A retrospective inquiry into second language use for teaching and learning in a rural school

by

Melissa Raft

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Supervisor

Dr Funke Omidire

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Declaration

I declare that the dissertation, which I hereby submit for the degree Magister Educationis (Educational Psychology) at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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Melissa Raft

27 July 2017

Ethical Clearance Certificate

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Faculty of Education

RESEARCH ETHICS COMMITTEE

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Ms Bronwynne Swarts
Dr Funke Omidire

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This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:
- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

Dedication

I dedicate this research to my family, friends and all those willing to follow their dreams.

Acknowledgements

I would like to express my sincerest gratitude to all who contributed to my achieving this dream:

Abstract

Many learners in the South African schooling system do not speak English as their first language. Mother-tongue instruction in schools is offered until Grade 3, after which learners are taught in English. As the country has eleven official languages, it is often challenging to teach learners in English because they lack exposure to English, especially in rural areas. Consequently, learners struggle to overcome their barriers to learning when learning in a second language[1].

 This study is a secondary data analysis study. The purpose was to analyse data collected by previous researchers to gain a better understanding of how rural learners have experienced learning in a second language over the years. The research also aimed to understand the impact of living in rural areas on learners' learning experiences. The study focused on learners in rural areas, I examined the deep impact that learning in a second language has on learners' schooling. Schooling consists in learners' school marks, their grammar, their careers, their expectations for the future, to gain a better understanding of the learners' language experiences. I used stratified purposive sampling and then analysed the data through thematic analysis.

The findings provided evidence-based descriptions of the challenges faced by a sample group of Grade 9 learners from 2012 to 2015. Although they faced challenges, they also possessed protective resources which helped them to deal with various challenges. The findings also indicated the extent to which the learners lacked the skills required to become proficient in a second language. It is recommended that teachers and parents/guardians work together to develop strategies for supporting the learners in rural contexts. Learners' awareness of their assets and protective resources should be developed. Finally continued professional development for teachers should be made compulsory to ensure teachers are able cope with the demands of their jobs.

Key terms:

Second language learning, language proficiency, challenges, resources

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[1] The Curriculum and Assessment Policy (CAPS) states that English is seen as a First Additional Language. For the study, although the learners are learning in a First Additional Language, English will be identified as their second language.

Language editor

23 July 2017

To whom it may concern

This letter confirms that I have edited the following dissertation for proper English language, grammar, punctuation, spelling and overall style:

A RETROSPECTIVE INQUIRY INTO SECOND LANGUAGE USE FOR
TEACHING AND LEARNING IN A RURAL SCHOOL

by

Melissa Raft

Marian Wagener

BA (HED) APEd (SATI)

List of abbreviations

ANA	Annual national assessment
ANC	African National Congress
DBE	Department of Basic Education
DOE	Department of Education
FLY	Flourishing Learning Youth
LTELL	Long-term English language learners
SCT	Sociocultural theory

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1. CHAPTER 1: BACKGROUND AND OVERVIEW OF THE STUDY

1.1. OUTLINE OF CHAPTER

The purpose of Chapter 1 is to provide an introductory framework to the study, as shown in Figure 1.1. The chapter consists of an introduction, a discussion of the rationale and aims, and the research questions that guided the study. The chapter also gives a brief overview of the research design, data collection strategies, theoretical framework and the guiding ethical principles.

Figure 1.1 Outline of chapter

1.2. INTRODUCTION

> *The limits of my language mean the limits of my world* (Ludwig Wittgenstein, 1922, p 6).

South African learners study in English, as English is the language of learning and teaching from Grade 4 onwards in public schools (Fleisch, 2008; Taylor & von Fintel, 2016). However, many South Africans believe that a high level of language proficiency can be attained through the study of language as a subject, if there is adequate

teaching and resources (Probyn, 2001). However, many learners lack proficiency in English and learning in English often becomes a challenge (Brock-Utne, 2015). The challenges of learning in English are more often experienced by learners in rural areas because of the high risk, high need, chronic adversity context (Brock-Utne, 2015). Many learners in rural areas also lack exposure to English beyond the classroom, as their home language is their language of choice (Brock-Utne, 2015). It is important to find solutions to the language challenges these learners experience (Nel, Nel & Lebeloane, 2014). One way to achieve this is by understanding the experiences of learners within the rural context.

1.3.   PROBLEM STATEMENT

For many learners in South Africa, access to higher education depends on their becoming proficient English language users. In the rural context of South Africa, English is the medium of instruction, yet it is often a learners' second or third language (Taylor & von Fintel, 2016). This is a problem, because most learners lack proficiency in English (Mncwango, 2009; Omidire, Bouwer, & Jordan, 2011). Language fluency requires learners to have access to the necessary resources in their school. However, schools often lack these resources as the government has failed to provide them, especially to rural schools (Mncwango, 2009). Challenges exist because teachers are not trained properly in a second language and because learners do not know how to deal with the challenges of learning in a second language (Probyn, 2001). In order to address these challenges to learning, one must gain a better understanding of learners' language experiences, specifically while being taught in a second language.

1.4.   PURPOSE OF THE STUDY

The purpose of the study is to use secondary data analysis to explore learners' retrospective experiences of learning in a second language in a rural school that was involved in the Flourishing Learning Youth (FLY) project. The FLY project is an ongoing project between the Department of Educational Psychology of the University of Pretoria and rural schools in South Africa (Ebersohn & Ferreira, 2012). The aim of the project is to deliver pathways towards resilience in rural schools through cross-cultural measures for assessments and therapeutic interventions. The project also aims to provide Academic Service Learning (ASL) opportunities for the second-year Masters in Educational Psychology students in the educational psychology department.

The purpose of this study is to understand learners' experiences of receiving schooling in a second language through accessing the FLY project client files from 2012 to 2015.

1.5.   RESEARCH QUESTIONS

1.5.1.   Primary research question

In view of the rationale and purpose of the study, I was directed in my investigation by the following primary research question:

What are the experiences of rural school learners learning in a second language?

1.5.2.   Secondary research questions

In order to improve understanding of the primary research question, the following secondary research questions were explored:

- What are the challenges and protective resources learners experience in their schooling and learning in a rural area?
- In what ways has learning in a second language affected learners' overall performance across the curriculum?
- What are the effects of living in a rural area on the learners' schooling experiences and career choices?

1.6.   WORKING ASSUMPTIONS

For the research, I formulated the following working assumptions:

- Learners living in rural areas experience challenges to learning when learning in a second language.
- Learners from rural areas have protective resources available that can assist them in addressing challenges to learning in a second language.
- Being educated in a second language may prove to be challenging for many learners.
- There are benefits for the learner to be educated in a second language.
- Learners living in rural areas may experience challenges differently to those in urban areas.
- Learners who experience challenges to learning may feel unmotivated to further their studies after high school.

1.7.   CONCEPT CLARIFICATION

In the context of the study, the following concepts need to be clarified to ensure a clear and common understanding of the relevant concepts.

1.7.1.   Second language and second language learners

A second language is another language spoken by learners whose home language differs to their language of learning. These learners often lack exposure to a second language (Nel et al., 2014). The English language is offered in most schools throughout South Africa as the medium of instruction. The Curriculum and Assessment Policy (CAPS) states that English is seen as a First Additional Language. For the study, although the learners are learning in a First Additional Language, English will be identified as their second language.

Mother tongue or first language

Mother tongue or first language is the language that the individuals know best when they first start their formal schooling (Mashiya, 2010). Teaching learners in their mother tongue has advantages, because it benefits the learners through expanding their cognitive skills as they are learning by way of the language they know best (Mashiya, 2010). Through learning in their mother tongue, they can apply the skills they have learnt in a more productive manner (Mashiya, 2010).

1.7.2.   Challenges to learning

Challenges to learning can result in a failure to accommodate diversity in learning. Examples of diversity in learning are learners from various cultural backgrounds, learners with specific barriers to learning as well as resources available to learners in the classroom. Challenges may lead to a breakdown in learning that prevents the learners from properly accessing education (Swart & Pettipher, 2014). The factors challenging learning can be both internal and external, such as socioeconomic status or the learners internalising their school failure (Adelman & Taylor, 2008).

1.7.3.   Protective factors

Protective factors are internal and external resources that individuals possess to overcome their challenges. These resources reflect the individuals' commitment to academic achievement, as well as their accomplishment of important developmental tasks (Dekovic, 1999). Examples of internal and external resources are a supportive

family, a supportive school or community, hope for the future, the drive to do well and overcome one's barriers.

1.7.4. Language proficiency

Language forms an integral part in people's gaining access to relevant knowledge and skills (Lemmer & Manyike, 2012). Language proficiency is the ability of an individual to use discrete language skills, such as reading, writing and grammatical knowledge. Individuals, especially young individuals, require cognitive or academic language proficiency: this is the ability to understand and produce complex written work and oral language (Posel & Zeller, 2010). In the context of the present study, language proficiency is important for these learners, because it allows them to obtain the learning outcomes required by their school (Lemmer & Manyike, 2012).

1.7.5. Learning

"Learning can be defined as the process of going from not knowing to knowing" (Nel et al., 2014, p.25). Learning is a change of behaviour that manifests in the person's cognition, psychomotor functioning and affect (Nel et al., 2014).

1.7.6. Rural area

A rural area is a geographical area that is found outside urban areas. A rural area is often isolated. Many of the families living there face economic hardships. There are few resources available to the community (Irvin, Meece, Byun, Farmer & Hutchins, 2011).

1.7.7. Rural school

Learners living in a rural area frequently attend schools in isolated and resource-constrained areas, where there are high levels of poverty and unemployment (Lemmer & Manyike, 2012). Rural schools have limited reading material and learners often do not have the opportunity to use this material (Lemmer & Manyike, 2012). English is seldom spoken outside the school environment and there are few linguistically proficient role models to model the correct language (Lemmer & Manyike, 2012).

1.8. BRIEF OVERVIEW OF THEORETICAL FRAMEWORK, PARADIGMS AND METHODOLOGIES

In this section, I provide a brief overview of the theoretical framework, paradigmatic assumptions and research methodologies. The intent of my study was to gain a better

understanding of the challenges and protective resources to learning in a second language in a rural area.

1.8.1. Theoretical framework

With the aforementioned intent in mind, I deemed sociocultural theory (SCT) appropriate as a theoretical framework to guide the study. SCT views language as an important tool that is fundamental to learning (Lantolf, Throne, & Poehner, 2015). Through language, one is able to participate in normal, everyday activities. This may become limited if one's language is not proficient (Lantolf et al., 2015). I purposively chose files that would give me a better understanding of the effect that language, especially a second language, has on the learner's ability to learn, as well as participate, in normal, everyday activities. SCT provided a solid theoretical framework for the research, because there is a clear link between the theory and my proposed research study. It is within the framework of SCT that my research questions could be answered.

1.8.2. Methodological paradigm

When choosing a methodological paradigm, I deemed a qualitative approach most suitable to address the objectives of the study. Qualitative research is interested in how people make meaning in their lives and how they interpret life (Morgan & Sklar, 2012). Through qualitative research, I was able to focus more on the rich description of a phenomenon and understand the client's worldview better (Morgan & Sklar, 2012). The client's worldview is how they see the world around them and is the framework for their ideas and views of the world. I paired a qualitative approach with phenomenology, a meta-theoretical paradigm. Phenomenology helped me to understand issues from the participants' point of view of their social reality (Seabi, 2012). It also helped me to understand what it is like to have a certain experience, and what the meaning of one's social reality is (Seabi, 2012). (Refer to Section 3.2 for a detailed discussion concerning the paradigmatic assumptions of the present study.)

1.8.3. Research design

I used secondary data analysis for the research design. Secondary data analysis is the use of existing qualitative data to answer questions not asked or answered in previous research studies (Long-Sutehall & Addington-Hall, 2011). Researchers, who were often not part of the previous study, use secondary data analysis to pursue more information from the original data (Greenhoot & Dowsett, 2012; Long-Sutehall &

Addington-Hall, 2011). I did not collect the data first-hand; however, I was involved in the selection and analysis of suitable secondary data. I used client files selected from the FLY Project. The FLY project forms part of academic service learning for postgraduate students in the Department of Educational Psychology of the University of Pretoria. The school in the rural context involved has been part of the longitudinal study conducted by the University (Mampane, Ebersohn, Cherrington, & Moen, 2014).

1.8.4 Secondary data selection process

I used the following sampling procedure, suggested by Louw (2017), to sample case files:

- I obtained permission to access the data set before reserving the files.
- I reserved files through a technical assistant of the Department of Educational Psychology.
- When the files were available at the University's media room, I identified and selected files.
- I worked through the data of the selected files.
- In terms of the maintenance, distribution and possession of reports and data, I adhered to the regulations of the Professional Council of Psychology, Annexure 1.
- The files were returned to the technical assistant.
- I analysed the sampled data and included my findings in the study.

Through secondary data analysis and purposive sampling, I selected files for analysis in accordance with the specific criteria of the research question. (Refer to 3.3 for an elaborative examination of the research methodology used in the present study.)

1.8.4.   Analysis of data

Thematic analysis was chosen to make sense of the secondary data. Thematic analysis is a method of identifying, analysing and reporting themes that have been identified from the data. Thematic analysis aids the researcher in organising the data, writing a detailed report, as well as interpreting various aspects of the research (Flick, 2014). Through thematic analysis, I was able to identify cross-references between the data and themes in the research study (Alhojailan, 2012). The purpose was to analyse the existing data inductively in terms of common challenges, resources and patterns, which aided me when interpreting and understanding the data. Braun and Clarke

(2006) created guidelines one can follow when using thematic analysis. Refer to Section 3.4.1 for an in-depth explanation of the guidelines. Chapter 3 provides an in-depth discussion of the data analysis process.

1.9. ETHICS AND QUALITY CRITERIA

1.9.1. Ethical considerations

The aspects related to the research process contain ethical implications (Flick, 2009). In Section 3.5, I give a comprehensive explanation of the ethical strategies that guided the research study in dealing with the ethical implications.

1.9.2. Quality criteria

Finally, when conducting qualitative research, one should aim to engage in research that produces a better understanding of the phenomenon (Nieuwenhuis, 2012). I aimed to gain a better understanding of the learners' challenges and protective resources to learning in a second language through analysing case files collected by previous researchers. Through crystallization, I acknowledged that there are multiple realities, and how one sees something is not from a fixed perspective, but rather from various perspectives (Nieuwenhuis, 2012). Crystallization, therefore, provided me with a deeper understanding of the phenomenon being researched and will also help those who read the study to see the same emerging patterns, which will add to the trustworthiness of the study (Nieuwenhuis, 2012).

1.10. OUTLINE OF CHAPTERS

Chapter 2 Literature review

Chapter 2 is a thorough outline of a literature review of the aspects that pertain to the present study. Aspects include challenges to learning, protective resources that aid learning, and language, specifically second language learning. The chapter also looks at rural areas in the South African context and the impact that living there has on learners' ability to learn. After I have given a thorough outline of the aspects pertaining to the research, I conclude with a presentation of the theoretical underpinning of the research.

Chapter 3 Research design and methodology

Chapter 3 gives a description of the research process, which consists of the research design and methodology that were followed while conducting the research. I also give a description of the data obtained, the analysis process and the interpretation of the data. I conclude the chapter with the ethical issues considered during the research process.

Chapter 4 Research findings

Chapter 4 gives a description of the results and findings of the study.

Chapter 5 Revisiting the research questions, recommendations and conclusion

Chapter 5 answers the primary and secondary research questions, gives recommendations and lists the limitations encountered in the research process.

1.11. CONCLUSION

In Chapter 1, I introduced the research and gave a problem statement and rationale for the research. I also stipulated the working assumptions and research questions that guided the research. A clarification of key concepts, as well as an overview of the selected paradigm, research design and methodological choices, was provided. The chapter briefly discussed the ethical issues that will be considered, as well as quality criteria related to the research study. I ended the chapter with a concise discussion of the chapters that follow.

2. CHAPTER 2: LITERATURE REVIEW

2.1. OVERVIEW OF CHAPTER 2
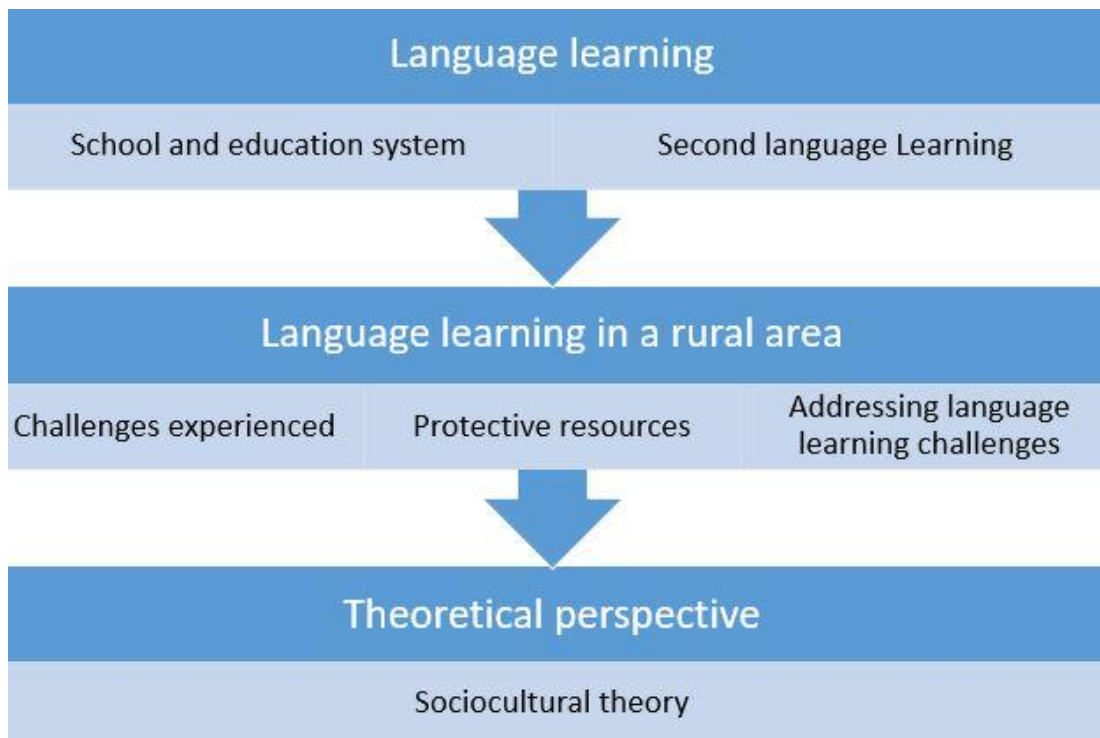
Figure 2.1 Outline of Chapter 2

2.2. INTRODUCTION

In this chapter I discuss the literature that pertains to the use of a second language for teaching and learning in a rural school. The chapter discusses the challenges of learning in a second language and the protective resources the learners may have in dealing with these challenges. Furthermore, the chapter focuses on the South African schooling system, education and learning support, and ways in which the challenges can be addressed.

Learning in a second language can be best understood by using my chosen theoretical framework. I start off by discussing literature relating to the schooling system, language and learning, and learning in a second language. I discuss what a rural area is in the South African context and the challenges that such an area presents. I focus on addressing the challenges involved in learning in a second language and identify gaps in the research.

