English audio-visual equipment to schools can improve learners' comprehension levels.

#### **4.6.4 Reading Problems**

Both learners and teachers indicated that learners have problems with regard to reading. In improving reading skills among learners, libraries and language laboratories should be established in schools.

#### **4.6.5 Grammar and Poetry**

Learners indicated that they have problems with the grammatical part of the English subject especially tenses. Another section of the English subject that gives problems to learners is the analysis of poems.

### **4.7 CONCLUSION**

Based on the participants' responses, it is evident that the English subject is clouded with numerous challenges and factors that impact on learners' achievements. The district officials and school management have to ensure that English as the language of teaching and learning is implemented. It is of significant importance that the government should provide resources to schools and school management to ensure their maximum utilization.

## **CHAPTER 5**

### **SUMMARY, RECOMMENDATIONS AND CONCLUSION**

#### **5.1 Introduction**

Chapter five entails summary of findings, recommendations and conclusion. The aim of this chapter is to describe the findings and conclusions based on the discussions of results made.

#### **5.2 Summary**

This research has been undertaken to investigate the factors affecting the pass rate of grade 12 learners with specific reference to the English subject, a case study of selected schools in Libode District. It has been discovered that grade twelve learners have a positive attitude towards the English subject but certain challenges exist. Deduced from data analysis, it has also been discovered that English as the medium of instruction is not practically central to the teaching and learning in schools in Libode district as many learners indicated that there is no language for communication inside and outside the classroom. Subsequent to the inability to use English as medium of instruction, learners can not express themselves through the English language.

Another factor that appeared to impact on learners' performance in English has been the learners' background where the mother tongue seemed to influence the performance of learners on the English subject. It emerged from learners' responses that grade twelve learners do not always understand instructions given through the English language without being interpreted to them. This means that there are instances when learners answer questions without understanding. Reading problems have been cited by both sets of respondents (teachers and

learners) to be having a negative impact on the learners' performance in English. The lack of exposure to English audio-visual lessons, English media and libraries has been cited as contributory factors to learners' performance in English.

Poor participation by learners in English debates exhibit a lack of confidence in English speaking and a low self esteem. Grammar especially tenses and poetry sections of the English subject have been cited as areas that need urgent attention as most learners reflected their lack of understanding in such areas. It also surfaced from the learners' responses that learners answer examination questions without any understanding and that may impact negatively on their performance.

### **5.3 RECOMMENDATIONS**

#### **5.3.1 Medium of instruction:**

The respondents call for an immediate attention to the medium of instruction (language of teaching and learning) by the school management where the English will be compulsory to both teachers and learners.

English programmes (English for teaching purposes) aimed at improving English competency and full conceptual understanding of teachers who teach through the medium of instruction should be offered and after the completion of such programmes successful teachers should be recognized by awarding certificates. For an implementation of a new programme to succeed, well-resourced monitoring strategies at district and school level should be developed.

The Department of Education can assist teachers by employing more Subject Advisors to coach and mentor teachers in the teaching and use of language of instruction as contained in the National Language Policy.

#### **5.3.2 Teaching facilities:**

The provision of English audio-visual equipment to schools can improve learners' comprehension levels. In promoting reading skills among learners, libraries and language laboratories should be established in schools. Some schools have audio-



visual equipment but can not be used by the teachers due to non-availability of electricity. Government is urged to prioritize electricity for schools as it is needed to facilitate teaching and learning in the classrooms.

#### 5.3.3 Grammar and Poetry:

More grammar books should be made available to learners. Teachers should devote much of their time in grammar lessons as it is the crucial section of the English subject that develops learners' comprehension skills in English.

Learners will be able to analyse poems only when they understand the grammar part of the English subject. English teachers should attend to poetry as it will develop learners' analytical skills.

#### 5.3.4 Assessment methods:

A variety of assessment methods should be used to detect problems at the initial stages. Assessment of learners' work will help towards lesson planning and to provide further guidance.

#### 5.3.5 Background of learners:

Teachers should be able to accommodate learners' different backgrounds if a sound teaching and learning process is to be maintained. All education stakeholders should be involved in promoting English as language of teaching and learning.