The theoretical framework for the research is sociocultural theory, language and second language learning. Through an understanding of the theory and the way in which individuals are influenced by their social and cultural surrounding, I could gain a

better understanding of the role language and learning plays in learners' education in an additional language. The literature review will lay the foundation to understand the challenges and protective resources experienced by those learners in rural areas who learn in a second language.

2.3. SCHOOL AND THE EDUCATION SYSTEM

2.3.1. Apartheid and the school system

During the apartheid years in South Africa, the government put in place Bantu Education. This segregated education system left many individuals under-educated and unable to acquire adequately paying jobs. This was done to disadvantage non-white individuals (Spaull, 2013). Segregated school systems did not only affect the generation of learners of that time, but would also affect future learners (Spaull, 2013) Not only did the apartheid government implement segregated education, they developed a language policy which created under-resourced schools in the rural areas. The curriculum also limited the content of what was learnt by the learners (Spaull, 2013).

2.3.2. Current school systems

Rural schools in South Africa are governed by the same curriculum and policies as all public schools throughout the country (Nkambule, Balfour, Pillay, & Moletsane, 2011) After apartheid was dismantled, the Constitution, the South African Schools Act and policies on education stated that access to education should be equal for all members of society, regardless of where they lived (Nkambule et al., 2011). However, school systems in rural areas lacked the support and resources required to properly teach learners in these rural areas (Nkambule et al., 2011).

For challenges to learning to be adequately addressed, the school system should be aimed at supporting learners' specific needs (Swart & Pettipher, 2014). Schools have the responsibility to create a supportive and caring environment within which learners are motivated to attend school, as well as learn the curriculum work (Bojuwoye et al., 2014). Many schools struggle to support learners to overcome their challenges because of lack of resources and efficient teachers who are trained within the domain of teaching a second language (Nkambule et al., 2011). Schools in rural areas are often hard to reach and their physical structures inadequate for teaching. The performance of rural school learners is often weaker than that of urban school learners (Nkambule et al., 2011). The question then arises: How can the school system support

the learners to overcome challenges to learning when the system itself is struggling to stay afloat?

In 1994, the African National Congress (ANC) government published *Policy Framework for Education and Training*. This policy contains a specific section that deals with rural and farm schools (Nkambule et al., 2011). The policy proposes certain actions by which government can improve the school systems in these areas. These include:

- Providing specialised learning materials and teaching aids that are relevant to the rural school and could assist teachers (Nkambule et al., 2011).
- Improving the quality of teaching and learning infrastructure
- Building effective school management

However, there is still a gap in the support that school systems receive in rural areas (Nkambule et al., 2011).

In a study conducted by Ebersohn and Ferreira (2012), the ways in which rural schools deal with poverty and challenges to learning are demonstrated. Teachers use relationship skills to create partnerships across school community systems to provide support services for the needs of the learners. In terms of language, the teachers present basic education classes to the parents of the learners to teach them to read. Language teachers from across the community work together to address challenges related to language, both in teaching and learning (Ebersohn & Ferreira, 2012). The teachers also provide learning support, career guidance and counselling to the learners to encourage them to further their studies after school (Ebersohn & Ferreira, 2012)

2.4.   CHALLENGES TO LEARNING

2.4.1. The broader context

Teachers who teach second language learners face many challenges. In the USA and Britain, the number of English language learners and limited English proficient learners has grown (Khong & Saito, 2013). The diversity of the learners makes educating them a challenge. Other challenges are social challenges, because the learners bring various cultural backgrounds, language proficiencies, and academic experiences (Khong & Saito, 2013) to the classroom. The education system needs to be reformed to accommodate these diverse learners more effectively. Another area of concern is

teacher education. Many teachers are ill-prepared to deal with learners who speak English as a second language. Teachers have insufficient training to handle second language learning and to adjust the curriculum to support their teaching. To teach second language learners properly, more time is needed to work effectively with the learners. This, however, is not always possible, especially in large classrooms (Khong & Saito, 2013). Not only is communicating with the learners challenging, but the teachers also often struggle to communicate with the learners' parents, who themselves have limited abilities to speak English.

2.4.2. The South African context

Access to education is a right for all people, regardless of their social, economic or cultural background (Hill, Baxen, Craig, & Namakula, 2012). Hill et al. (2012) echoes the *Education White Paper 6 (EWP6)* (2001), by maximising the participation of all learners in a culture in order to minimise the challenges to learning. By focusing on equal access to education for all, there has been a move from merely focusing on ensuring learners are enrolled in schools to ensuring access to quality education for all (Hill et al., 2012). After South Africa's transition to democracy in 1994, equal rights to education were pursued through implementing policies to address past injustices and build a better schooling system (Hill et al., 2012). Although the South African education system has worked to overcome challenges to learning since 1994; many schools are still poorly resourced and many learners who enrol in the schooling system never finish their education (Hill et al., 2012). Documents, such as the *EWP6* (2001), have recognised that learners have a broad range of learning needs. These learning needs arise from various factors; one of these is socio-economic deprivation, which pertains to this study.

Learners often require resilience to overcome their challenges to learning. Rural areas, however, remain inundated with problems and challenges (Balfour, Mitchell, & Moletsane, 2008). When one thinks of rural areas, one is concerned with space, isolation, community, poverty, exclusion and neglect. In their research, Ebersohn and Ferreira (2012) found that teachers in rural schools could identify areas of support required for building resilience. However, many teachers found it difficult to implement the strategies created for these areas of support due to the lack of resources available to teachers in these rural areas (Ebersohn & Ferreira, 2012).

Ebersohn and Ferreira (2012) discussed push-and-pull factors and how these factors influenced the support the learners received. They referred specifically to space and time when discussing rural areas. Space is often referred to as the geometric landscape and the politics involved. It is that which is inhabited and that which is moved within (Balfour et al., 2008). Time is seen as the time it takes for people to move between certain spaces in a rural area. Because time is drawn out, communities remain isolated as it takes individuals longer to move between places (Balfour et al., 2008). Examples of space and time are the long distances learners and teachers travel to school, the teachers' lack of familiarity with rural schools and limited access to resources. Many teachers do not live close to the school and leave directly after school to use public transport. This, in turn, left learners without school support in the afternoons (Ebersohn & Ferreira, 2012). Because the teachers are not physically present, children are not encouraged to be resilient.

The shortage of teachers, the lack of support they can offer, and the inadequate resources at many of the schools (Balfour et al., 2008) influence learners' schooling. Many learners fail to gain university entrance, because they are unable to pass Grade 12. Even though the South African schooling system is working towards creating an environment without challenges to learning, they do still occur.

There are many challenges for South African learners when it comes to learning English and Mathematics. The Department of Basic Education (DBE) has implemented the Annual National Assessment (ANA) into the schooling system (Spaull, 2013). The purpose of this implementation is to establish how learners across the country are faring in terms of their education, and how much education has improved since the apartheid era. However, many learners are still below where they should be in terms of the curriculum. A report from the Department of Basic Education, 2014, focused on the ANA results of learners throughout the country with specific focus on Mathematics and Language. The report found that learners in Grade 9 were still achieving far below the expected grade level in both Mathematics and Language. The averages reported showed how the learners were faring in the various provinces. The tables below have been taken from the ANA report of 2014.

Table 2.1 Average percentile mark in home language in South Africa (ANA, 2014)

Home language percentile mark			
	2012	2013	2014
Grade 9	43	43	48

Table 2.2 Average percentile mark in second language in South Africa (ANA, 2014)

First second language percentile mark			
	2012	2013	2014
Grade 9	35	33	34

Table 2.3 Average percentile mark in Mathematics in South Africa (ANA, 2014)

Mathematics average percentile mark			
	2012	2013	2014
Grade 9	13	14	11

The tables show that the achievement of Grade 9 learners in South Africa is still well below the target, and that learning in a second language is a challenge. The report found that learners were unable to interpret a sentence or give an opinion during the assessment. The results also indicated that the learners could not edit their own writing and would often become confused between their home language and their second language. These shortfalls led to the learners giving incorrect answers (Department of Basic Education [DBE], 2014). Language learning is therefore of utmost importance in assisting learners to overcome the challenges they face while learning in the classroom. The challenges identified for Mathematics were that learners were unfamiliar with mathematical terminology and the use of basic algebraic skills. The learners did also not know how to solve problems related to geometry and spatial manipulation.

Learners do not only face academic challenges, for example attempting to obtain satisfactory marks and pass each subject; they also face other challenges, such as basic needs and services. In the *Policy Framework for Education and Training* (ANC, 1994), the ANC government acknowledged the need for rural schools to be upgraded to ensure learners have access to running water, electricity and books (Gardiner, 2008). The government has attempted to meet these needs. However, in many places only the minimum has been done in this regard (Gardiner, 2008).

In their chapter on understanding inclusion, Swart and Pettipher (2014) describe challenges to learning as factors that lead to the inability of the system to accommodate

diversity, which causes learners' needs to remain unmet. Rossi and Stuart (2007) found that learners' chances to recover from challenges to learning were being lost because the required interventions were not in place. In a South African study, Bojuwoye et al. (2014) found several challenges to teaching and learning that were characteristic of the South African education system. These challenges were created by various factors associated with the learners, their schools and their families. The factors identified were inadequate foundations of knowledge, poor study habits, developmental disorders and misconduct. Home-related factors, such as the poor socioeconomic backgrounds of parents, the lack of parental support, and inadequate housing also contributed to challenges to learning. In the school system, factors such as poor school management, uncommitted and poorly trained teachers and inadequate staffing all contributed to creating challenges to learning. External factors contributing to challenges to learning were that schools in rural areas were often hard to reach, physical conditions were inadequate, such as overcrowded classrooms, desks and chairs were insufficient, and learners' performance was poor (Gardiner, 2008). These factors frustrated the learners and resulted in poor academic achievement (Adelman & Taylor, 2008). Therefore, factors that contribute to challenges to learning can be either internal, factors within the learner, or external, factors within the system or environment (Swart & Pettipher, 2014).

2.5.   LANGUAGE LEARNING

2.5.1.   Language learning globally

Language is a medium of expression which enables us to express our ideas and emotions, or to communicate with others (Hossain, 2016). Communication is usually easiest in our mother tongue or first language. Communication becomes a challenge in the school environment where learners are frequently required to learn and speak in English, which is often their second language. English, as a second language, is a discipline that has been established across the world (Leung, 2010). In England, many learners who learn in a second language are expected to follow the national curriculum, which offers English as the language of learning (Leung, 2010). Following the national curriculum creates challenges for individuals whose first language or mother tongue is not English. In the USA, learners who have been learning in English for most of their schooling and are still having difficulty grasping the English language are called long-term English language learners (LTELLs). Through research the USA schooling system has found that when learners find it difficult to grasp English as a language, it

is often the result of their mother tongue not being fully developed at school and at home (Menken & Kleyn, 2010). Research by Menken and Kleyn in 2010 found that the overemphasis to learn English in schools, and the lack of encouragement to learn in the learners' mother tongue, contributed to the slow pace at which learners were acquiring English as a language. The low proficiency in English of many of the LTELLs led to poor academic performance, which resulted in learners having to repeat the same grade the following year. Learners then often lost confidence in themselves due to their failure to acquire English proficiently.

Learning in a second language is understood to be a teaching and learning issue. To learn a second language proficiently, the school must create an environment which supports learning. Creating such an environment does not happen overnight: it takes commitment and time from the teachers and the learners (Hossain, 2016). The teaching of English and in English is the responsibility of teachers of all subjects where first and second language English learners are all held to the same standards in terms of assessment criteria (Hossain, 2016). For learning in a second language to be effective, teachers are encouraged to ensure that there are a range of meaningful learning experiences. This, however, is where the challenge lies, because the needs of second language learners are not being met in the school setting (Mistry & Sood, 2012). In England, for example, schools are required to create more individualised improvement plans for learners who are in the minority and learning in an additional language. The schools are required to identify aspects, such as challenges and resources, to best support their learners, especially those who come from disadvantaged backgrounds. Schools must create an environment where learners who learn in a second language can achieve academically. (Mistry & Sood, 2012).

2.5.2. Learning in a mother tongue

Teaching learners in their mother tongue is seen to benefit learners through expanding their cognitive skills, because the learners learn through the language they best understand (Mashiya, 2010). When learners learn in their mother tongue, they are in a better position to apply what they have learnt. This is especially true in rural areas (Mashiya, 2010). Learning in their mother tongue also creates a more rewarding learning atmosphere for learners, because school learning becomes an extension of their home experience (Mashiya, 2010). However, in the South African context, learning in your mother tongue is not always possible. Many parents insist that their

children attend a school where English is the language of choice as an English education is regarded as a status symbol in South Africa (Mashiya, 2010).

2.5.3. Learning in a second language

Language is a means of communication. It is easier for people to express their ideas in their mother tongue than in an additional language. When there are limits on individuals' ability to express themselves, learning is experienced as difficult (Hossain, 2016). In the South African situation, it is obvious that learners face many challenges based on language usage alone.

South Africa is a multilingual country where many individuals speak more than one language. In South Africa, it is important for individuals to be proficient in a language other than their home language (Heugh, 2002). English is viewed as a respected language throughout South Africa, leading parents to choose English as the preferred language of instruction for their child (Nel et al., 2014). English is perceived as a door to higher education, better employment and a higher status or social class (Gardiner, 2008). Language, especially the adequate use of English, is a tool that learners can use to communicate with those around them. Parents often enroll their children in an English language school from Grade 1 (Nel et al., 2014). These learners frequently experience language as a challenge to learning, because their understanding of the English language is limited (Rossi & Stuart, 2007). Moodley, Kritzinger and Vinck (2017) found that parents in rural areas asked the school to teach their children in English, because they viewed it as the only common language spoken by most South Africans.

According to Fleisch (2008), underachievement in schools is viewed to be linked to the learners' struggle to grasp the English language. The learners learn and are assessed in a language that they seldom use outside the classroom (Brock-Utne, 2012). This is predominately true in rural areas where learners are exposed to English in school, but have little to no exposure in the home or community environment (Nel et.al, 2014). Fleisch (2008) showed in his research that learners who went from speaking their mother tongue before school to an English medium school found it difficult to adjust to the language (Fleisch, 2008). Learners are expected to simultaneously learn a new language and learn in and through that language (Brock-Utne & Holmarsdottir, Language policies and practicies in Tanzania and South Africa, 2004).

The demands of the curriculum increase as the schooling career progresses. This places a higher demand on learners' ability to speak English (Fleisch, 2008). Learners with an inadequate knowledge of their mother tongue struggle to grasp the skills necessary to learn an additional, mainstream language (Fleisch, 2008), and will most likely experience challenges to learning throughout their schooling career.

Learners who struggle with learning in a second language often share core characteristics. (Theron & Nel, 2005). The first characteristic of second language learners is that they display an inadequacy to master their mother tongue, because they are required to learn in English from an early age and do not develop mother tongue proficiency (Theron & Nel, 2005). The second and third characteristics are that these learners often lack literacy skills and display general linguistic deprivation. The deprivation is due to the low socioeconomic status of the learners: they often do not have access to books, newspapers, educational television, and radios (Theron & Nel, 2005). The fourth characteristic is inadequate English literacy culture. Second language learners are seldom exposed to English nursery rhymes, songs and games that form part of an English-speaking learners' cultural world. This is linked to the fifth characteristic, which is a lack of English resources. Many learners' parents or caregivers and the wider community are not fluent in English or do not have access to English resources. The sixth characteristic is that many learners who acquire English later in life have difficulty grasping the English language. The last two characteristics are related to the learners' inadequate exposure to English, which means they are not exposed to proper Standard English. This lack of exposure leads to problems when learning in a second language (Theron & Nel, 2005).

Language learning becomes a problem when the language that the learner is exposed to is not taught proficiently, because the teachers themselves have a limited English competency (Nel & Müller, 2010). Through this limited proficiency, the learners receive an inadequate language input, which in turn affects their thought patterns and limits their abstract thinking (Nel & Müller, 2010). Language allows people to communicate thoughts and ideas (Hossain, 2016). However, if the teacher's language is inadequate, the poor language is transferred to the learners, leaving them at a disadvantage (Nel & Müller, 2010). Learners often learn more effectively when they understand the language in which the teacher is teaching (Brock-Utne, 2012).

Teachers in rural areas also lack theoretical knowledge of the subjects they teach. If they have a solid grounding in theory, they will be better equipped to teach learners in

a second language, such as English (Nel & Müller, 2010). Teachers should not only receive pre-service training to equip them to teach English as a second language; but also receive continued annual support to ensure they are on the right track and teach the learners effectively (Nel & Müller, 2010).

In his research on academic communication, Cummins (2014) discusses possible strategies to deal with the challenges to learning, especially for those who are secondary language learners. Cummins (2014) argues that different strategies, such as scaffolding of the learners' language comprehension, engaging learner's active participation in their literacy, as well as connecting what they have learnt to their previous knowledge, should be used in the classroom to deal with challenges to language learning. However, learners also need support from their family and community to deal optimally with their challenges to learning (Cummins, 2014).

2.6. LANGUAGE LEARNING IN A RURAL SETTING

2.6.1. Rural areas and related challenges to learning

"The terms urban and rural have a complicated history in South Africa, and today there is still no agreement about what constitutes urban and rural areas" (Nkambule et al, 2011, 8). Over the years, people have viewed urban and rural areas differently, often viewing a rural area as poor and traditional (Gardiner, 2008). Individuals in rural areas have worked hard to manage their lives as best possible. The individuals have created their own social and cultural community within their specific rural area (Gardiner, 2008).

In South Africa, many parents in the rural areas are illiterate and uneducated. This can be attributed to the country's history prior to 1994, as well as the lack of resources and support offered to parents in these communities (Surty, 2011). Even though many individuals in rural communities worry about issues such as poverty, unemployment, and access to basic needs, education is seen to be a priority regardless of these issues (Gardiner, 2008). Parents are eager to ensure that their children receive education even though the rural schools lack adequate support and resources (Gardiner, 2008). Although parents in the rural areas believe that their children should receive education, they often place demands on their children which clash with their schooling times: for instance, many children in rural areas have to carry out domestic tasks in the early morning and afternoon. These tasks often clash with the children's school timetable and takes them away from their school work (Nkambule et al, 2011). This becomes a

challenge to learning. Another challenge to learning is that many children in rural areas go to school hungry. This affects their ability to concentrate (Nkambule et al., 2011).

Due to the AIDS epidemic, many children have been left orphaned and vulnerable (Mogotlane, Chauke, Van Rensburg, Human, & Kganakga, 2010) resulting in child-headed households. A child-headed household is a household where the parents or the child's caregivers are absent and the family consists of members who are younger than 18 years. One of the children is then placed in the position of leadership and provides for the household (Mogotlane et al., 2010). Many child-headed households are poverty stricken. Child-headed households can receive a child support grant, which gives them some money to live off. However, these children often have less access to basic municipal services and live in rural areas, where school attendance is always a consideration (Meintjes, Hall, Marera, & Boulle, 2010). Because their basic needs remain unmet, going to school and receiving an education is not important and many of these children become school drop-outs (Mogotlane et al., 2010). It is obvious that when children's basic needs are not met, they face challenges to learning which impact on their future.

Many parents in rural schools do not have to pay school fees. This helps to lighten their financial burden. However, they still need to pay for school transport and uniforms, which many of them struggle to afford (Nkambule et al., 2011).

Schools in rural areas are often poorly resourced and have high levels of poverty and unemployment (Lemmer & Manyike, 2012). They lack qualified teachers, especially in subjects like Mathematics and Science (Irvin et al., 2011). Teachers are not drawn to teach in the rural communities, as the classes are often multi-grade and the teachers lack the training to teach classes like these (Surty, 2011). This leads to a lack of skilled, English language proficient teachers (Lemmer & Manyike, 2012), which in turn creates a challenge to learning for learners in rural communities. Teachers who decide to teach in rural contexts often live in a nearby town, which impacts on the teacher's time of arrival at school in the morning. It also decreases the amount of time learners can have with the teacher after school for extra support, and isolates the teacher from the community, leading the teacher to not fully understand the community (Nkambule et al., 2011).

If we look at the South African context, a study conducted by Bojuwoye et al. (2014) indicates that learners in rural contexts were able to access learning support in their

school environment to deal with the challenges they faced. Bojuwoye et al. (2014) feel that rural schools have the responsibility to create a supportive learning environment that aids learners in their language development. For learners to overcome the challenges they face, learning support must be offered in the school setting (Bojuwoye et al., 2014).

2.7. PROTECTIVE RESOURCES TO LEARNING

Protective resources are internal and external resources which prevent individuals, especially those living in rural areas, from developing antisocial tendencies (Ebersohn, 2017). Internal resources help to develop resilience in individuals, because individuals use their hardiness to grow from both positive and negative experiences (Ebersohn, 2017). External resources are outside the individual. They can be close family relationships, and positive and organised home environments. The community is also seen as a protective resource. An effective school system, public safety, and supportive organisations also fall under protective resources (Ebersohn, 2017). School environments can be a source of protective resources. They can promote healthy development in adolescents and enhance their school performance (Van Ryzin, 2011). When discussing protective resources, we should understand resilience and how resilience is a process that is embedded in a system. When disturbances or risks occur within the system, the system is required to adapt. Resilience is the amount of adaption the system can make to sustain that change (Ebersohn & Ferreira, 2012), for example, school environments frequently change. Often changes involve altering the nature of the school environment to offer better support to learners, which may in time grow the learners' protective resources (Van Ryzin, 2011).

2.7.1. Resilience as a protective resource

Resilience refers to people's capacity to navigate their way through crises while using the resources available to them (Ungar, Liebenberg, Dudding, Armstrong, & Van de Vijver, 2013). Resilience increases survival and the protective processes instigated by larger systems to help people cope under pressure. Resilience is best understood when looking at it as a process embedded in systems (Ebersohn & Ferreira, 2012). Through resilience we can identify which system has impacted on the individual, as well as which system should be adapted to deal with the impact of risk factors on the system involved (Ebersohn & Ferreira, 2012). A resilience perspective consists of risk, as well as protective resources. The protective resources help the individual deal with

risk in order to become resilient (Ebersohn & Ferreira, 2012). Resources come in various forms, such as person-based, family-based, school-based, community-based and society-based (Ebersohn & Ferreira, 2012). When looking at the term resilience, one should be aware that relationships play an integral part in sustaining resources and create systemic strength that enables agency (Ebersohn & Ferreira, 2012).

In the context of rural schools, it is helpful to identify areas in which resilience can be supported in rural schools. Ebersohn and Ferreira (2012) identify various methods of supporting resilience in rural schools. The teachers aim to identify learners who in their classroom have the most pressing needs and create a support strategy. This does not however mean that learners with less pressing needs are not met, they are just prioritized from most pressing to least (Ebersohn & Ferreira, 2012). Through identifying the learners' specific areas of support, the teachers can develop support strategies that target specific needs.

2.7.2. Resources to promote resilience in rural schools

Ebersohn and Ferreira (2012) conducted a study on promoting resilience in a school. In their study, teachers were required to become more aware of the learners' lifestyles and how their travelling long distances to school did not benefit the learners. The teachers realised the importance of engaging with the community and gaining insider knowledge from the community to properly benefit and support the learners (Ebersohn & Ferreira, 2012). Through cooperation, the teachers and community could access the resources available to the community and establish a partnership with the community to best support the learners in the community (Ebersohn & Ferreira, 2012). Support continued in the rural community even when the teachers were not there due to the relationship the teachers had built with the community to establish and sustain resilience in these learners (Ebersohn & Ferreira, 2012). The creation of a collaborative partnership with community members often comes with disadvantages, because the community members themselves lack the appropriate resources and often only decide to create a partnership for financial gain (Ebersohn, Loots, Eloff, & Ferreira, 2014).

2.8. ADDRESSING CHALLENGES

2.8.1. Policies which encourage support

According to Landsberg (2014), learning support in the South African context is made through the provision of support from a systems theory perspective. Learning support uses policies such as the *White Paper on Education and Training in a Democratic South Africa* (1995), *The* South African Schools Act (1995) and the *Education White Paper 6* (2001) in order to guide their support efforts.

Learning support can be implemented throughout the schooling system. There are various levels at which support is implemented. The first is the national level. At a national level, the Department of Education creates and implements to aid learners in their schooling (Landsberg, 2014), for instance, the Department of Basic Education creates policies such as The South African Schools Act (1996), which advocates that all learners should have access to education, which addresses weaknesses in the current schooling system and also trains teachers to adequately teach learners in an inclusive school environment (Landsberg, 2014). On a provincial level, the departments of education of the nine provinces are in place to implement the policies created by the national department of education. Not all the provinces in South Africa are able to implement the policies to their full extent, because the provinces do not all have the same man power and resources. This, in turn, affects the building and maintenance of schools, the distribution of resources and material, as well as the support required to help learners to address their challenges to learning (Landsberg, 2014).

The next level is the district level. Each province is divided into different districts, which are made up of teams that help to implement and manage inclusive education. The team is called the district-cased support team. Its role is to support teachers, psychologists, and learning support specialists, as well as social workers and healthcare professionals involved in the schooling system and community (Landsberg, 2014). The district-based support team supports a variety of role players, particularly the community role players. Community role players are made up of parents, caregivers, community-based organisations, school governing bodies, teachers and learners (Landsberg, 2014). The focus of the district-based support team is to indirectly support learners through supporting the teachers and school management team to ensure that the learners receive the necessary support to address challenges to learning they may be facing (Landsberg, 2014).

2.8.2. Language learning support

Learning support entails the support of learners who experience challenges to learning (Nel et al., 2014). Learning support includes remedial or supplementary class instruction and educational psychology support through assessing, intervening and offering therapy (Bojuwoye, et al., 2014).

Learning support in terms of language is crucial. According to Landsberg (2014), placing second language learners in a classroom and assuming that they will acquire English perfectly through teaching alone, is unrealistic. Landsberg (2014) discusses the challenges of learning the curriculum and language simultaneously. Learners should be encouraged to speak English as much as possible. Teachers should use teaching strategies to boost the learners' confidence, for example, the teacher put the learners in groups so that they can practise speaking English to each other. The learners can also use role play to practise how to use English correctly in particular situations (Landsberg, 2014).

2.8.3. Support in education

For these supportive features to be implemented, education support services should be strengthened on various levels. To explore and address the challenges learners face, the whole education system should be involved in creating a support system for the individual, family, school and community systems (Bojuwoye, et al., 2014). Early intervention from these role players is a key element for learning to be at its optimal with second language learners (Rossi & Stuart, 2007). The role players, such as teachers and principals, must instruct parents on how to stimulate their child through education before Grade 1, so that the children experience fewer challenges to language when they receive formal education (Rossi & Stuart, 2007).

2.8.4. Support on all levels

Learners with challenges to learning should be supported as early as possible (Nel et al., 2014). Learners who do not receive learning support early on may experience backlogs in their learning and school achievement (Nel et al., 2014). Support to address challenges to learning requires the collaboration of multiple role players (Nel et al., 2014). School support is key in aiding learners to overcome their challenges to learning, although it is not always seen as important and is often offered in isolation in the school curriculum (Adelman & Taylor, 2008). For support to be more accessible to learners, especially those in rural areas, resources need to be distributed more

effectively. This can be done by having better support plans to address challenges to learning in place as well as by providing teachers with the correct training to offer support (Adelman & Taylor, 2008). It does not help to address challenges to learning in just one area of the learner's life. It is more important to understand which areas of a child's life are causing challenges to learn and to address those areas.

2.9.   SOCIOCULTURAL THEORY

2.9.1.   Introducing sociocultural theory

The sociocultural theory was developed by Lev Vygotsky in the mid-1980s. Sociocultural theory is primarily concerned with understanding the development of cognitive processes (Turuk, 2008). Although Vygotsky did not deny the role of biological constraints, he preferred to focus on sociocultural meaningful artefacts and systems in society and the role they play. The main concern of sociocultural theories is language and how individuals use language to interact in socially meaningful ways. Through interacting in socially meaningful ways, they can gain control of their mental activity and then function in an independent manner (Irwin, 2013).

Language allows students to express themselves in their home, in school and in society in general. Through learning a language, students can become competent participants in society and their culture and help shape the world around them (Lantolf et al., 2015). Language learning, however, contains many challenges, especially in rural contexts. Many times, learners hear one language at home and another language at school, resulting in problematic and unsuccessful language learning.

2.9.2.   Development of the sociocultural theory

Lev Vygotsky was a Russian psychologist whose thoughts influenced the fields of educational psychology and education (Turuk, 2008). Vygotsky argued the relevance of biological factors that predispose elementary processes to occur. However, he focused more on sociocultural factors and their indispensability (Turuk, 2008). The theory does not refute the role of biology in an individual's life. It does, however, move away from biology and focus more on sociocultural activities that allow individuals to learn and develop language (Lantolf et al., 2015). He saw an individual's unique social environment and sociocultural setting as the primary factors in the individual's development of higher forms of mental activity. Mental activity includes voluntary attention, logical thought, planning, problem solving and intentional memory (Turuk, 2008). Certain aspects of second language learning are informed by Vygotsky's

sociocultural theory of mind (Lantolf et al., 2015). The sociocultural theory understands mental development as the consequence of the interaction between two processes, one biological and the other sociocultural (Lantolf, 1994). For one to understand the individual, one is required to study the individual in their context, as a socio-cultural being (Ganem-Gutierrez, 2013). The social cultural environment in which the individual grows up, presents the individual with many tasks and demands and engages the individual with cultural tools from their world (Turuk, 2008). As the individual grows up, the individual's parents first instruct them what they should do and not do – the parents are the individual's first representatives of their culture. The individual learns about their culture and society through both verbal and non-verbal interactions from those around them (Turuk, 2008). For Vygotsky, this is what happens in the school system, because learners do not merely copy teachers and their capabilities, but rather transform what teachers have taught them to bring about understanding (Turuk, 2008)

2.9.3. Sociocultural theory and learning

The sociocultural theory (SCT) has impacted on the learning and teaching profession. This theory views learning as a semiotic process where an individual's participation in socially mediated activities is important (Turuk, 2008). SCT is concerned with gaining an understanding of the development of the individual's cognitive processes (Lantolf et al., 2015). SCT is of the notion that individuals use mediational means, such as language, to allow them to interact in sociocultural activities, and so doing they gain control of their mental activities (Lantolf et al., 2015). Language socialisation, especially of an additional language, is often problematic and unsuccessful: this leads to tension in the individual's environment (Lantolf et al., 2015). If the individual speaks one language in the classroom and another at home or in the community, the socialisation process of the second language is likely to have negative outcomes (Lantolf et al., 2015).

Mediation is a key term in the SCT. Mediation is the part played by other individuals in the individuals' or learners' lives. These individuals mold the learning experience through selecting and modelling the learners' experiences offered to them (Turuk, 2008). Vygotsky viewed learning and mediation as a social interaction between two or more individuals who have diverse levels of skills and knowledge (Turuk, 2008). The use of mediators and mediation enables the learners to move from one level of understanding to another; this is specifically true when it comes to language learning (Turuk, 2008). SCT views language as a tool which is fundamental to learning (Lantolf

et al., 2015). Being language proficient allows individuals to participate in normal every day activities, without experiencing challenges such as learning barriers which hinder their schooling and future plans. With language, individuals participate in normal, everyday activities, which may be limited if one's language is non-proficient (Irwin, 2013).

The SCT suits the present study as SCT views language as a key aspect necessary for learning. Language development of a second language is the individual's ability to use the second language to mediate successfully, both with communication and mental activity (Ganem-Gutierrez, 2013). One could ask if an individual who uses a second language should communicate properly with others and still feel a sense of achievement. In the school environment, teachers guide learners in the interaction of their conceptual knowledge, such as grammar, with their everyday experiences (Ganem-Gutierrez, 2013). Through these mediated activities, physical and psychological tools are used to mediate change that equips the learners with the ability to construct language (Ganem-Gutierrez, 2013).

Learners acquire language and in turn develop their cognitive function which improves their ability to use the language appropriately and internalise what they are saying and hearing (Aimin, 2013). SCT claims that the process of verbal thought in language learning occurs when the individuals internalise their external speech. When their external speech is internalised and combined with thought, verbal thought comes about, aiding in language learning (Aimin, 2013). It is helpful for teachers to understand this process, because it will help them to aid learners in their language learning, as well as their learning in an additional language.

Teachers should use various methods in the classroom to help improve the learner's ability to speak and learn in an additional language. They should allow learners to socialise with fluent English speakers to increase their exposure to the English language. They should encourage the learners to participate in role play, tell stories and to think aloud (Aimin, 2013). If they are encouraged to use the additional language, learners feel more comfortable to undertake their schooling in an additional language. SCT is therefore beneficial for both teachers and learners, because it can assist them to overcome challenges to learning in an additional language (Aimin, 2013).

2.10.   SUMMARY

The review highlighted various aspects of language learning relating to the present study. The review showed the increased need to address challenges to language and learning in a second language on various levels in the school system. Many of the challenges that learners face are language and resource based. Learners learn in English, but speak another language at home. This adds to the difficulties of schooling, especially in rural areas. Rural schools lack the resources required to support learners in their education, specifically by failing to create environments for optimal learning to occur. The review highlighted internal and external challenges to learning affecting learners in rural areas. Challenges range from a lack of family support to a lack of school resources and proper teaching. The review not only showed challenges, but also protective resources, such as motivation, a supportive community, honesty, and the role these resources play in creating resilience in the learners.

2.11.   CONCLUSION

In this chapter, I discussed the literature that relates to learning in a second language, specifically in a rural community. I highlighted areas in schools where challenges are experienced, and the methods schools use to support learners with challenges to learning. I defined concepts, such as challenges and protective resources in terms of the South African context. I explained what language learning is and how learners in rural areas experience challenges to learning. I also discussed the protective resources which learners may process when overcoming challenges to learning. Since my focus is on learners in a rural school, I discussed the school system with specific reference to the South African school system and the education and learning support that this system can give. I discussed the literature that explains how the challenges can be addressed. Finally, I explained the theoretical framework that guides the study. In Chapter 3 I will discuss the methodology I used in the present study.

3. CHAPTER 3: METHODOLOGY

3.1. INTRODUCTION

Chapter 3 uses the literature review of Chapter 2 as a basis to provide an account of the research process through a detailed explanation on how I conducted the study. In Chapter 3, I discuss the research approach, paradigm perspective and research design. These sections are followed by a discussion on the data collection method, data analysis and interpretation. I conclude the chapter by discussing the quality criteria and ethical considerations pertaining to the research process.

Table 3.1 Outline of methodological choices

PURPOSE OF THE STUDY
To use secondary data analysis to retrospectively inquire into second language use for the teaching and learning of learners in a rural area

PARADIGMATIC ASSUMPTIONS
Meta-theoretical approach – Interpretive phenomenology
Theoretical framework – Sociocultural theory
Methodological paradigm – Qualitative research

RESEARCH DESIGN
Secondary data analysis was used for the research design.

SECONDARY DATA SELECTION PROCESS
Stratified purposive sampling was used to select ten case files from each year 2012 to 2015.
All the learners were in Grade 9.
Sampling criteria – a) five males and five females per year b) various ages, (c) variety of marks in English

DATA ANALYSIS AND INTERPRETATION
The step-by-step process of inductive thematic analysis was used to analyse the data.

ETHICAL CONSIDERATIONS
Ethical clearance, considerations pertaining to secondary data analysis, analysing and reporting, and beneficence.

QUALITY CRITERIA
Crystallization

3.2.   PARADIGMATIC APPROACH

3.2.1.   Meta-theoretical approach

Phenomenology helped me to understand an issue from the participants' point of view of their social reality (Seabi, 2012; Smith & Osborn, 2015). I aimed to understand what it is like to have a certain experience and what the meaning of one's social reality is (Seabi, 2012). I endeavoured to work towards investigating the phenomenon rather than analysing the phenomenon (Seabi, 2012). I intended to comprehend and describe an issue from the participants' perspective in the present study (Morgan & Sklar, 2012). The study falls under a qualitative research design and therefore is the subjective experience of the participant, which is essential in this research study (Morgan & Sklar, 2012). The present study will use interpretive phenomenology to understand the issues experienced by second language learners in a rural setting.

Interpretive phenomenological analysis (IPA) aims to understand the phenomenon and give a voice to the participants, especially if they have concerns (Larkin, Watts, & Clifton, 2006). Interpretive phenomenology is also narrative, as it looks for themes that have emerged from the participants' experiences, as well as the participants' life stories of their social reality (Smith, 2015). Studies that use IPA are usually small and the participants for the proposed research are chosen from a specific community. The community used in this research forms part of a project with which the University of Pretoria is involved. Interpretive phenomenology has been known to gain an insider's perspective on an issue or concern in order to take the insider's side (Larkin et al., 2006; Smith, 2015). Gaining an insider's perspective, however, is not always an easy task as researchers often try to oversimplify the research, losing important information in the process (Larkin et al., 2006). Research that uses IPA has been known to be idiographic, meaning that it focuses mainly on the individual. IPA is a commitment to the individual who thinks and feels and knows his or her situation best (Smith, 2015). On a methodological level, the analysis involves a more intensive and detailed analysis of the information gathered from the participants (Larkin et al., 2006; Smith, 2015).

Through using IPA within secondary data analysis, I gained an understanding of the concerns of the participants on an idiographic and methodological level. I aimed to understand the participant's world, as well as provide a critical and conceptual description in relation to the participant's world socially and culturally (Larkin et al., 2006). I, as the researcher, ultimately want to understand the individuals in their context and the challenges that they face, without allowing my own assumptions to influence

the findings (Larkin et al., 2006). Secondary data analysis worked well, as it removed me from the actual data collection process and allowed me to analyse the data by making as few assumptions as possible. This was the first time I conducted research using secondary data analysis and a limitation could be lack of experience. In order to overcome the limitation of lack of experience, I worked to understand the information presented and document it as accurately as possible.

3.2.2. Methodological approach

Qualitative research is interested in how people bring meaning into their lives and interpret life (Morgan & Sklar, 2012). Qualitative research aims to gain understanding of underlying reasons, opinions and motivations. Through qualitative research, I could focus more on the rich description of a phenomenon and better understand the client's worldview (Morgan & Sklar, 2012).

3.3. RESEARCH METHODOLOGY AND STRATEGIES

3.3.1. Secondary data analysis as research design

A research design is a strategy used by researchers to move from their philosophical assumptions to the selection of participants, collection of data and data analysis (Nieuwenhuis, 2012). Researchers choose their research design based on their assumptions, skills and practices, which will influence how data is collected and analysed (Nieuwenhuis, 2012). For the proposed study, I used secondary data sources to answer my research questions. Secondary data analysis involves re-using pre-existing data from previous studies in which I was not involved (Greenhoot & Dowsett, 2012; Heaton, 2008). Secondary data analysis is used to verify the findings of previous research or to investigate new research questions (Heaton, 2008).