#### 5.3.6 Participation in classroom debates:

The participation of learners in classroom debates can assist in improving their speaking, listening and analyzing skills and hence instill confidence and high self-esteem. Clusters should be created to organize demonstration lessons where inter-school debates can be used for teachers to experience how such a technique enhances the level of participation among learners.

## **5.4 CONCLUSION**

Some factors affecting the pass rate of grade twelve learners with specific reference to the English subject have been identified and include; the non-implementation of English as medium of instruction, the non-availability of teaching facilities, the influence of mother tongue on the English subject, social and cultural background of learners, and low level of participation among learners. These factors impact negatively on grade twelve learners' performance in the English subject.

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## APPENDIX A

Date : 14 July 2008  
To : The District Director (Libode Department of Education)  
From : N. N .Mzokwana

Dear Sir

### **REQUEST FOR A PERMISSION TO UNDERTAKE RESEARCH**

I am currently registered for the degree of Master of Public Administration at Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic.

#### **AN INVESTIGATION INTO THE FACTORS AFFECTING THE PASS RATE OF GRADE TWELVE LEARNERS WITH SPECIFIC REFERENCE TO THE ENGLISH SUBJECT: A CASE STUDY OF SELECTED SCHOOLS IN LIBODE DISTRICT**

The main purpose of this study is to find out the factors affecting the pass rate of grade twelve learners with specific reference to the English subject. Participation of the respondents will be voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation. An informed consent will be requested before the respondents' participation in the research process.

Confidentiality will be ensured. Information obtained will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that the respondents cannot be identified. Therefore the final report will not include identifying information.

Questionnaires will be used to collect data from selected grade twelve learners and English teachers. Respondents will be informed that they are not obliged to answer all questions, if they feel uncomfortable to answer certain questions they may not answer them.

By participating in the study, respondents could contribute towards the identification and elimination of factors negatively affecting the pass rate of grade twelve learners in the English subject.

The research findings will be disseminated to the Department of Education and schools which will participate in the study.

Your co-operation in the regard will be highly appreciated.

Yours in education

-----  
Nomnikelo N Mzokwana



## APPENDIX B

Date : 22 July 2008  
To : The Principal  
School X  
Libode  
From: N.N.Mzokwana

Dear Sir/Madam

### **REQUEST FOR A PERMISSION TO UNDERTAKE RESEARCH**

I am currently registered for the degree of Master of Public Administration at Nelson Mandela Metropolitan University. My studies include a treatise with the following topic:

#### **AN INVESTIGATION INTO THE FACTORS AFFECTING THE PASS RATE OF GRADE TWELVE LEARNERS WITH SPECIFIC REFERENCE TO THE ENGLISH SUBJECT: A CASE STUDY OF SELECTED SCHOOLS IN LIBODE DISTRICT**

The main purpose of this study is to find out the factors affecting the pass rate of grade twelve learners with specific reference to the English subject.

Participation of the respondents will be voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation. An informed consent will be requested before the respondents' participation in the research process.

Confidentiality will be ensured. Information obtained will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that the respondents cannot be identified. Therefore, the final report will not include identifying information.

Questionnaires will be used to collect data from selected grade twelve learners and English teachers. Respondents will be informed that they are not obliged to answer all questions, if they feel uncomfortable to answer certain questions they may not answer them.

By participating in the study, respondents could contribute towards the identification and elimination of factors that are negatively affecting the pass rate of grade twelve learners in the English subject.

The research findings will be disseminated to the Department of Education and schools which will participate in the study.

Your cooperation in this regard will be highly appreciated.

Yours faithfully

.....

Nomnikelo N Mzokwana

## APPENDIX C

Date: 14 August 2008  
To: The Research Participant  
School X  
P.O. Box X  
Libode  
From: N.N.Mzokwana

Dear Sir/Madam

### **AN INVITATION TO PARTICIPATE IN RESEARCH**

I am currently registered for the degree of Master of Public Administration at Nelson Mandela Metropolitan University. My studies include a treatise with following research topic:

#### **AN INVESTIGATION INTO THE FACTORS AFFECTING THE PASS RATE OF GRADE TWELVE LEARNERS WITH SPECIFIC REFERENCE TO THE ENGLISH SUBJECT: A CASE STUDY OF SELECTED SCHOOLS IN LIBODE DISTRICT**

The main purpose of this study is to find out the factors affecting the pass rate of grade twelve learners with specific reference to the English subject. Participation of respondents will be voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation. An informed consent will be requested before the respondents' participation in the research process.

Confidentiality will be ensured. Information obtained will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that the respondents can not be identified. Therefore, the final report will not include any identifying information.

Questionnaires will be used to collect data from selected grade twelve learners and English teachers. Respondents will be informed that they are not obliged to answer all questions, if they feel uncomfortable to answer certain questions they may not answer them. By participating in the study respondents could contribute towards the identification and elimination of the factors negatively affecting the pass rate of grade twelve learners in the English subject.

The research findings will be disseminated to the Department of Education and schools which participated in the study.

Your cooperation in this regard will be highly appreciated.

Yours faithfully

-----

Nomnikelo N Mzokwana

APPENDIX D1

Date: 19 August 2008  
To: Parent  
From: N.N.Mzokwana

Dear Parent

**REQUEST FOR A PERMISSION TO UNDERTAKE RESEARCH**

I am currently registered for the degree of Master of Public Administration at Nelson Mandela University in Port Elizabeth in the Eastern Cape Province .My studies include a treatise with the following topic:

**AN INVESTIGATION INTO THE FACTORS AFFECTING THE PASS RATE OF GRADE TWELVE LEARNERS WITH SPECIFIC REFERENCE TO THE ENGLISH SUBJECT: A CASE STUDY OF SELECTED SCHOOLS**

The purpose of this research is to investigate the factors which affect the pass rate of grade 12 learners in the English subject. You are requested to allow your child to participate in this research. Your child's school programme will not be affected in any way by participation in the research. You are therefore free to choose, without penalty, not to have your child participate in the study. The participants will voluntarily participate in this study.

Questionnaires will be distributed to grade 12 learners. The information gathered will be used only for the purposes of this research. Learners' names and the school will be treated with confidentiality. Participants are not obliged to answer all questions, they may leave out those questions which they do not feel comfortable with.

The role played by your child in this research will help in the identification and elimination of factors that impact negatively on the English subject.

The research findings will be disseminated to the Department of Education and the schools that participated in this research. If you do not approve of this request, you are urged to fill in a form attached to this request and bring it back to school. Lack of a response would be considered implied consent.

Yours faithfully  
.....  
NN Mzokwana

Sir/ Madam

**AN INVESTIGATION INTO THE FACTORS AFFECTING THE PASS RATE OF  
GRADE TWELVE LEARNERS WITH SPECIFIC REFERENCE TO THE  
ENGLISH SUBJECT: A CASE STUDY OF SELECTED SCHOOLS IN LIBODE  
DISTRICT**

I am the parent to ..... and I do not allow him/her to participate in  
the research with reference to the English subject.

Yours faithfully

.....  
(Parent's Name)

.....  
(Signature)

.....  
(Date)

Mzali obekekileyo

Ndingumfundi owenza izifundo kwisidanga seMaster of Public Administration kwiDyunivesithi iNelson Mandela Metropolitan University eBhayi kwiPhondo leMpumaKoloni. Izifundo zam ziquka uphando-nzulu olunesi sihloko:

**UPHANDO MALUNGA NONOBANGELA WENDLELA ABAFUNDI BEBANGA LESHUMI- ELINESIBINI ABATHI BAPHUMELELE NGAYO KWISIFUNDO SESINGESI**

Injongo zolu phando-nzulu kukufumana ezona zinto ezithi zichaphazele indlela abafundi bebanga leshumi-elinesibini abathi bawuphumelele ngayo umsebenzi wabo kwesi sifundo sesiNgesi.

Uyacelwa ukuba uvumele umntwana wakho ukuba athathe inxaxheba kolu phando-nzulu. Inxaxheba ayakuthi ayidlale ayizukuyichaphazela inkqubo yokufunda kwakhe apha esikolweni. Abafundi abanyanzelekanga ukuba bathathe inxaxheba koluphando nzulu, koko mayibe sekuthandeni kwabo. Ukuba awaneliseki ukuba athathe inxaxheba kolu phando-nzulu, uvumelekile ukuba ungamvumeli umntwana wakho kwaye akusayi kubakho sohlwayo okanye bubi obuyakuthi buchaphazele umntwana wakho ngenxa yeso sigqibo.