3.3.2. Advantages of secondary data analysis

There are two main purposes of using secondary data analysis. They are to extend findings or, in the case of the study, to address new research questions (Greenhoot & Dowsett, 2012; Heaton, 2008). Through using secondary data analysis, I had more time in the data analysis process to extract as much information as possible from the pre-existing data (Greenhoot & Dowsett, 2012). Secondary data analysis allows for a large range of topics to be covered, and gives access to high-quality datasets, allowing the researcher a wider range of options (Smith, 2008). Secondary data analysis is beneficial socially, methodologically and theoretically. The main benefit of secondary

data analysis is that it is non-invasive, because no additional data has to be collected from the sample and the participants' rights are left alone (Smith, 2008). Secondary data analysis is less time consuming and more cost effective than other research methods, allowing various researchers to access a large pool of data for their studies (Smith, 2008).

3.3.3. Limitations of secondary data analysis

However, there are limitations in using secondary data analysis, especially in terms of ethical practice (Irwin, 2013).

One limitation was that I had no control of who the sample was, which constructs where measured and how the previous researcher measured them (Greenhoot & Dowsett, 2012). I have accounted for this limitation by ensuring that the previous researcher took the necessary steps to collect the data, and if there were errors, I accounted for them in the study. An ethical concern that arose from the sample was whether or not the participants had been informed that their data would be used again in another study (Irwin, 2013). Along with this came the ethical issue of data sharing and whether the participants had been informed of data sharing in their consent form (Heaton, 2008).

I considered the ethical concerns regarding the limitations before embarking on the process of secondary data analysis. I looked at previous informed consent forms, checking the content of the forms and ensuring there were no issues of ethical concern. The final limitation with secondary data analysis is the amount of time it can take to become familiar with the data set (Greenhoot & Dowsett, 2012). As the data in the study spans a few years, becoming familiar with the data took a long time. The time spent working through the files led to proper familiarisation with the data.

3.3.4. Context of the main study

The research study used the data originally collected as part of the larger study, called the Flourishing Learning Youth (FLY)) project. As discussed in Chapter 1, the FLY project is an ongoing project between the Department of Educational Psychology of the University of Pretoria and rural schools in South Africa (Ebersohn & Ferreira, 2012). The aim of the project is to deliver pathways towards resilience in rural schools through creating a platform for research. The project also aims to provide academic service learning (ASL) opportunities for second-year MEd students in the Educational Psychology Department of the University of Pretoria.

The research took place within the larger FLY project, which sends second-year masters students into the community to conduct career counselling with Grade 9 learners (Ebersohn & Ferreira, 2012).Through the years, the students have collected data from the community. This data has been used for various research endeavours. The students use measures that are validated for specific cultural and age groups to gather their research information (Ebersohn & Ferreira, 2012).

I selected the participants for my study from a school that forms part of the FLY project. It is located in a remote area in Mpumalanga. The school has limited access to basic services, such as electricity and running water. Learners of the school receive lunch each day – this may be their only source of food for the day. Many learners walk to school each day, while some learners who live far away have access to transport. Most of the learners come from low-income families, where they lack access to basic services, such as electricity, transport and sanitation. Some of the other challenges specific to the community are child-headed households and households run by the elderly, high levels of youth unemployment, substance abuse and problems related to physical proximity, such as adequate health services.

3.3.5.   Research in the context of the current study

The project has made it possible for various topics to be researched over the years. In the present study, I have analysed case files collected by former ASL students. I aimed to re-use pre-existing data from the case files to understand the challenges and protective resources experienced by rural learners in relation to their learning in an additional language. The use of pre-existing data allowed me to study data collected previously to gain insight into the phenomenon being studied. It also gave me more time for data analysis. The sample was kept small and costs were kept low (Ebersohn & Ferreira, 2012).

3.3.6.   Secondary data selection strategy

Because I made use of secondary data, it is helpful to understand how the former ASL students collected their data. Their research took place within the larger FLY project, which involves second-year masters' students going to the school to offer career counselling and therapy to Grade 9 learners (Ebersohn & Ferreira, 2012). Through the years, the students have conducted career counselling with the learners through a series of activities and assessment instruments, in order to give the learners a clearer

idea of their future. Assessment instruments consisted of incomplete sentences, sand-tray therapy, collages, adolescent Düss fables and role models.

The files, which the ASL students created for each learner through career counselling, have been used as data for various research endeavours. The students use measures that are validated for specific cultural and age groups to gather their information for research (Ebersohn & Ferreira, 2012). I used case files and data collected from these students over the past four years to answer my primary research question of 'What are the experiences of learners in a rural school learning in a second language?" The case files I used included the following activities:

Table 3.2 Description of sections of the information in the case files

Activities	Description
Incomplete sentences	This is a projective psychological assessment tool for different age groups (school, college and adult). There are 40 incomplete sentences that the individual is asked to complete. The responses are usually only one to two words long. The assessment can be administered to individuals or groups (Rotter & Rafferty, 1950).
Quadrant map	The ASL students sit with the learners and help the learners to identify their internal and external challenges and protective resources.
Demographic questionnaire	The students are asked to fill out the questionnaire, which contains demographic questions, such as "What resources do you have access to?"; "Who lives in your house with you?"
Sand tray	This is a treatment approach, an intervention and an assessment tool that creates a safe environment for the learners to create a world that reflects their world (Webber & Mascari, 2008).
Client report	The ASL students write a report for each client. Here they list their results and career recommendations.

The present study, therefore, does not involve the collection of data, but rather uses existing data collected by the students involved in the FLY project.

I used the following process to collect the case files from the previous years:

- I reserved files from 2012 to 2015 through a technical assistant of the Department of Educational Psychology.
- When the files were available at the University's media room, I identified and selected files. I selected files based on specific criteria and through stratified purposive sampling, which I list and explain in Section 3.3.7.
- I worked through the data of the selected files.
- The files were returned to the technical assistant.

- I analysed the sampled data and included my findings in the dissertation.
- In terms of the maintenance, distribution and possession of reports and data, I adhered to the regulations of the Professional Council of Psychology, Annexure 1.

In the following section I will explain the sampling process in more detail.

3.3.7. Stratified purposive sampling

The study used stratified purposive sampling to select files from the existing data. Stratified purposive sampling is a method of sampling in which the population is divided into groups, and then each group is sampled and researched accordingly. Stratified purposive sampling is used to select case files according to specific criteria in accordance with the research question (Nieuwenhuis, 2012). Purposive sampling contains information-rich samples from which the researcher can gain insight into the data. I had the opportunity to select case files of former learners who experienced barriers and buffers to their learning in an additional language. I chose files of learners whose ages and marks for Grade 9 differed. Sampling decisions were made to obtain the richest possible information in order to answer the research question (Nieuwenhuis, 2012). The sample size of the client files depended on the richness of the files collected between 2012 and 2015. Before selecting the files, I examined them to gain a better understanding of the challenges the learners were facing, particularly the challenges related to learning in a second language. The inclusion criteria for selecting client files included:

3.3.7.1. Choosing five males and five females per year

The number of students per year varied and depended on the number of second-year MEd students available to carry out the assessments. I initially decided to go through all the case files per year, but this would have taken too long. I then decided to select ten files per year, because this would give me more time to go through each file and collect information-rich data. I chose five males and five females per year to have an equal number of both genders in all four years.
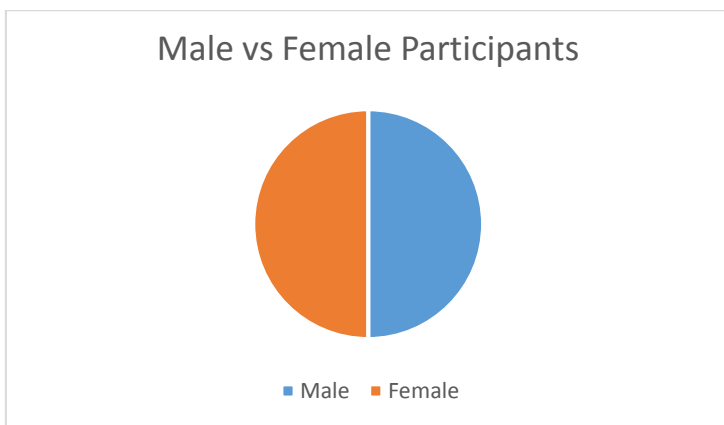
Graph 3.1 Gender of participants

3.3.7.2. Selecting learners of various ages

Because the selected school is in a rural area, the Grade 9 class often consists of learners of different ages. I chose files of learners from the ages of 13 to 20 years old. By selecting files of learners who varied in age, I hoped to gain a better understanding of the challenges that the learners face, especially in terms of learning in a second language.
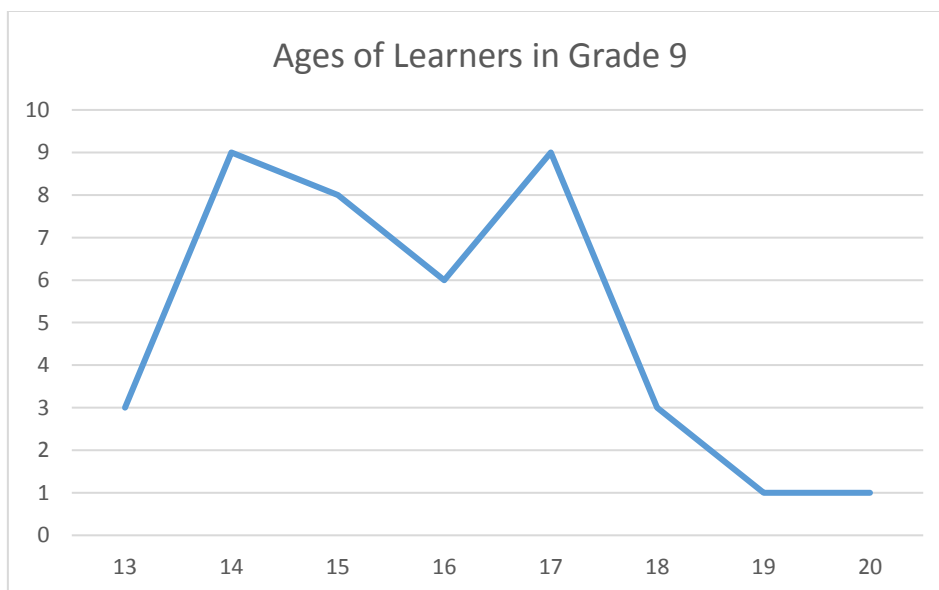
Graph 3.2 Ages of learners in Grade 9

3.3.7.3. Selecting learners with different English marks

Because the research aimed to inquire specifically into second language learning in a rural area, I wanted to choose files of learners whose English marks varied. My aim was to explore the challenges these learners were facing and the impact of these challenges on the learners' English marks.

After I had selected the files, I broke down the client information per year according to the selection criteria. The tables below show a breakdown of client information and other available relevant information.

Table 3.3 Client information 2015

Year	Client	Gender	Age	Client home language	English mark (%)
2015	5	Female	16	SiSwati	28
	21	Male	19	SiSwati	37
	25	Female	14	SiSwati	42
	27	Female	18	SiSwati	48
	29	Female	17	SiSwati	30
	30	Male	17	SiSwati	36
	49	Male	20	SiSwati	15
	52	Male	18	SiSwati	20
	57	Female	14	SiSwati	27
	61	Male	16	SiSwati	28

Table 3.4 Client information 2014

Year	Client	Gender	Age	Client home language	English mark (%)
2014	01	Male	17	SiSwati	>50
	02	Male	17	SiSwati	>50
	05	Female	16	SiSwati	50
	08	Male	15	SiSwati	25
	16	Female	13	SiSwati/Zulu	42
	22	Male	16	SiSwati	50
	34	Female	13	SiSwati	25
	37	Male	14	SiSwati	43
	44	Female	15	SiSwati	>50
	60	Female	15	SiSwati	22

Table 3.5 Client information 2013

Year	Client	Gender	Age	Client home language	English mark (%)
2013	07	Male	16	SiSwati	30
	08	Male	18	SiSwati	18
	12	Female	13	SiSwati	38
	29	Female	14	SiSwati	26
	38	Male	17	SiSwati	20
	63	Female	14	SiSwati	28
	64	Male	14	SiSwati	23
	88	Male	17	Zulu	19
	89	Female	14	SiSwati	31
	97	Female	15	SiSwati	56

Table 3.6 Client information 2012

Year	Client	Gender	Age	Client home language	English mark (%)
2012	37	Male	17	SiSwati	7
	96	Female	15	SiSwati	>50
	104	Male	16	SiSwati	43
	111	Female	14	SiSwati	54
	112	Male	15	SiSwati	>50
	115	Male	15	SiSwati	>50
	121	Male	15	SiSwati	>50
	122	Female	17	SiSwati	45
	132	Female	14	SiSwati	>50
	212	Female	17	SiSwati	>50

Although purposive sampling was beneficial to the study, there was a shortcoming in this sampling method. The flaw in the sampling method was that the data was not saturated, because the previous researchers collected only the amount of data necessary for their research (Nieuwenhuis, 2012). However, the shortcoming was not applicable to the present study, because the study uses secondary data analysis and is retrospective. Files of various years were selected. Through secondary data analysis and purposive sampling, I could collect data in accordance with the specific criteria of the research question. I selected data that pertains to the barriers and protective resources to learning learners experience when they learn in an additional language in the rural community. I was selective in sampling case files and data that could identify learners who could be facing challenges in their learning. I chose files in which there would be a diversity of information, for example, varying ages, varying language difficulties and grammatical errors.

3.3.8. Documentation strategies

I used coding and memo writing as part of the documentation strategies during the data analysis process. Coding and memo writing will be further discussed in the data analysis section.

3.4. DATA ANALYSIS AND INTERPRETATION

3.4.1. Thematic analysis

Data analysis involves making sense of data by breaking it up into manageable themes, patterns and relationships (Creswell, 2009). I chose thematic analysis to analyse and interpret the case files. Thematic analysis is a method of identifying, analysing and reporting themes that have been identified from the data (Flick, 2004). Thematic analysis helps the researcher to find out about the behaviour, attitudes and motives of the sample (Vaismoradi, Turunen, & Bondas, 2013). It also helps the researcher to organise the data and aids the researcher in writing a detailed data set, as well as interpreting various aspects of the research topic (Flick, 2004). Thematic analysis aids the researcher in identifying cross references between the data and the patterns or themes (Alhojailan, 2012). I played an active role in identifying and selecting the most interesting themes, as well as in reporting the research (Braun & Clarke, 2006). Because I analysed and gained a better understanding of the data, links were created and themes emerged (Braun & Clarke, 2006).

Thematic analysis differs from grounded theory as it does not look for themes to generate a theory; but rather identifies themes or patterns within the data (Braun & Clarke, 2006). "A theme captures something important about the data in relation to the research question, and represents some level of patterned response within the data set" (Braun & Clarke, 2006, p. 10). In qualitative research, the researcher decides what the theme across the data set is and how much data should be analysed for a theme to be produced (Braun & Clarke, 2006). The process of data analysis involves not having pre-existing themes, as each statement or idea can contribute towards understanding the issue (Alhojailan, 2012). In the research, I analysed secondary data to identify challenges and protective resources experienced by the learners. I kept these factors in mind during the analysis and theme-producing process. Thematic analysis is a more accessible form of analysis. It does not require detailed theoretical and technological knowledge and offers ideas for researchers in their early qualitative research career (Braun & Clarke, 2006). Through thematic analysis, I could determine the relationship between various concepts and compare them to the data (Alhojailan, 2012).

Thematic analysis can be used in a variety of situations. In the present study, I used thematic analysis in coding and categorization, as well as in data interpretation. Coding captures the richness of the phenomenon, and through encoding one is able to identify

and develop themes (Fereday & Muir-Cochrane, 2006). My use of coding will be explained in Section 3.4.2. The second situation in which thematic analysis can be used, is data interpretation. I drew interpretations from the data and identified issues that were generated from the data (Alhojailan, 2012). Data interpretation was useful in the present study, because I could gain a better understanding of the specific challenges and protective resources faced by the learners in the case files.

Thematic analysis is useful, because it can work with a variety of research questions, from people's experiences to the construction of phenomenon and the analysis of different types of data (Clarke & Braun, 2013). Both points were useful in the study, as I looked at second language usage in teaching and learning in rural areas, as well as at the challenges and buffers to learning. I also analysed data and case files from the previous year. Thematic analysis was useful, because it can be used with large and small data-sets and applied to produce data-driven or theory-driven analysis (Clarke & Braun, 2013). The research is aimed at producing theory-driven analysis; hence I coded the data with specific questions in mind. These questions were based on the research questions. Thematic analysis is useful when identifying themes and producing data-driven analysis, because it uses the thoughts from more than one participant (Alhojailan, 2012). This was useful in the research, because I used various case files of more than one learner from past researchers' case files and data.

3.4.2.   Coding and creating themes

Thematic analysis consisting of six phases was followed in the present study. The table below shows the phases of thematic analysis and how they were used in the present study.

Table 3.7 Table of phases

Phase	Description	Research
1	Familiarisation with the data	I became accustomed with the data and important meanings and pattern notes (Braun & Clarke, 2006).
2	Coding	I systematically worked through the entire data set and identified aspects for potential themes. I manually coded the data into as many potential themes as possible (Braun & Clarke, 2006).
3	Searching for themes	I sorted codes into potential themes or patterns. The coded data was collated into the identified theme (Braun & Clarke, 2006).
4	Review of themes	I reflected on themes and reviewed all the extracts from each theme to see if there was a coherent pattern (Braun & Clarke, 2006). I then checked the validity of each theme in relation to the whole data set (Braun & Clarke, 2006).
5	Definition and naming of themes	I defined and refined the themes through identifying the essence of the specific theme.
6	Writing the report	I chose examples that captured the essence of the point (Braun & Clarke, 2006) and presented the argument in relation to the primary research question.

3.4.2.1.   *Phase 1: Familiarisation with the data*

The first phase in the analysis process is familiarisation with the data (Clarke & Braun, 2013). During the familiarisation phase, I immersed myself into the files and became familiar with the data (Clarke & Braun, 2013). The data were all found within the client files and consisted of written work, demographic questionnaires, incomplete sentences, and ASL reports of the participants and sand trays. The phase consisted of reading and re-reading the data and noting matters of significance or patterns (Braun & Clarke, 2006, 2013). Through familiarising myself with the data, I started to note initial ideas that would later help form themes (Vaismoradi, Turunen, & Bondas, 2013). I created a template for the information. The template consisted of basic points, such as gender, age, challenges and/or protective resources, access to basic services and grade marks, if applicable.

There was a limitation in this phase, because reading and re-reading the data was time consuming (Braun & Clarke, 2006). I accommodated for this by allocating enough time in the data analysis process to immerse myself fully into the content. I took notes

throughout this phase, because notes would be beneficial in the coding phase (Braun & Clarke, 2006).