Kuza kuthi kukhutshwe iincwadana eziqulethe imibuzo emalunga nolu phando-nzulu ukuze abafundi bebanga leshumi-elinesibini bayiphendule. Iimpendulo ezithe zafunyanwa ziyakusetyenziselwa injongo zoluphando-nzulu kuphela. Amagama abafundi nesikolo ziyakusetyenziswa ngokusemfihlakalweni.

Inxaxheba eyakudlalwa ngumntwana wakho kolu phando-nzulu iyakuncedisa ngokuthi kugqalwe eyona miceli-mngeni kwesi sifundo sesiNgesi ukuze kubekho isisombululo emva koko.

Iziphumo zolu phando-nzulu ziyakuthunyelwa kwiSebe lezeMfundo nezikolo ezithe zathatha inxaxheba kolu phando. Ukuba awuvumelani nesi sicelo uyacelwa ukuba ugcwalise ifomu ehamba nesi sicelo. Ukungafumaneki kwempendulo kuya kuthathwa ngokuba uyavuma ukuba umntwana wakho athathe inxaxheba kolu phando-nzulu.

Ndim ozithobileyo

.....

Nomnikelo N Mzokwana

Mhlekezzi

**UPHANDO MALUNGA NONOBANGELA WENDLELA ABATHI  
BAPHUMELELE NGAYO ABAFUNDI BEBANGA LESHUMI-  
ELINESIBINI KWISIFUNDO SESINGESI**

Ndingumzali ka..... andimvumeli ukuba athathe inxaxheba kuphando-  
nzulu olumalunga nesifundo sesingesi.

Ozithobileyo

.....  
(Igama lomzali)

.....  
(Intsayinogama)

.....  
(Umhla enyangeni)



APPENDIX E  
QUESTIONNAIRE

TO: GRADE 12 ENGLISH LEARNERS

Use a tick (x) in the appropriate box with the relevant answer or provide relevant information where necessary.

1. Is there any particular language used to communicate inside and outside the classroom during school hours ?

Yes

No

(a) If Yes which language is that? .....

(b) If No which language do you use? .....

2. How often do you speak English with other children when you are playing outside the classroom during school hours?

Always

Sometimes

Hardly

3. Which language do you feel happy to express yourself in when you are in a classroom situation?

English

Xhosa

4. How often do you enjoy English compared to other subjects?

Always

Sometimes

Hardly

5. How often do you understand instructions given through English language without being interpreted to you?

Always

Sometimes

Hardly

6. Do you like being taught your school subjects in English?

Yes

No

6.1 Please explain why you have chosen your answer above.

.....

.....

7. Are textbooks provided to each learner in the classroom?

Yes

No

8. Do you read English books other than the prescribed ones?

Yes

No

9. How often are you exposed to English Audio-visual lessons ( Video& TV lessons)?

Always

Sometimes

Hardly

10. How often do you read English Newspapers?

Always

Sometimes

Hardly

11. Is it easy for you to understand teachers who do not speak Xhosa when they teach you?

Yes

No

12. How often do you participate in classroom debates?

Always

Sometimes

Hardly

13. Do you experience any problems in studying the English subject? (briefly explain).

.....

.....

.....

14. How is your academic performance in English compared to Xhosa?

High

Low

15. What do you think should be done to help you pass the English subject?

.....

.....

.....

Thank you for your contribution.

APPENDIX F

QUESTIONNAIRE

TO: TEACHERS OF ENGLISH IN GRADE 12

Use a tick (x) in the appropriate box with the relevant answer or provide relevant information where necessary.

1. How long have you been teaching English in grade 12?

Years      Months  
.....      .....

2. What has been the pass rate of English in this school from 2005 to 2007?

2005      2006      2007  
.....      .....

3. Are you satisfied with the pass rate indicated above?

Yes      No  
     

4. What do you think are the causes of the pass rates mentioned in 2 above?

Background of learners     

Teaching facilities     

School/classroom environment     

School Management     

Teaching Style     

Exposure to English language     

Other (please specify)     

.....  
.....

5. How often do you evaluate the performance of learners in this subject?

Always

Sometimes

Hardly

6. How do you evaluate the performance of your learners?

Tests

Assignments

Orally

Other (please Specify)

.....

.....

.....

7. Is the format of your evaluation similar to that of the examination questions?

Yes

No

8. Do learners who do well in class also do well in the examination?

Yes

No

8.1. If yes, does this apply to all learners?

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

9. How often do your learners read English books other than the prescribed ones?

Always

Sometimes

Hardly

10. How often are your learners exposed to English audio-visual lessons (Video and Television lessons)?

Always

Sometimes

Hardly

11. Are English textbooks provided to each learner in the class?

Yes

No

12. Are you able to give individual attention to your learners?

Yes

No

13. Are you able to give feedback to learners after marking their work?

Yes

No

14. How do you rate your learners' performance in English compared to Xhosa?

High

Low

15. What difficulties are experienced by your learners with regard to English?

.....  
.....

16. What do you think can improve learners' performance in English?

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

Thank you for your contribution.

**APPENDIX G  
GRADE 12 EXAMINATION RESULTS**

**SCHOOL C**

**YEAR: 2005**

<b>GRADE SUBJECT</b>	<b>NUMBER WROTE</b>	<b>NUMBER PASSED</b>	<b>NUMBER FAIL</b>	<b>% PASS</b>
ENGLISH 2 <sup>ND</sup> LANG: HG	76	35	41	46
SG	54	28	26	51.8
XHOSA 1 <sup>ST</sup> LANG: HG	127	127	0	100
SG	2	2	0	100
MATHEMATICS : HG	48	0	48	0
SG	34	28	6	82
BIOLOGY: HG	51	5	46	9.8
SG	77	64	13	83.1
PHYSICAL SCIENCE: HG	60	0	60	0
SG	22	5	17	22.7
GEOGRAPHY: HG	22	0	22	0
SG	25	21	4	84
HISTORY : HG	24	1	23	4.1
SG	22	19	3	86.3
BIBLICAL STUDIES: HG	37	10	27	27
SG	48	39	9	81.2
AGRIC. SCIENCE HG	17	0	17	0
SG	30	23	7	76.6

SCHOOL'S PASS RATE: 54.4%



# GRADE 12 EXAMINATION RESULTS

SCHOOL C

YEAR: 2006

GRADE SUBJECT	NUMBER WROTE	NUMBER PASSED	NUMBER FAIL	PASS RATE
ENGLISH 2 <sup>ND</sup> LANG: HG	135	82	53	60.7
XHOSA 1 <sup>ST</sup> LANG: HG	135	135	0	100
MATHEMATICS : SG	115	49	66	42
BIOLOGY: HG	51	5	41	9.8
SG	15	6	9	40
PHYSICAL SCIENCE: SG	76	21	55	27.6
GEOGRAPHY: SG	39	21	18	53.8
HISTORY : SG	40	14	26	35
BIBLICAL STUDIES: HG	9	5	4	55.5
SG	67	42	25	62.6
AGRIC. SCIENCE SG	39	15	24	38.4
ACCOUNTING SG	20	13	7	65
BUSINESS ECON. SG	20	9	11	45

SCHOOL'S PASS RATE: 39.4%

## GRADE 12 EXAMINATION RESULTS

**SCHOOL: C**

**YEAR: 2007**

GRADE SUBJECT	NUMBER WROTE	NUMBER PASSED	NUMBER FAIL	PASS RATE
ENGLISH 2 <sup>ND</sup> LANG: HG	193	112	81	58
XHOSA 1 <sup>ST</sup> LANG: HG	193	193	0	100
MATHEMATICS : SG	118	39	89	33
BIOLOGY: HG SG	7 132	5 20	2 112	71.4 15
PHYSICAL SCIENCE: SG	90	27	63	30
GEOGRAPHY: SG	75	28	47	37.3
HISTORY : HG SG	1 64	1 20	0 44	100 31
BIBLICAL STUDIES: HG SG	8 82	8 23	0 59	100 28
AGRIC. SCIENCE SG	72	38	34	52.7
ACCOUNTING SG	38	26	12	68.4
BUSINESS ECON. SG	38	29	9	76.3
ECONOMICS SG	38	17	21	44.7