3.4.2.2.   *Phase 2: Coding*

Coding is the process by which labels are generated of important data features relevant to the primary research question (Clarke & Braun, 2013). Coding involves collating data relevant to each code (Vaismoradi, Turunen, & Bondas, 2013). During the process of coding, I organised the data into significant groups. Coding in the present study is theory driven, which means I approached the data with questions in mind and did the coding around these questions. During this phase, I worked systemically through the entire data set, giving full and equal attention to each data item. I identified aspects that could form the basis of repeated themes across the data set (Braun & Clarke, 2006). I coded the data manually, using highlighters to indicate potential themes and post-it notes to identify important segments of data (Braun & Clarke, 2006). During the research, I allocated enough time to ensure all the data items were given full attention and aspects identified were written down. I coded as many potential themes as possible in the available time and ensured that the extracts of coded data would be inclusive to ensure that context would not be lost (Braun & Clarke, 2006). At the end of the coding phase, I collated all the codes and data extracts necessary to progress to the third phase (Clarke & Braun, 2013).

3.4.3.   Phase 3: Searching for themes

"A theme is a coherent and meaningful pattern in the data relevant to the research question" (Clarke & Braun, 2013, p. 121). After I had done the coding and identified key aspects that could be used to create them, I assigned codes to identify similarity in the data set (Clarke & Braun, 2013). During this phase I sorted the codes into potential themes or patterns and collated the relevant coded data extracts into the identified themes (Braun & Clarke, 2006). I knew that I needed to create a trail to show how the themes had been selected (Joffe, 2012). Braun and Clarke (2006) suggest using mind maps and tables or writing the code down with a brief description to play around with the organisation of themes into piles. In the present study, I used a table to write down the codes and added brief descriptions to lead to potential themes. I worked towards creating main themes, as well as subthemes, if deemed necessary.

3.4.3.1.   Phase 4: Reviewing the themes

The themes identified must be evaluated to ensure that they are a representation of the data (Alhojailan, 2012). I reflected on the themes and on whether they told a convincing story about the data (Clarke & Braun, 2013). I included two levels of refining and reviewing in the fourth phase (Braun & Clarke, 2006): the first level involved reading all the collated extracts that belonged to a theme and studying whether they formed a coherent pattern or not (Braun & Clarke, 2006). If I felt that there was a coherent theme or pattern, I moved on to the second level. If the themes were not coherent, I had to re-evaluate the themes and create a new, more coherent theme (Braun & Clarke, 2006). The second level was similar to the first, but involved the whole data set and not just one specific theme.

3.4.3.2.   Phase 5: Defining and naming themes

In Phase 5, I conducted and wrote a detailed analysis of each theme identified (Clarke & Braun, 2013). It was helpful to keep in mind that each story of the theme had to be detailed. I also had to consider how each theme fitted into the broader story told by the research study (Braun & Clarke, 2006). During this phase, I defined and refined the themes by identifying the essence of the specific theme. I tested myself to see whether I could describe the scope content of each theme in a few sentences to myself or another researcher. I followed these steps to ensure the themes and larger story were coherent. At the end of this phase, I had defined the themes clearly (Braun & Clarke, 2006).

Three main themes emerged. They were:

> Theme 1 – Language difficulties experienced in a rural environment
>
> Theme 2 – Lack of academic language skills
>
> Theme 3 – The impact of context.

These themes will be discussed in greater detail in Chapter 4.

3.4.3.3.   Phase 6: Writing and producing the report

"Writing-up involved weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story" (Clarke & Braun, 2013, p. 122). I worked hard to ensure that the analysis was valid and that the data told an interesting account of the story. In my study, I did this by choosing examples that captured the essence of

the point (Braun & Clarke, 2006), I also presented an argument in relation to the primary research question.

3.4.4. Advantages of thematic analysis

There are advantages of using thematic analysis. Thematic analysis is a flexible process that allowed me the opportunity to go back and forth between coding and developing themes. Another advantage is that the method is quick and easy to learn (Braun & Clarke, 2006), and researchers conducting research for the first time can master it. Thematic analysis allows one to highlight similarities and differences across the data set, as well as to generate unanticipated insights about the data analysed (Braun & Clarke, 2006). These advantages were helpful for this study, because I am a first-time researcher and benefitted from a flexible, easy-to-learn analytic process.

3.4.5. Limitations of thematic analysis

Thematic analysis was a useful tool in the proposed study. However, the analytic process has limitations. One limitation is that one should not just use data collection questions as the identified themes during the analytic process (Braun & Clarke, 2006). In the study, I used secondary data in the form of case files and data collected by previous researchers. Therefore, I was unable to use data collection questions as an identified theme and had to go through all six phases of the analytic process to produce substantial themes. Another limitation is the production of weak or unconvincing analysis, where the themes do not fit together to form a coherent story (Braun & Clarke, 2006). I worked diligently to ensure that the analysis captured most of the data by spending a substantial amount of time immersed in the data and case files.

3.5. ETHICAL CONSIDERATIONS

Throughout the research process, all aspects related to the study have ethical implications; from sampling to data collection, as well as analysis and the reporting of findings (Flick, 2009).

3.5.1. Ethical clearance

The FLY project has ensured ethical guidelines are in place through obtaining ethical approval from the Ethics Committee of the University of Pretoria's Faculty of Education and the Department of Education (Mampane et al., 2014). The original study used informed consent forms and took measures to ensure confidentiality. The case files were kept in a locked storeroom at the University of Pretoria (Mampane et al., 2014).

For my own study, I ensured that I received ethical clearance from the University's ethical committee before I accessed the client flies.

3.5.2. Considerations pertaining to secondary data analysis

The ethical considerations pertaining to secondary data analysis should be dealt with. One consideration, which should be noted, is that I had no control over who was chosen to be in the primary research sample. I also had no control over which constructs were measured first and how they were measured (Greenhoot & Dowsett, 2012). I dealt with this limitation by ensuring the previous research was conducted ethically.

3.5.3. Analysing and reporting

Flick 2009 talks about doing justice to the participants when analysing the data. Doing justice to the participants can mean that, when analysing and reporting on the data, the participants' voices are clearly heard and acknowledged (Braun & Clarke, 2006). During the analysis and writing process certain judgements will be made about the participants involved in the study (Flick, 2009). I worked hard to ensure that the results met the University's ethical standards and that the interpretations were grounded in the data. Another area of concern that pertains to the present study is confidentiality about the research (Flick, 2009). I maintained confidentiality through keeping specific information relevant to the case files, such as the names of participants, anonymous.

3.5.4. Beneficence

An ethical consideration that relates to the present study is that of beneficence, according to which I am to safeguard the rights and welfare of the participants (Elias & Theron, 2012). Even though the proposed research is that of secondary data analysis, I still had to treat the participants' case files with respect. Another ethical consideration is integrity, which requires honesty and truthfulness from researchers in their handling of the project (Elias & Theron, 2012). I ensured integrity by allowing other researchers to check the study and hold me accountable throughout the research process. The ethical issue of respect for people's rights and dignity must also be taken into consideration (Elias & Theron, 2012). This involves respecting the rights of people's confidentiality and privacy (Elias & Theron, 2012). Through secondary data analysis, I ensured that the case files I used would remain confidential.

3.6.   QUALITY CRITERIA

As the researcher, I ensured the data analysis process was conducted systematically. This I explain in the Section 3.4. Crystallization allowed me to ensure the quality of the research.

3.6.1 Crystallization

I used a qualitative approach to gain a deeper understanding of the data. Crystallization encourages the researcher to gather multiple types of data while employing various research methods and numerous theoretical frameworks (Tracy, 2010). Crystallization allows the researcher to look beyond the surface of the phenomenon and gain a more complex view (Nieuwenhuis, 2012). The use of secondary data allowed me to employ multiple data sources that were available in the client files (Tracy, 2010). Finally, through crystallization I could gain a better understanding of the community from which the data was derived and an in-depth understanding of the research topic (Tracy, 2010).

3.7.   CONCLUSION

In this chapter, I gave a detailed description of the research process I followed. Through using a qualitative research approach, I was able analyse and interpret data in a constructive manner. Qualitative secondary data analysis allowed me to gain an in-depth understanding of the barriers learners face when learning in an additional language. I also gained a better understanding of their resources and how they used them best. I discussed my analytic process and interpretation strategies. I highlighted areas of concern and showed how these areas were addressed.

In Chapter 4 I will present and discuss the integrated results and findings of the present study.

4. CHAPTER 4: RESEARCH FINDINGS

4.1. INTRODUCTION

In the previous chapter, I explained the process of secondary data analysis and how I used data analysis in the present study. I supported my methodological decisions, since they relate to the rationale of the research. I also mentioned the FLY project, the geographical area in which the original data was collected and how I sampled files for analysis. The chapter then concluded with a discussion of the ethical guidelines and quality criteria that pertain to this study.

I also discussed the results obtained from the secondary data analysis. The data sources consist of student files of academic service learners (ASL) collected over the course of four years (2012–2015). The data was analysed and the results then depicted by means of themes and subthemes. As I used indicative reasoning, many issues were uncovered which transcended the specific research focus, however, they were found to relevant to the research. The chapter concluded with a literature control where the findings were compared to existing knowledge.

4.2. RESULTS

The results are depicted by means of themes and subthemes related to second language learning and rural area learners. Figure 4.1 depicts the themes and subthemes that will be discussed.

4.3.   THEMES AND SUBTHEMES

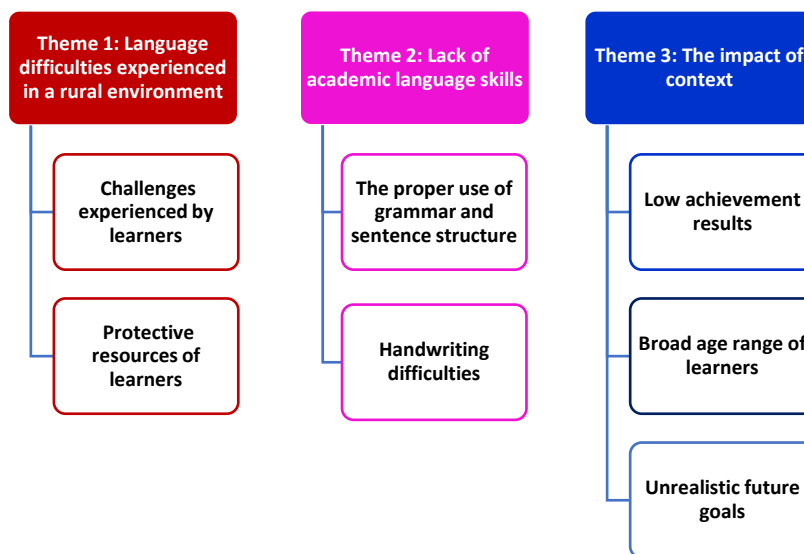| Theme 1: Language difficulties experienced in a rural environment	Theme 2: Lack of academic language skills	Theme 3: The impact of context
Challenges experienced by learners	The proper use of grammar and sentence structure	Low achievement results
Protective resources of learners	Handwriting difficulties	Broad age range of learners
		Unrealistic future goals

Figure 4.1 Representation of data themes and subthemes

Themes and subthemes emerged from the data. In this section I supply evidence to support the themes from the secondary data analysis.

Table 4.1 Table of meaning

Word	Abbreviation
Participants (40 in total)	P (client file number)
Year	-12; -13; -14; -15
Academic service learner	ASL
Example of a full reference for client file number 122 of 2012	P122-12

4.3.1.   Theme 1: Language difficulties experienced by learners living in rural areas

Communication through language allows individuals to express their thoughts and feelings (Dednam, 2014). Language difficulties occur when learners, due to internal or external factors, fail to develop their language knowledge base. The subtheme for language difficulties is a rural environment that contributes to a limited learning experience. The subtheme was divided into the challenges that the learners faced in their rural environment, as well as the strengths, be they internal or external, they possessed. The subtheme emerged throughout the four years in most of the files selected and in the ASL reports. The challenges and strengths experienced by the learners in their rural environment are discussed below.

The inclusion and exclusion criteria are outlined in Table 4.2.

Table 4.2 Inclusion and exclusion criteria for Theme 1

Subtheme	Inclusion criteria	Exclusion criteria
Subtheme 1.1 Challenges the learners experienced	Data which indicate the challenges (internal and external) the learners faced	Data which do not indicate challenges (internal and external) the learners faced
Subtheme 1.2 Protective resources the learners possessed	Data which indicate the protective resources (internal and external) the learners possessed	Data which do not indicate the protective resources (internal and external) the learners possessed

4.3.1.1.   Subtheme 1.1 Challenges experienced by the learners

Challenges to learning are best understood as factors that lead a system to fail to accommodate diversity in learning. Many factors can cause challenges for learners. Challenges can be both internal and external (Swart & Pettipher, 2014). Over the years, many of the ASL students focused on challenges and protective factors of Grade 9 students, and created quadrant maps with them of their challenges and protective resources.

Challenges consisted of internal and external barriers hindering the learners' learning experience. Protective resources comprised internal and external resources the learners identified as strengths and support systems in their lives.

The table below comprises lists of challenges that the Grade 9 learners faced over the years.

Table 4.3 Challenges experienced by the learners

Internal and external challenges experienced by the Grade 9 learners (2012-2015)	References
Internal	
Limited expressive and receptive skills in English	Quadrant maps and ASL reports
English second language learner	Quadrant maps and ASL reports
Language of learning at school not the same as home language	Quadrant maps and ASL reports
Poor academic performance	School reports and ASL reports
Age of learner (older)	Demographic questionnaire

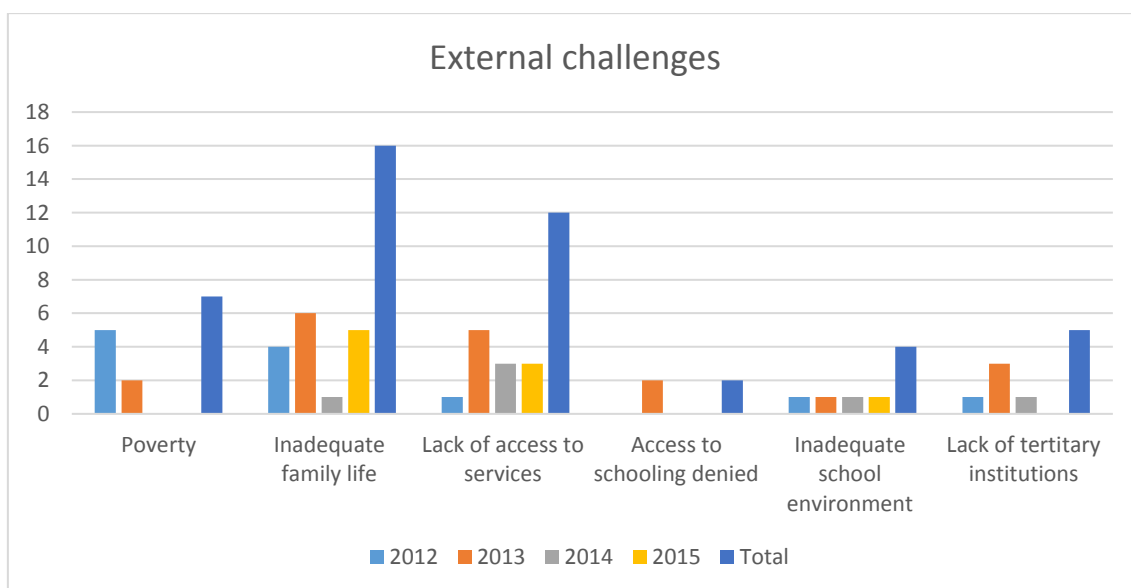| Internal and external challenges experienced by the Grade 9 learners (2012-2015)	References
Lack of motivation	Quadrant map
Bereavement	Quadrant map

Internal and external challenges experienced by the Grade 9 learners (2012-2015)	References
External	
Poverty	ASL reports
Ill health	
Unstable home environment, for example, parents' absence from the household	Demographic questionnaire and quadrant map
Lack of access to services, such as water, electricity, transport and health services	Demographic questionnaire
Absence of school support	Incomplete sentences
Access to schooling denied	Incomplete sentences
Lack of tertiary institutions	Incomplete sentences and ASL reports
Inadequate school environment	Incomplete sentences

The graphs that follow depict the internal and external challenges the learners faced over the four years. The graphs consist of data analysed from 40 case files, of which 20 were boys' files and 20 girls' files. The files spanned the four years from 2012 to 2015. Challenges were identified from the participants' questionnaires, activities, drawings and ASL student reports.

The research found that the learners faced various challenges over the years. Although the challenges were diverse, certain challenges remained constant throughout. The following graphs depict the challenges that remained constant throughout the four years.
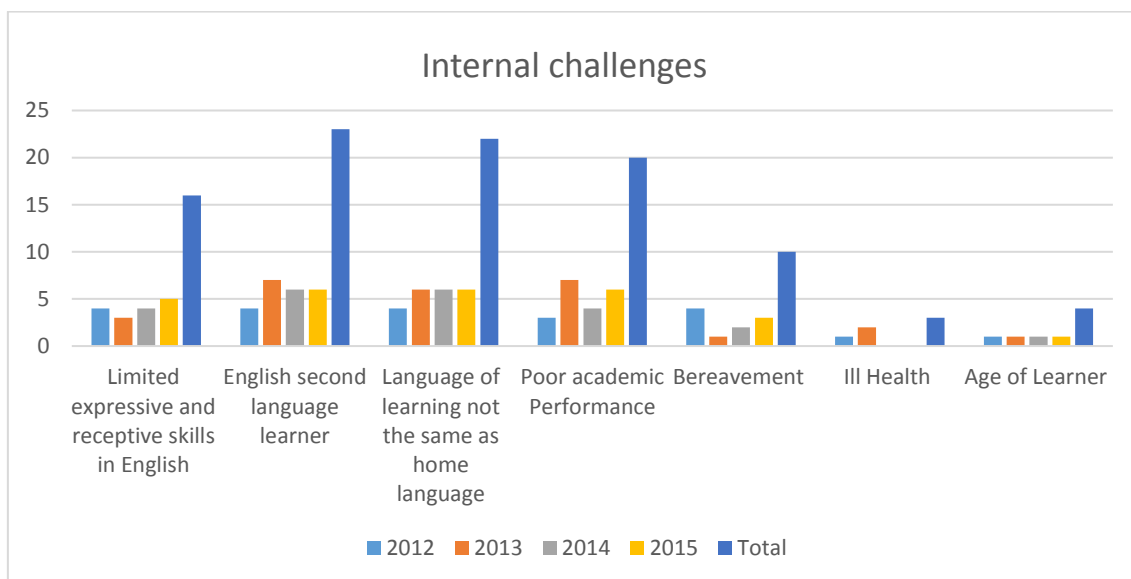
Graph 4.1 Internal challenges experienced from 2012 to 2015

Graph 4.2 External challenges experienced by the learners from 2012 to 2015

The highest-ranking internal challenges were language based, for example, limited expressive and receptive English language skills; and second language and language of learning not the same as home language. The data analysed from the files indicated the learners experienced challenges in terms of language, learning, their age (being older than the grade expected age) and bereavement. Many of the learners' lacked motivation to study, since they often lacked the school support required to overcome their language challenges. Apart from language, poor academic performance and inadequate family life were also identified as main challenges. Over the four years, the most prominent challenge was inadequate family life. The criteria for inadequate family life consisted of: absent parents due to work or death, single parent households, abuse experienced in the home, and overall poor family life.