SCHOOL'S PASS RATE: 34.2%

**APPENDIX H**

**GRADE 12 EXAMINATION RESULTS**

**SCHOOL: J**

**YEAR: 2005**

<b>GRADE SUBJECT</b>	<b>NUMBER WROTE</b>	<b>NUMBER PASSED</b>	<b>NUMBER FAIL</b>	<b>PASS RATE</b>
ENGLISH 2 <sup>ND</sup> LANG: HG	21	16	5	76
XHOSA 1 <sup>ST</sup> LANG: HG	21	21	0	100
MATHEMATICS: SG	14	13	1	93
BIOLOGY: SG	21	20	1	95
PHYSICAL SCIENCE: SG	14	12	2	86
GEOGRAPHY: SG	21	21	0	100
HISTORY : SG	7	4	3	57
AGRIC SCIENCE: SG	7	5	2	71

SCHOOL'S PASS RATE: 71.4%

# GRADE 12 EXAMINATION RESULTS

SCHOOL: J

YEAR: 2006

GRADE SUBJECT	NUMBER WROTE	NUMBER PASSED	NUMBER FAIL	PASS RATE
ENGLISH 2 <sup>ND</sup> LANG: HG	32	32	0	100
XHOSA 1 <sup>ST</sup> LANG: HG	32	32	0	100
MATHEMATICS: SG	20	17	3	85
BIOLOGY: SG	32	31	1	96.8
PHYSICAL SCIENCE: SG	20	14	6	70
GEOGRAPHY: SG	32	32	0	100
HISTORY : SG	12	10	2	83.3
AGRIC SCIENCE: SG	12	12	0	100

SCHOOL'S PASS RATE: 93, 2

# GRADE 12 EXAMINATION RESULTS

SCHOOL: J

YEAR: 2007

GRADE SUBJECT	NUMBER WROTE	NUMBER PASSED	NUMBER FAIL	PASS RATE
ENGLISH 2 <sup>ND</sup> LANG: HG	47	47	0	100
XHOSA 1 <sup>ST</sup> LANG: HG	47	47	0	100
MATHEMATICS: SG	26	19	7	92
BIOLOGY: HG	10	4	6	40
SG	37	23	14	62.1
PHYSICAL SCIENCE: SG	26	7		26.9
GEOGRAPHY: HG	10	9	1	90
SG	38	38	0	100
HISTORY : SG	21	16	5	76.1
AGRIC SCIENCE SG	21	17	4	80.9

SCHOOL'S PASS RATE: 82.3%

**APPENDIX I**

**GRADE 12 EXAMINATION RESULTS**

**SCHOOL: K**

**YEAR: 2005**

<b>GRADE SUBJECT</b>	<b>NUMBER WROTE</b>	<b>NUMBER PASSED</b>	<b>NUMBER FAIL</b>	<b>PASS RATE</b>
ENGLISH 2 <sup>ND</sup> LANG: HG	113	59	55	52.2
XHOSA 1 <sup>ST</sup> LANG: HG	113	113	0	100
MATHEMATICS: SG	81	32	49	40
BIOLOGY: SG	113	67	46	59.2
PHYSICAL SCIENCE: SG	79	60	19	76
GEOGRAPHY: SG	87	42	45	48.2
HISTORY : SG	26	9	17	34.6
AGRIC SCIENCE: SG	26	19	7	73

SCHOOL'S PASS RATE: 43.7

# GRADE 12 EXAMINATION RESULTS

SCHOOL: K

YEAR: 2006

GRADE SUBJECT	NUMBER WROTE	NUMBER PASSED	NUMBER FAIL	PASS RATE
ENGLISH 2 <sup>ND</sup> LANG: HG	82	34	48	41.4
XHOSA 1 <sup>ST</sup> LANG: HG	82	82	0	100
MATHEMATICS : SG	42	16	26	38
BIOLOGY: HG	5	0	5	0
SG	77	24	53	31.1
PHYSICAL SCIENCE: HG	3	0	3	0
SG	39	23	16	58.9
GEOGRAPHY: HG	9	6	3	66
SG	68	64	4	94.1
HISTORY : SG	49	30	19	61.2
BIBLICAL STUDIES: SG	17	14	13	82.3