Learners often went home to inadequate parental support with one or both parents being absent. Most of the learners lived in poverty, where their access to services, such as hospitals, running water, electricity and transport, were dependent on their family's income and living situation. One participant lived with a sibling, while her parents lived in Swaziland and sent money for food and schooling. The participant, however, found her home life a challenge, as she and her sibling would often run out of money. The participant would then rely on the community for support.

The image below depicts the challenges Participant P122-12 faced. The image shows that Participant P122-12 had inadequate parental support, as one parent lived far away and the other was deceased. A Grade 9 learner living in such conditions experiences many challenges.

RISK FACTORS (bars access to advancement)	
PERSONAL/INDIVIDUAL LIMITATIONS BARRIERS	**ENVIRONMENTAL BARRIERS**
Slight language barrier (English)	Home
Does not want to be lectured to	Disintegration of family life
Poor academic performance	Inadequate parental support – absent
Ill health	father –works in the mines
	Loss of significant others through illness -
	mother passed away
	Poverty – lack of sufficient financial

Photograph 4.1 Challenges expressed by P122-12

Another quadrant map example can be seen in the Photograph 4.2:
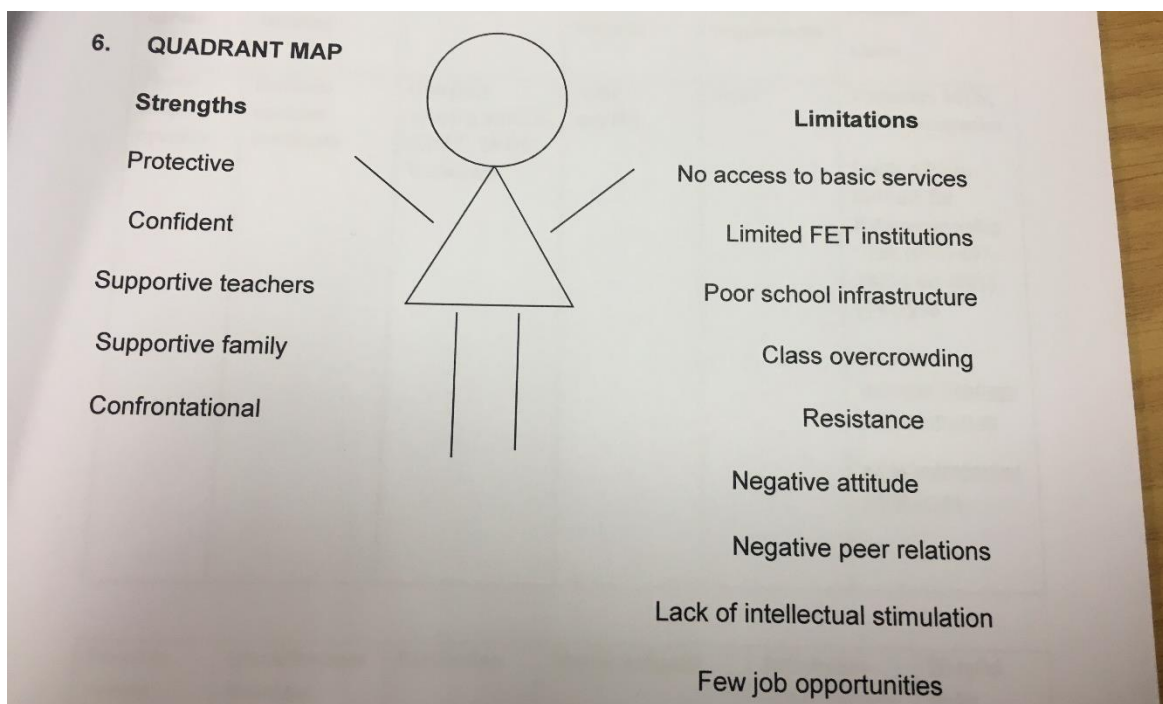
Photograph 4.2 Challenges expressed by P88 - 14

Participant P88-14, whose challenges are depicted in the above quadrant map, had no access to basic services: this means the participant most likely lived in a house where there was no electricity or running water, had to walk to school, and had no access to transport. If the learner became ill, immediate access to doctors or a hospital would be limited due to the geographical area in which the learner lived. The participant

highlighted poor school infrastructure, limited intellectual stimulation and class overcrowding as challenges. As mentioned previously, these participants did not only face challenges at home; they also faced many challenges at school. From the research analysis, one can assume schools in these areas cannot give learners the support required to overcome their challenges to learning, especially the challenge of learning in an additional language. The research also shows that better support and resources must be provided to the community living in this particular rural area.

The focus now returns to language and the language difficulties faced by the learners. Through analysing the data and creating tables of the various challenges, I determined that language was clearly a challenge for many learners. The learners were aware of the challenges they faced. They knew they were disadvantaged by their surroundings: they had to walk long distances to school, did not have enough time to study and had fewer career options when they left school.

The following direct quotes show that the learners were aware of their challenges and disadvantaged position in terms of learning experience.

"*I failed social science because I didn't find enough time to study*" (Participant no 13, 2012)

"*You have to walk for a long distance to go to school; this is difficult especially in winter because it is very cold*" (ASL student, Participant 121, 2012)

"*You mentioned that your school surroundings are demoralising as it is not neat. You further mentioned that the toilet facilities at the school are unhygienic*" (ASL student, Participant 121, 2012)

"*Some of the challenges may be if I decide to go on to study after I finish school. If I want to go study because there are not many places close to where I live*" (Participant 97, 2013)

Learners have the knowledge and willingness to learn; however, they are hindered by many external challenges. In 2014, Participant 88 faced challenges of poor school infrastructure, class overcrowding, no access to basic services and a lack of intellectual support. Another participant from the same year felt the community lacked resources to support the challenges faced by its members. Participant P60-14's marks were very low and the participant felt they lacked the study skills required to achieve higher marks. The quotes from the learners show a clear awareness of the challenges they

face, their disadvantaged situation in terms of learning, and their inability to achieve high marks.

The learners also faced many internal challenges, for example, P97-13 was 17 years old in Grade 9. When the data were collected, his marks were 25% for English and his work was elementary. Being 17 in Grade 9 causes challenges, not only for the learner's self-esteem, but also for the school. The school is under pressure to support this learner as best it can, so that the learner can progress in their school career, but the school lacks the necessary resources to adequately support the learner. P29-13 identified herself as lacking motivation to achieve positive results in her academic studies. She also felt she lacked the study skills required for school. Learners recognised that their self-images were negative. For P64-13, the ASL student wrote in his report, "*He displayed a negative self-image and was scared people would see him as a fool, failure or hate him*". This 14 year old participant, who was failing Grade 9, was well aware of his school marks and how others could perceive his results.

From the challenges table, participants identified bereavement as a challenge they struggled with. For example, P25-15, had lost her father and found it challenging to process her emotions. A lack of support from their families and community may contribute to the internal challenges the learners face. Therefore, learners lack adequate resources not only to deal with the language and school challenges, they also require resources and tools to learn to overcome their personal challenges and to deal effectively with their difficult home environment.

Through identifying the learners' internal and external challenges, I was able to gain a clearer understanding of the environment in which the learners lived and its impact on them. The analysis shows the language challenges that learners face, and that many of them are aware of the impact of the challenges on their learning experience.

4.3.1.2.   Subtheme 1.2 Protective resources of the learners

Subtheme 1.1 highlighted the many challenges participants in the rural area faced. However, participants also possess protective resources. Protective resources are internal and external resources that help individuals to develop their social behaviour (Ebersohn, 2007). Protective resources can help participants to become more resilient in the future. Protective resources emerged throughout the four years, since they were often depicted in the ASL students' quadrant maps. Table 4.4 below provides evidence

of the main protective resources identified by the Grade 9 participants for the period 2012 to 2015.
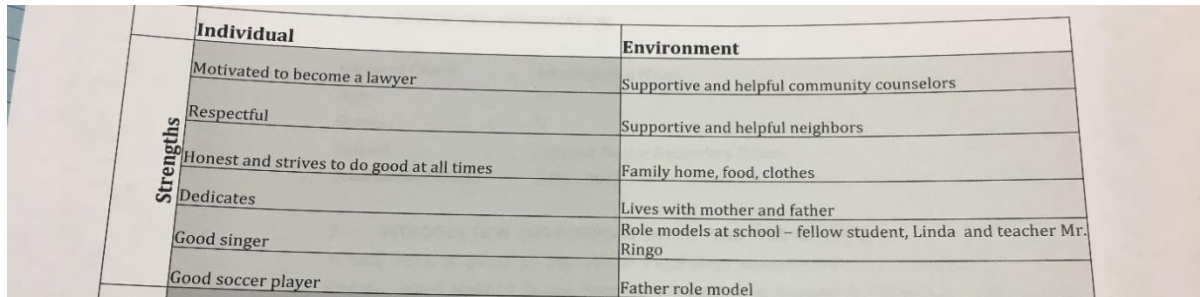
Table 4.4 Protective resources

Internal and external protective resources identified from 2012 to2015	Resources
Internal	
Motivation	Quadrant map
Honesty	Quadrant map
Supportive family	Quadrant map
Supportive community	Quadrant map
Resourceful	Quadrant map
Independent	Quadrant map
External	
Teachers	Incomplete sentences
School feeding program	ASL reports and incomplete sentences
Access to resources	Demographic questionnaire
Transport to school	Demographic questionnaire
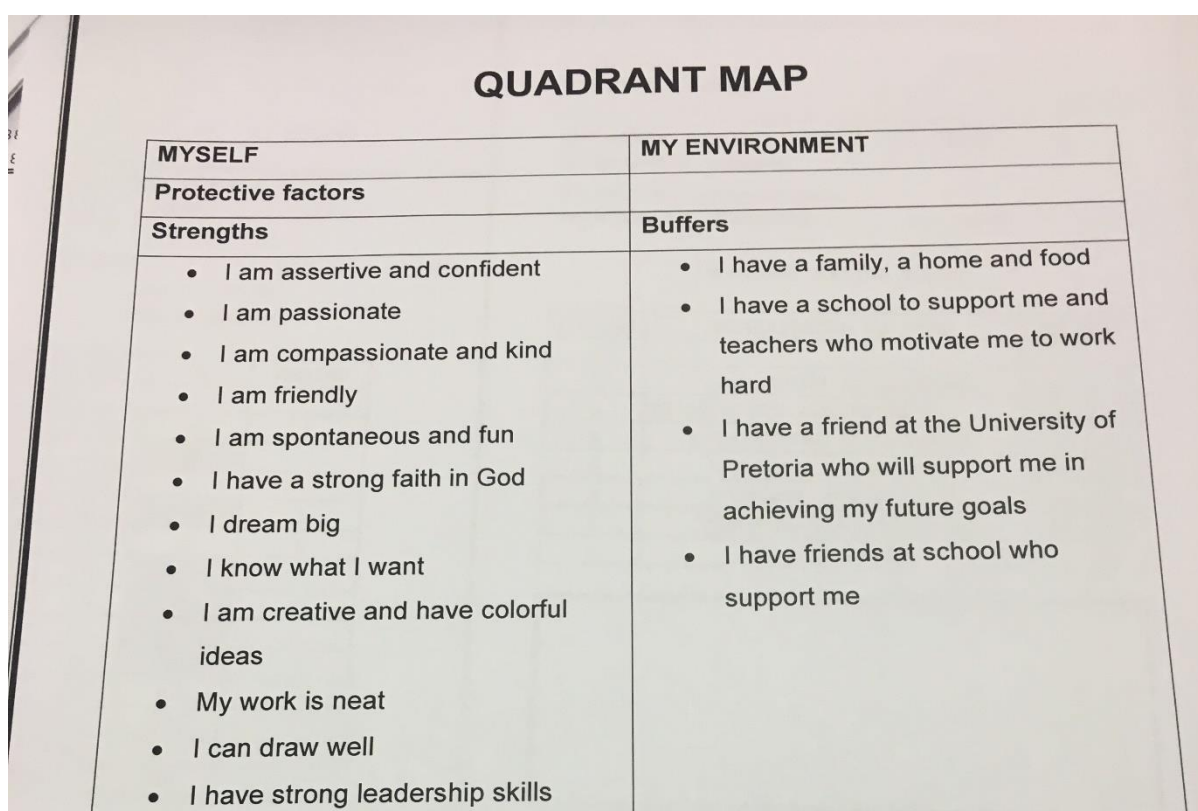
Photograph 4.3 Quadrant map of P60-14's protective factors

The quadrant map was created by the ASL student who worked with P60-14. The information provided by the participant was divided into quadrants to depict the participant's strengths and weaknesses. Photograph 4.3 depicts the protective resources, since only they are of interest in the current discussion.

	Individual	Environment
Strengths	Motivated to become a lawyer	Supportive and helpful community counselors
	Respectful	Supportive and helpful neighbors
	Honest and strives to do good at all times	Family home, food, clothes
	Dedicates	Lives with mother and father
	Good singer	Role models at school – fellow student, Linda and teacher Mr. Ringo
	Good soccer player	Father role model

Photograph 4.4 Quadrant map of P121-12's protective factors

The quadrant map in Photograph 4.4 depicts the protective factors of the P121-12's environmental and internal resources.

An analysis of the tables and images shows the learners possessed motivation, whether it was for the future or for their current schooling. The participants established that they had internal resources, such as strong leadership skills, motivation, dedication, passion, and compassion; resources they could use to overcome many of the challenges they faced. There is also hope when one reads their quadrant maps and realises that, despite their challenges, they regarded themselves as leaders, motivators and hard workers.

Protective resources were not only identified as being internal resources: the participants looked around them and looked beyond the challenges. When they were able to look beyond their challenges, they were able to see their family and community who supported them. They had friends who they regarded as role models in both their secondary and tertiary school environments.

My reflections on Theme 1

At times, it is so easy to look only at the negative and not focus on the positive aspects of your life. This theme has taught me that no matter what your circumstances, there is always something to be thankful for.

4.3.2. Theme 2: Lack of academic language skills

Grammar is seen to be a set of rules specifying the correct ordering of words in a sentence (Sudhakar & Farheen, 2015). Grammar explains how language should be structured through various categories. To speak in an effective manner, one's grammar should be sufficient to communicate with depth and understanding (Sudhakar & Farheen, 2015). Learners in the rural area, however, have English as a second language and therefore their sentence structure and grammar are not on a Grade 9 level, as seen in the table below.

Table 4.5 Inclusion and exclusion criteria for Theme 2

Subtheme	Inclusion criteria	Exclusion criteria
Subtheme 2.1 The proper use of grammar and sentence structure	Data that indicate the learners' poor use of grammar and sentence structure	Data that do not indicate the learners' poor use of grammar and sentence structure
Subtheme 2.2 Handwriting difficulties	Data that indicate the handwriting difficulties	Data that do not indicate handwriting difficulties

4.3.2.1. Subtheme 2.1: The proper use of grammar and sentence structure

Sentence structure plays an important role in how individuals convey their message. At an early age, learners are taught the importance of sentence structure. However, many learners learning in a second language confuse their sentence structure; consequently the meaning they wish to convey, may be misunderstood.

In the learners' files there were samples of the learners' writing. The following extracts give a clear indication of the learners' poor sentence construction and use of grammar, as well as the overall lack of logic in their sentences.

"*I draw this house because I am love my family house and I slept without house. Me I'm put anything with picture. It's my place is so beautiful*" (P89-13)

"*At school, I want to every year pass and do good thing*" (P60-14)

"*I am afraid of fail subject in school*" (P13-12)

"*What irritates me being bully to someone*" (P27-15)

"I draw this house because we cannot live without a house and no where you have to sleep without a house. Many people where sleeps on the house, that why I draw this house" (P97-13)

The examples above show the participants' grammatical errors and their level of English language use. The learners were second language learners and had little exposure to English outside the classroom. To be fluent in English, one has to understand grammar, because grammar plays an important role in English and how messages are conveyed.

P13-12 makes the grammatical error of omission of the articles before a countable noun in the singular. Instead of writing "*I am afraid to fail a subject*" the participant says, "*I am afraid of fail subject*" (P13-12)

The participants also use unnecessary articles. Instead of writing "*I've put everything on my picture*" the participant says, "*My I'm put anything with picture*" (P89-13)

Finally, the participants confuse their sentence structure. Instead of saying "*I get irritated when I am bullied by someone*" the participant confuses the subject, verb and object order and says, "*What irritates me being bully to someone*" (P27-15). Another example of poor sentence structure is when the participant says, "*At school I want to every year pass and do good thing*" instead of saying "*Every year I want to pass and do well*" (P27-15)

Through the analysis of the above sentences, the subtheme of sentence structure shines through. Not only do learners struggle with their sentence structure and use of grammar, but their writing is often also illegible and difficult to decipher.

4.3.2.2. Lack of proper handwriting skills

Handwriting is a fundamental skill that benefits alphabet knowledge and decoding, which are the basis for higher learning skills (Jones & Hall, 2013). Handwriting plays an important role in how learners express themselves. It is important for teachers to ensure learners develop legible and fluent handwriting (Graham & Santangelo, 2015). Handwriting fluency plays a role in the quality and length of learners' written work (Jones & Hall, 2013). Although the world has evolved and individuals use technology

more frequently, handwriting has remained a frequently used and most valuable tool, especially in the school environment (Graham & Santangelo, 2015).
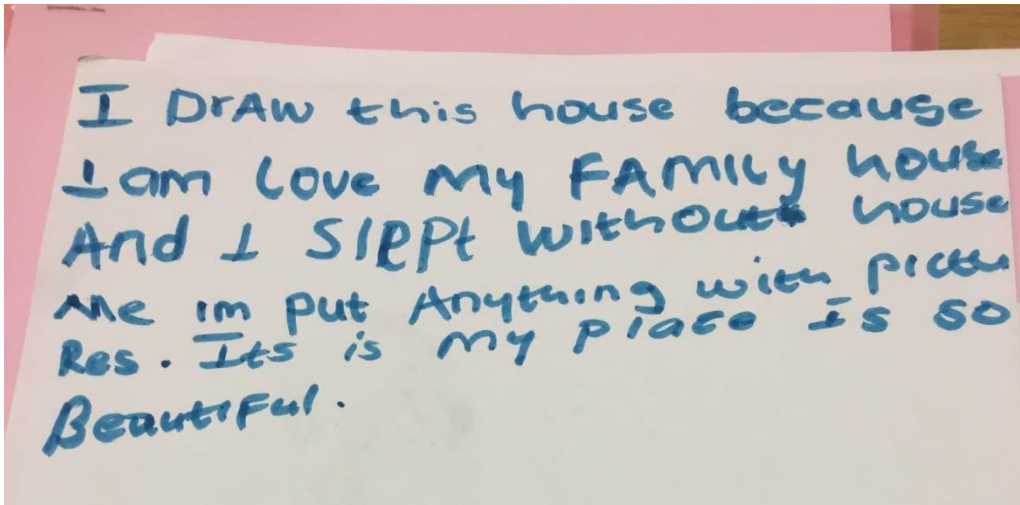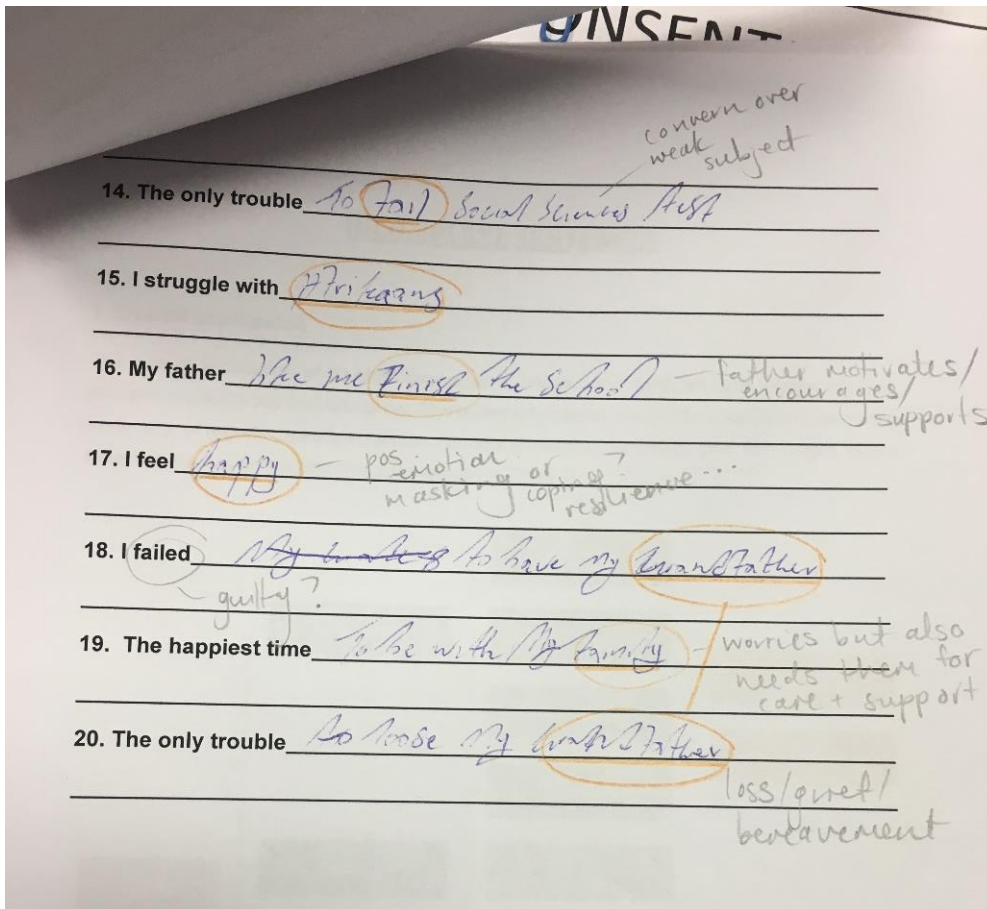

Photograph 4.5 Handwriting sample, P97-13

The handwriting sample of P97-13 is illegible to such an extent that the learner does not convey the information clearly.
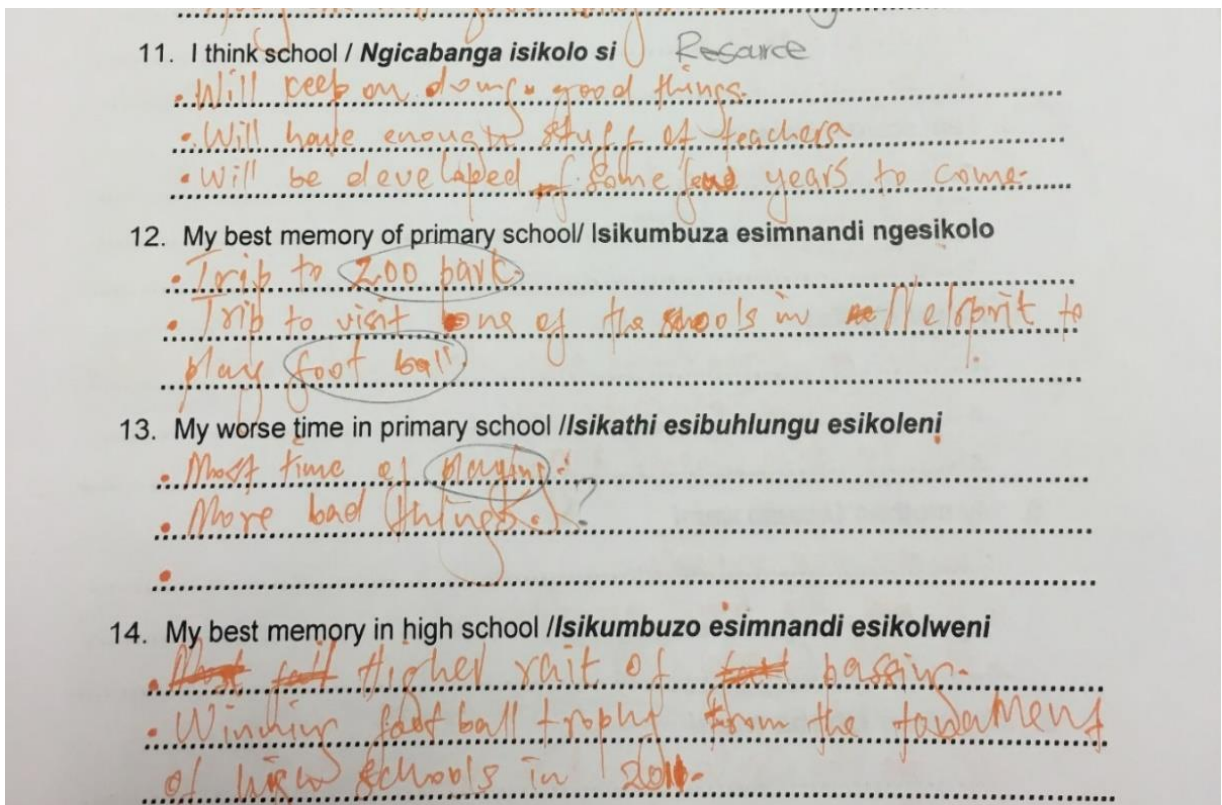
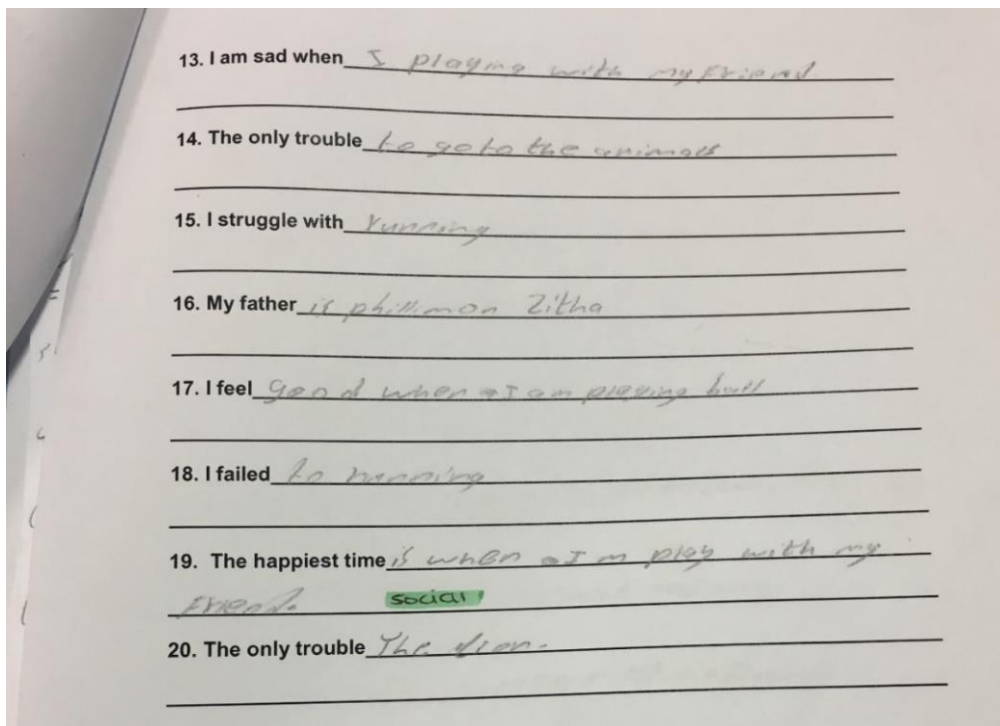**Photograph 4.6 Handwriting sample of P89-13**

The handwriting of P89-13 is elementary. Although the spelling is correct, the sentence structure is incorrect.

Photograph 4.7 Handwriting sample, P01-14

P01-14's handwriting is untidy and his sentences are difficult to understand. The sentences are short and to the point. However, on a Grade 9 level the sentences should be longer and more complex.

Photograph 4.8 Handwriting sample, P08-14

Although P08-14's handwriting is legible, his sentences are poorly developed and incorrect. He also makes grammatical errors.

The short and often illegible sentences in the samples of the learners' writing indicate that they struggled to express themselves in English over the four years of the study. Often the standard of their handwriting was also elementary.
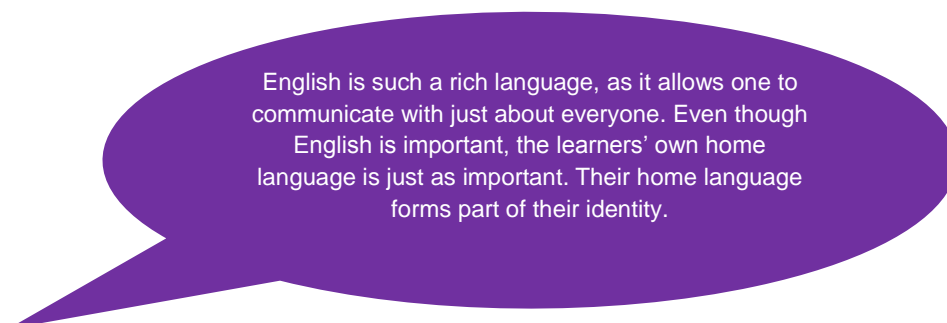
An analysis of their sentences, use of grammar and handwriting clearly indicates that the learners found learning in a second language challenging. Learners in rural areas lack exposure to English beyond the classroom. Through increased exposure, the learners will hopefully become more aware of their language usage.

As the secondary data was used in the research, questions arose which the researcher felt would be beneficial to ask as many of the questions related to what could be happening in the classrooms. Questions that arose from researching their use of the English language:

- How are learners being taught English from an early age?
- Is it a lack of understanding from the learners' side or are the teachers themselves finding grasping the English language difficult?
- How can learners' exposure to English be increased?

- To what extent can the development of the learners' first language (L1) facilitate the learning of a second or additional language.

My reflections on Theme 2

English is such a rich language, as it allows one to communicate with just about everyone. Even though English is important, the learners' own home language is just as important. Their home language forms part of their identity.

4.3.3. Theme 3: The impact of context

The learners' school environment was less than ideal. As seen from the above themes and subthemes, many learners were not passing Grade 9. The subtheme that emerged from the school environment theme was grade failure.

Table 4.6 Inclusion and exclusion criteria for Theme 3

Subtheme	Inclusion criteria	Exclusion criteria
Subtheme 3.1 Low Grade 9 results	Data which suggest the learners were failing their current Grade 9 year through analysis of school reports and ASL reports	Data which do not suggest the learners were failing their current Grade 9 year through analysis of school reports and ASL reports
Subtheme 3.2 Varying ages in Grade 9	Data which indicate the learners were of varying ages in Grade 9	Data which do not indicate the learners were of varying ages in Grade 9
Subtheme 3.3 Unrealistic future goals	Data which indicate unrealistic goals set by the learners, or recommended by the ASL students in their reports	Data which indicate unrealistic goals set by the learners or recommended by the ASL students in their reports

4.3.3.1. Subtheme 3.1: Low Grade 9 results

Grade 9 is a crucial year for leaners, since this is the year in which they make their subject choices for Grade 10 and onwards. Many learners, however, were not passing Grade 9, which left them potentially disadvantaged for the future. Tables 4.8–4.11

represent information of the learners and their English marks for the period 2012 to 2015.

Table 4.7 Participant information 2015

Year	Participant no.	Gender	Age	Participant home language	English mark %
2015	5	Female	16	SiSwati	28
	21	Male	19	SiSwati	37
	25	Female	14	SiSwati	42
	27	Female	18	SiSwati	48
	29	Female	17	SiSwati	30
	30	Male	17	SiSwati	36
	49	Male	20	SiSwati	15
	52	Male	18	SiSwati	20
	57	Female	14	SiSwati	27
	61	Male	16	SiSwati	28

Table 4.8 Participant information 2014

Year	Participant	Gender	Age	Participant home language	English mark %
2014	01	Male	17	SiSwati	>50
	02	Male	17	SiSwati	>50
	05	Female	16	SiSwati	50
	08	Male	15	SiSwati	25
	16	Female	13	SiSwati/Zulu	42
	22	Male	16	SiSwati	50
	34	Female	13	SiSwati	25
	37	Male	14	SiSwati	43
	44	Female	15	SiSwati	>50
	60	Female	15	SiSwati	22

66

Table 4.9 Participant information 2013

Year	Participant	Gender	Age	Participant home language	English mark %
2013	07	Male	16	SiSwati	30
	08	Male	18	SiSwati	18
	12	Female	13	SiSwati	38
	29	Female	14	SiSwati	26
	38	Male	17	SiSwati	20
	63	Female	14	SiSwati	28
	64	Male	14	SiSwati	23
	88	Male	17	Zulu	19
	89	Female	14	SiSwati	31
	97	Female	15	SiSwati	56

Table 4.10 Participant information 2012

Year	Participant	Gender	Age	Participant home language	English mark %
2012	37	Male	17	SiSwati	7
	96	Female	15	SiSwati	>50*
	104	Male	16	SiSwati	43
	111	Female	14	SiSwati	54
	112	Male	15	SiSwati	>50
	115	Male	15	SiSwati	>50
	121	Male	15	SiSwati	>50
	122	Female	17	SiSwati	45
	132	Female	14	SiSwati	>50
	212	Female	17	SiSwati	>50

Note. >50 denotes learners whose percentage was unavailable, but who indicated they failed.

The tables above clearly show that many learners did not obtain 40% for English.

To pass, learners in Grade 9 need to obtain the following marks: 40% for either siSwati or English; 40% for Mathematics, and 30% each in four other subjects. Learners often redo Grade 9 and still fail.
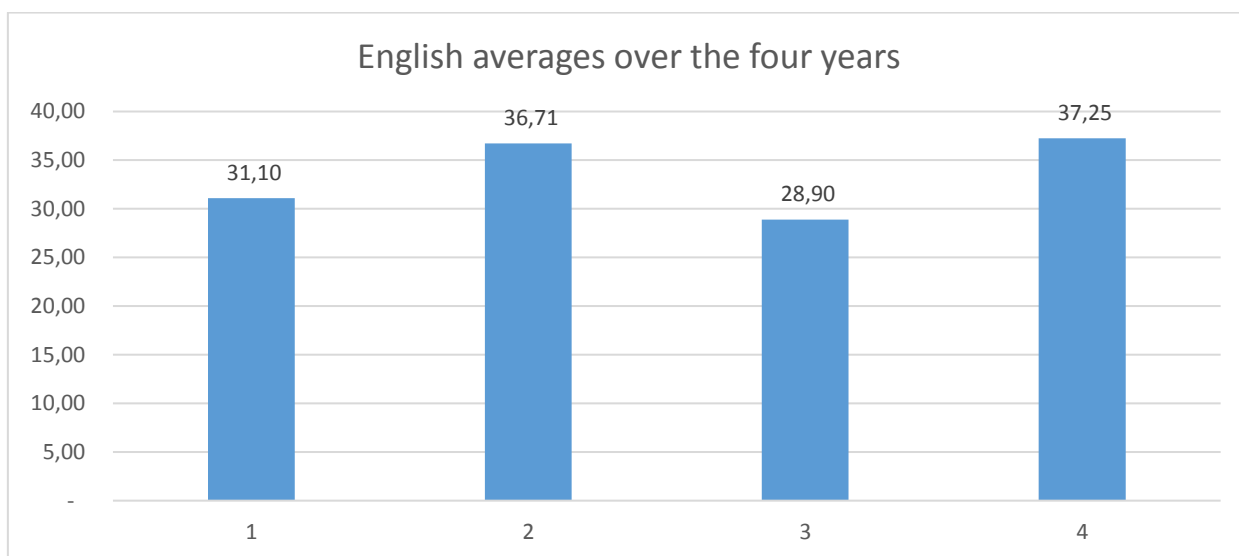
Graph 4.3 Learners' English averages over four years

Graph 4.3 above shows the averages for English over the four years for the 40 case files selected. In 2012, the average English mark was 31.1%; and in 2013, the average was 36.7%, showing an increase of 5%. The averages, however, decreased by 7.8% to 28.9% in 2014, and then increased again by 8.35% to 37.25% in 2015. The graph results suggest that learners appear to find both learning in English and the English language challenging. Learners lacked adequate learning support and the results indicate this absence. Not only should one look at the language of the learners, but also at their ages and how, over the years, many learners did not pass Grade 9 due to poor English marks.

Not only did most of the learners in the present study fail English; they also failed Grade 9.

Table 4.11 represents some of the learners' marks and their averages. Certain participants' grade averages were not available, as indicated in the table below.

Table 4.11 Various participants' terms marks (2012–2015)

Subject	P37-12		P63-13		P60-14		P05-15	
	Mark %	Grade average (%)	Mark (%)	Grade average (%)	Mark (%)	Grade average (%)	Mark (%)	Grade average (%)
SiSwati	19	40	45		43		56	
English	7	31	26		22		35	
Mathematics	3	20	31		12		13	
Natural Science	5	18	27	Not available	15	Not available	11	Not available
Social Science	8	21	29		16		6	
Life Orientation	23	37	20		6		Not available	
Average	18.2		29.6		19		24	

The results shown in Table 4.11 indicate that the learners failed Grade 9, which means they would be unable to fulfil their career ambitions. They failed more than one subject. Language was clearly a difficulty and most of the learners experienced challenges while learning. The learners' marks clearly reflected the effect of the aforementioned challenges to learning. An analysis of the data distinctly showed the absence of resources and support, as well as adequate teaching; all factors contributing to the poor results of the learners. There was a strong indication of second language learning challenges and the great effect it had, not only on the learners' language marks but also on their year average, their ability to pass Grade 9, and their ability to fulfil their future goals. The retrospective inquiry shows how, over the years, most learners still failed Grade 9. The results did not improve drastically; for the most part they stayed the same. Additional support for learners is required in order to change these results.

4.3.3.2.   Subtheme 3.1: Wide age range of learners

Along with the marks of the learners, it was important to look at the ages of the learners, as many learners were repeating Grade 9, because they had failed the previous year.

Table 4.12 Age distribution of pupils (2012–2015)

Ages	13	14	15	16	17	18	19	20	Total
No. of learners	3	9	8	6	9	3	1	1	40
%	8%	23%	20%	15%	23%	8%	3%	3%	100%

The table above indicates the diverse ages of the 40 sampled Grade 9 learners from 2012 to 2015. Grade 9 learners are usually 14-15 years old. The data found that of the 40 learners sampled, 8% were below the expected age for the grade. A further 23% were 14 years old, and 20% 15 years old. These learners, equaling 43% of the total sample, were in the correct grade. The research found that, although there were learners who were younger or age appropriate for their grade, there were also learners who were older than their grade expected age. The ages of the learners who were older than their grade expected age, ranged from 16 to 20. The data indicate the diverse ages of Grade 9 pupils in rural areas and how learners are often far too old to be in their current grade.