SCHOOL'S PASS RATE: 47.3%

# GRADE 12 EXAMINATION RESULTS

SCHOOL: K

YEAR: 2007

GRADE SUBJECT	NUMBER WROTE	NUMBER PASSED	NUMBER FAIL	PASS RATE
ENGLISH 2 <sup>ND</sup> LANG: HG	141	63	78	44.6
XHOSA 1 <sup>ST</sup> LANG: HG	141	141	0	100
MATHEMATICS : SG	73	44	29	60.2
BIOLOGY: HG	12	1	11	8.3
SG	129	59	70	45.7
PHYSICAL SCIENCE : HG	4	0	4	0
SG	69	57	16	78.1
GEOGRAPHY: HG	37	4	33	10.8
SG	104	50	54	48
HISTORY : HG	1	1	0	100
SG	73	38	35	52
BIBLICAL STUDIES: HG	62	51	11	82.2
SG	79	56	23	70.8

SCHOOL'S PASS RATE: 49.64%



APPENDIX J

GRADE 12 EXAMINATION RESULTS

SCHOOL: T

YEAR: 2005

GRADE SUBJECT	NUMBER WROTE	NUMBER PASSED	NUMBER FAIL	PASS RATE
ENGLISH 2 <sup>ND</sup> LANG: HG	113	41	72	36,2
XHOSA 1 <sup>ST</sup> LANG: HG	113	113	0	100
MATHEMATICS: SG	81	19	62	23.4
BIOLOGY: SG	113	61	52	53.9
PHYSICAL SCIENCE: SG	79	60	19	75.9
GEOGRAPHY: SG	87	50	37	57.4
HISTORY : SG	26	17	9	65
AGRIC SCIENCE: SG	26	19	7	73

SCHOOL'S PASS RATE: 41.3

# GRADE 12 EXAMINATION RESULTS

SCHOOL: T

YEAR: 2006

GRADE SUBJECT	NUMBER WROTE	NUMBER PASSED	NUMBER FAIL	PASS RATE
ENGLISH 2 <sup>ND</sup> LANG: HG	92	39	53	42.3
XHOSA 1 <sup>ST</sup> LANG: HG	92	92	0	100
H / E : SG	5	5	0	100
BIOLOGY: SG	92	52	40	56.5
PHYSICAL SCIENCE: SG	28	21	7	75
MATHEMATICS SG	28	23	5	82.1
GEOGRAPHY: SG	92	80	12	86.9
HISTORY : SG	65	49	16	75.3
T / T SG	10	10	0	100

SCHOOL'S PASS RATE: 54, 7%

# GRADE 12 EXAMINATION RESULTS

**SCHOOL: T**

**YEAR: 2007**

GRADE SUBJECT	NUMBER WROTE	NUMBER PASSED	NUMBER FAIL	PASS RATE
ENGLISH 2 <sup>ND</sup> LANG: HG	126	58	68	46
XHOSA 1 <sup>ST</sup> LANG: HG	126	126	0	100
H / E : SG	14	11	3	78.5
BIOLOGY: HG	23	0	23	0
SG	114	31	83	27.1
PHYSICAL SCIENCE: SG	25	25	0	100
GEOGRAPHY: HG	9	5	4	55
SG	92	55	37	59.7
HISTORY : HG	13	7	6	53
SG	70	28	42	40
AGRIC SCIENCE: HG	13	0	13	0
T RAVEL& T OURISM SG	25	25		100

**SCHOOL'S PASS RATE:44.6**

**APPENDIX K**

**GRADE 12 EXAMINATION RESULTS**

**SCHOOL: V**

**YEAR: 2005**

<b>GRADE SUBJECT</b>	<b>NUMBER WROTE</b>	<b>NUMBER PASSED</b>	<b>NUMBER FAIL</b>	<b>PASS RATE</b>
ENGLISH 2 <sup>ND</sup> LANG: HG	113	67	46	59.2
XHOSA 1 <sup>ST</sup> LANG: HG	113	113	0	100
MATHEMATICS: SG	81	32	49	40
BIOLOGY: SG	113	87	26	77
PHYSICAL SCIENCE: SG	79	60	19	76
GEOGRAPHY: SG	87	72	15	83
HISTORY : SG	26	17	9	65
AGRIC SCIENCE: SG	26	19	7	73

SCHOOL'S PASS RATE: 56, 7%

# GRADE 12 EXAMINATION RESULTS

**SCHOOL: V      YEAR: 2006**

<b>GRADE SUBJECT</b>	<b>NUMBER WROTE</b>	<b>NUMBER PASSED</b>	<b>NUMBER FAIL</b>	<b>PASS RATE</b>
ENGLISH 2 <sup>ND</sup> LANG: HG	113	78	35	69
XHOSA 1 <sup>ST</sup> LANG: HG	113	113	0	100
MATHEMATICS: SG	86	52	34	63.4
BIOLOGY: SG	114	100	14	87.7
PHYSICAL SCIENCE: SG	86	80	6	93
GEOGRAPHY: SG	86	86	0	100
HISTORY : SG	28	20	8	71.4
AGRIC SCIENCE: SG	28	28	28	100
BIBS: SG	73	62	11	84.9

SCHOOL'S PASS RATE: 69.8.1%

# GRADE 12 EXAMINATION RESULTS

**SCHOOL: V**

**YEAR: 2007**

GRADE SUBJECT	NUMBER WROTE	NUMBER PASSED	NUMBER FAIL	PASS RATE
ENGLISH 2 <sup>ND</sup> LANG: HG	134	98	36	73.1
XHOSA 1 <sup>ST</sup> LANG: HG	134	134	0	100
MATHEMATICS: SG	94	61	33	65
BIOLOGY: HG	14	9	5	64
SG	125	115	10	92
PHYSICAL SCIENCE: SG	94	94	0	100
GEOGRAPHY: HG	7	6	1	86
SG	58	58	0	100
HISTORY : SG	39	36	3	92
AGRIC SCIENCE: HG	8	5	3	63
SG	71	70	1	99

SCHOOL'S PASS RATE: 89.9%

**APPENDIX L**

**GRADE 12 EXAMINATION RESULTS**

**SCHOOL: Z**

**YEAR: 2005**

GRADE SUBJECT	NUMBER WROTE	NUMBER PASSED	NUMBER FAIL	PASS RATE
ENGLISH 2 <sup>ND</sup> LANG: HG	17	15	0	88.2
XHOSA 1 <sup>ST</sup> LANG: HG	17	17	0	100
MATHEMATICS: SG	8	5	3	63
BIOLOGY: SG	17	11	6	65
PHYSICAL SCIENCE: SG	8	8	0	100
GEOGRAPHY : SG	8	8		100
AGRIC SCIENCE: SG	9	37	2	78
HISTORY : HG SG	9	6	3	67
BIBLICAL STDS: SG LG	9	8	1	89

SCHOOL'S PASS RATE: 53.3%

# GRADE 12 EXAMINATION RESULTS

**SCHOOL Z**

**YEAR: 2006**

GRADE SUBJECT	NUMBER WROTE	NUMBER PASSED	NUMBER FAIL	PASS RATE
ENGLISH 2 <sup>ND</sup> LANG: HG	72	48	24	66.6
XHOSA 1 <sup>ST</sup> LANG: HG	72	72	0	100
MATHEMATICS: HG	2	-	2	0
SG	33	26	7	79
BIOLOGY: HG	5	3	2	60
SG	67	55	12	82
PHYSICAL SCIENCE: SG	33	31	2	94
GEOGRAPHY : HG	7	7	0	100
SG	61	54	7	89
AGRIC SCIENCE: HG	3	3	0	100
SG	40	39	1	98
HISTORY : HG	4	3	0	75
SG	34	18	16	52.9

SCHOOL'S PASS RATE: 62.6%



# GRADE 12 EXAMINATION RESULTS

**SCHOOL: Z**

**YEAR: 2007**

<b>GRADE SUBJECT</b>	<b>NUMBER WROTE</b>	<b>NUMBER PASSED</b>	<b>NUMBER FAIL</b>	<b>PASS RATE</b>
ENGLISH 2 <sup>ND</sup> LANG: HG	92	92	0	100
XHOSA 1 <sup>ST</sup> LANG: HG	92	92	0	100
MATHEMATICS: HG	2	2	0	100
SG	53	21	32	39
BIOLOGY: HG	8	2	6	25
SG	70	57	13	81
PHYSICAL SCIENCE: HG	1	1	0	100
SG	40	39	1	97
GEOGRAPHY : HG	3	3	0	100
SG	75	71	4	95
AGRIC SCIENCE: HG	3	3	0	100
SG	35	35	0	100
HISTORY : HG	2	2	0	100
SG	35	33	2	95

SCHOOL'S PASS RATE: 68%