4.3.3.3.   Subtheme 3.3: Unrealistic future goals

The FLY projects support learners in rural communities in various ways. One of these ways are to help learners with subject choices and career guidance. The present study, however, looked at many of the suggestions and many questions arose with regard to career options and learner support.

Through analysing the files and reports of the ASL students, I found that the Grade 9 learners and the ASL students set unrealistic future goals. For example, the ASL student recommended P89-13 become a receptionist; however, the participant was failing English and Grade 9, both with marks of 31%. One understands why the ASL student suggested a career in a career assessment session; however, the learner's marks must also be considered.

For P88-14, the ASL student recommended teaching as a career. The participant, however, was failing her grade. Table 4.13 shows P88-14's first term exam marks:

Table 4.13 First term marks of P88-14

Subject	Mark (%)
SiSwati	31
English	19
Mathematics	28
Natural Science	19
Social Science	25
Life Orientation	11
Average	**22**

If we look at the learner's marks in Table 4.14, the goal is unrealistic, since it was highly unlikely that the learner, who failed all her subjects, would qualify to study teaching.

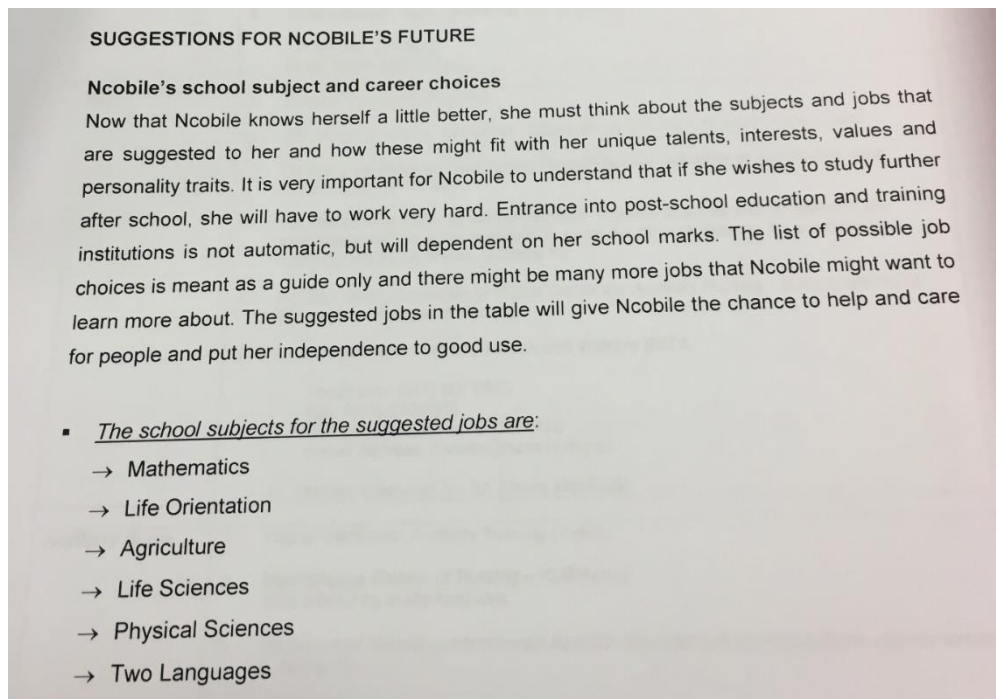Learners require support to achieve their goals and create a future for themselves. Participant, P60-14 received the following career options:

PROGRAMMES FOR FURTHER TRAINING AFTER SCHOOL	PREFERRED SCHOOL SUBJECTS YOU SHOULD TAKE IN GRADE 10	LEVEL OF SCHOOLING NEEDED	INSTITUTIONS OFFERING COURSES
Nursing	English LO Mathematics or mathematical literacy Life sciences	National Senior Certificate with university exemption	Mpumalanga Nursing college
Hospitality studies	English LO Mathematics or mathematical literacy	Grade 9, 10, 11 or 12 year end certificate. Preferably a grade 12 certificate.	Gert Sibande FET college
Education (school teacher)	English LO Mathematics or mathematical literacy	National Senior Certificate with university exemption	Any university nationwide
Theology (Pastor)	English LO Mathematics or mathematical literacy	National Senior Certificate with university exemption	University of Pretoria

Photograph 4.9 Career options suggested for P60-14

At this stage, nursing was a pipe dream for this learner. To become an auxiliary nurse in South Africa, she would have to pass Grade 10. She was, however, failing both English and her Grade 9 year. Her percentage for English was 22% and her average 25%. She would require many hours of academic support to improve her marks if she wanted to become a nurse.
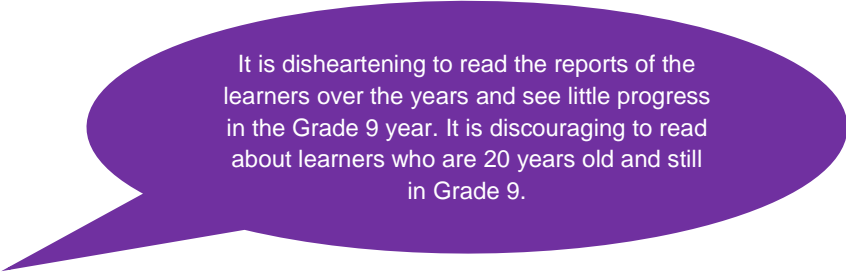
In their study recommendations for the learners, the ASL students wrote about the challenges the learners would have to overcome in order to fulfil their future goals.

SUGGESTIONS FOR NCOBILE'S FUTURE

Ncobile's school subject and career choices
Now that Ncobile knows herself a little better, she must think about the subjects and jobs that are suggested to her and how these might fit with her unique talents, interests, values and personality traits. It is very important for Ncobile to understand that if she wishes to study further after school, she will have to work very hard. Entrance into post-school education and training institutions is not automatic, but will dependent on her school marks. The list of possible job choices is meant as a guide only and there might be many more jobs that Ncobile might want to learn more about. The suggested jobs in the table will give Ncobile the chance to help and care for people and put her independence to good use.

- *The school subjects for the suggested jobs are*:
    → Mathematics
    → Life Orientation
    → Agriculture
    → Life Sciences
    → Physical Sciences
    → Two Languages

Photograph 4.10 ASL student's recommendations for P1-13

In the recommendations, the ASL student's suggestions for the learner's future were realistic. Although the ASL student was realistic in the recommendations, the support required to fulfil any of the recommendations was not given. The learners have dreams of making something of themselves, moving beyond their current rural environment and making a life for themselves. There is no fault in having future goals; however, the ASL students and the learners should be realistic about these goals and take into account the language difficulties, the challenges and the rural area in which the learners reside. The school should do more from their side: they should take the information from the case study reports and help their learners to move towards achieving their future goals. The learners should not only be made aware of their future options and what subjects are required; they should be given scholastic support that will enhance their futures and give them realistic goals and expectations for the future.

My reflections on Theme 4

> It is disheartening to read the reports of the learners over the years and see little progress in the Grade 9 year. It is discouraging to read about learners who are 20 years old and still in Grade 9.

4.4. DISCUSSION AND LITERATURE CONTROL

4.4.1. Confirmation in data of existing knowledge

4.4.1.1. *Language difficulties and living in a rural area*

Theme 1 identified language difficulties experienced by the learners in the context of their rural environment. The rural environment presented the learners with challenges, as well as protective resources.

Surty (2011) and Gardiner (2008) studied South Africans living in rural areas. They researched how parents of learners value education, especially education for their children. The study found that although parents were aware of their own poverty and the school's lack of resources; this did not deter them from sending their children to school. Previous findings of research conducted in rural areas and schools (Surty, 2011) coincide with the present study. The participants in the present study often lived with a grandparent or with siblings, while their parents were in another town earning money to support their families and send their children to school.

Individuals who grow up in rural areas face numerous developmental challenges that can impact on their schooling experience and their future after high school (Surty, 2011). They face family economic hardships, limited community and education resources, geographical isolation (Irvin et al., 2011) and under-development, which are all reflected in the quality of education they receive (Nkambule et al, 2011). The findings of the present study confirm that individuals or youth in rural areas face numerous challenges, such as parents who live elsewhere or households where one or both parents are deceased. The participants in the present study walked long distances to school, which impacted on the time required to complete their homework. In his research, Gardiner (2008) found that rural areas will keep limiting individuals' opportunities, especially in terms of their future careers. The present study found participants were well aware of the challenges they faced; however, they lacked the

support and resources, both financial and scholastic, to overcome their challenges, especially their language challenges.

In their research, Swart and Pettipher (2014) found that schools, especially those in rural areas, have the responsibility to create a supportive and caring environment for learners. Gardiner (2008) found that schools, however, lack the resources required to support learners. In the present study, learners felt that the teachers were supportive. However, the participants were concerned about the school's lack of adequate resources to overcome their learning challenges, such as learning in a second language and passing Grade 9. In his research, Gardiner (2008) found that the government attempted to meet the needs of learners in rural areas; yet, the minimum has been done. This correlates with the present study, where the rural learners felt their needs had not been met: they still had houses without water and electricity, lived far from healthcare and walked long distances to school.

4.4.1.2.   *Results of the learners*

The Department of Education in 2014 (DOE, 2014) focused on the examination results of the learners across the country, with specific focus on Language and Mathematics. Second language learners, like the ones in the study, scored below 40%. The Department of Education found that second language learners were unable to interpret a sentence; they required editing skills when writing; and confused their home language with their language of learning. The study by the Department of Education correlates with the present study, as the participants from 2012 to 2015 struggled to form coherent sentences. Their sentence structure was elementary and they required editing skills when writing. Many of the participants failed not only English as a second language, but their whole Grade 9 year.

4.4.2.   Contradictions between data and existing knowledge

Previous research indicated that learners in rural areas have lower career aspirations, as they often obtain jobs in the community after they finish high school (Irvin et al., 2011. The present study, however, found most of the participants indicated they had career aspirations. Although their career aspirations were often unrealistic due to their school results, they still engaged with the ASL students and found out about future career options. The participants were hopeful about their future and that they would be able to attend a tertiary institution a distance away from their rural home.

4.5.   CONCLUSION

The analysis of the data gave a clear indication of areas of concern that need to be addressed. The analysis highlighted areas in the learners' lives where their resources benefitted them, as well as areas where their challenges had a large impact on their school and future career.

Language is a thread that weaves its way through all the themes and the harsh impact of learning in a second language is evident.

5. CHAPTER 5: REVISITING THE RESEARCH QUESTIONS, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

In the previous chapter, the research results were provided and discussed. In this final chapter, I will answer the primary and secondary research questions proposed in Chapter 1. After answering the research questions, I will discuss the limitations experienced during the research process. I will conclude the chapter with recommendations for future research and training.

5.2. ANSWERING THE RESEARCH QUESTIONS

The main reason for the present study was to retrospectively inquire about second language use for teaching and learning in a rural school.

The primary research question explored the experiences of rural school learners learning in a second language, while the secondary research questions explored the learners' experiences and progress over four years; the challenges and protective resources they experienced; and the effects of a rural environment on their education.

In this section, I provide answers to the research questions through the themes and conclusions which emerged from my analysis. The secondary research questions are answered first and then the primary research question.
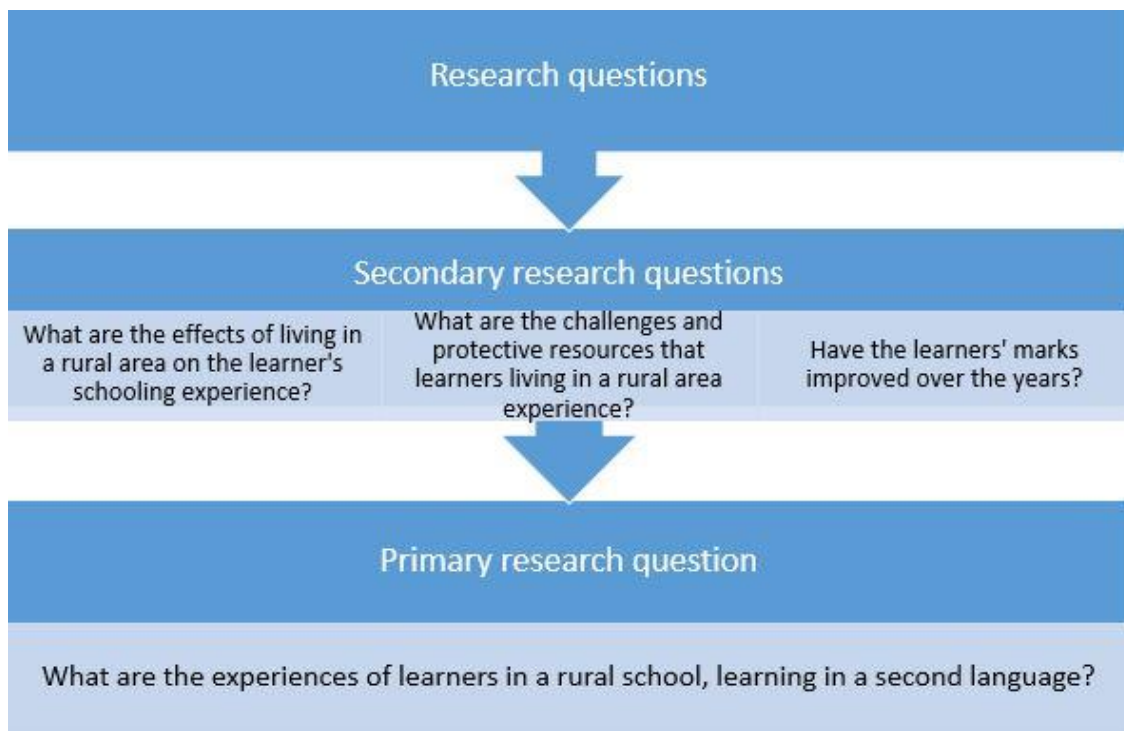
Figure 5.1 Outline of secondary and primary research questions

5.2.1.   Secondary research questions

5.2.1.1.   *What are the challenges and protective resources learners experience living in a rural area?*

The participants were aware of the challenges and the protective resources they experienced. The present study identified the challenges and protective resources of a sample of Grade 9 learners during the four years from 2012 to 2015. Through analysis of the client files, I found that the learners faced many of the same internal and external challenges year after year: challenges created by the learners' environment, challenges found in learning in a second language and challenges for their future. The challenges are discussed in Chapter 4.

The most frequently indicated challenges the learners faced were: their expressive and receptive skills in English were limited; they were English second language learners; their language of learning at school was not the same as their home language; their academic performance was poor; and their family life was inadequate. Sociocultural theory is of the notion that learners are unable to participate in normal, everyday activities when they are not language proficient (Ganem-Gutierrez, 2013). This rings true for the learners of the present study, since their failure to master English as an additional language limited their opportunities for tertiary education. Other challenges were also seen, such as living far from the school, which caused them to be late for school and, in turn, struggle to concentrate in the classroom due to tiredness.

Poverty was a challenge throughout the four years. The participants lived in a rural community, where many of them lacked the necessary resources, such as electricity and running water. The research suggests a link between poverty and quality of family life. Families who live in poverty often have a parent living away from home in order to provide financially for the family (Mogotlane et al., 2010). In one of the years, a participant lived in the rural community with her brother, while her parents lived in Swaziland and would send money once a month. This created a challenge for the learner as she lacked family support in terms of care and love. When their finances ran out, she and her brother relied on the community for support until their parents sent money again. She worried not only about her financial situation, but also about school. These factors created many challenges for a learner who was only in Grade 9. Parents who lived elsewhere was a common occurrence in the community. Many of the participants were growing up in an environment where they were faced with challenges in both their school environment and their home environment.

Although they faced many challenges, the participants had protective resources and participated in sociocultural activities. The participants' protective resources were both internal and external. Internal protective resources were identified as motivation and honesty. Motivation consisted of a drive to study further after completing school or an incentive to pass Grade 9. Other resources they identified were strong leadership skills, dedication, passion and compassion. External resources comprised supportive families and communities, teachers, a school feeding programme and their independence.

The present study helped to identify the main challenges and protective resources of the learners, which should help other researchers to gain a better understanding of the experiences of learners living in rural areas.

5.2.1.2. *In what ways has learning in a second language affected learners' overall performance across the curriculum?*

Language proficiency is an individual's ability to communicate through speech and writing by using the grammatical knowledge gained in the school and home environment (Posel & Zeller, 2010). However, learners in the present study lacked language proficiency in their second language, English. Learning across the curriculum hinges on learners' language proficiency (Brock-Utne & Holmarsdottir, 2004). The learners' challenges in English proficiency were visible in their school reports, since many failed the subjects offered in English. The learners and the school appeared to

be confronted by many challenges, which in turn made it difficult for the learners to perform well academically.

When I analysed the school reports of many of the learners across the four years, it was clear that the learners' marks had barely changed over the four years. Many of the learners' marks were below the national pass mark for Grade 9. The information gained from the present study links to Annual National Assessment (ANA) results of the Department of Basic Education (DBE, 2014). The ANAs found that, for the years 2012 to 2014, Grade 9 learners in South Africa received between 33% and 35% for English Additional Language. The results of the ANAs align with the present study, in which many learners received similar or even lower marks than those achieved in the ANAs. The Department of Education aims to increase English language exposure in schools so that learners will be able to pass the exams in English (DBE, 2014).

Sociocultural theory suggests learners can increase exposure to their additional language through various methods (Aimin, 2013). However, the learners of the present study experienced numerous challenges and lacked exposure to helpful resources, which left them challenged in their language learning. The present study showed the learners' marks throughout the four years remained low despite the support the ASL students offered them and their teachers. The learners found school a challenge, especially since they were receiving schooling in a second language, namely English. Therefore, language proficiency plays a key role in a learner's ability to comprehend school work and execute scholastic tasks efficiently.

5.2.1.3. *What are the effects of living in a rural area on the learners' schooling experiences and career choices?*

The research identified certain areas that show the effects of living in a rural environment on learners' school experiences. Through analysing school reports, looking at the ASL student reports and reading accounts of the learners' own experiences, I understood how rurality affected the learners' schooling and futures.

The ASL students conducted career assessments with the learners over the four years. The learners expressed their desire to leave their rural environment and attend a tertiary institution. The ASL students gave the learners a sense of hope, as their assessments created a picture in which studying and moving away from their rural context seemed possible. The learners' hopefulness can be seen as a protective

resource which could motivate them to achieve better academic results in order to obtain an education in the future.

Although a sense of hope was created, the learners' assessment sessions with the ASL students showed that they knew they did not have the resources to fulfil their dreams of further education. Learners in rural areas are aware of the low-income careers that await them when they finish school and know they will be unable to attend a tertiary institution (Burnell, 2003). Examples of potential career opportunities for them are heavy equipment operators, carpenters, landscapers and childcare workers (Burnell, 2003). Although the learners in the present study never mentioned which careers awaited them, they were aware that if they failed school or their family's income did not increase, their aspirations for a tertiary education would most likely be thwarted.

Many learners lacked conventional family lives, for example, they lived in single parent households or with an older sibling and there was a lack of parent involvement. Households were without resources such as running water, electricity, transport and healthcare. The implications for the learners who lacked resources were that the learners had to deal with various challenges daily. The challenges they faced were physical, for example, having to collect water before school. The challenges were also psychological, because the learners were aware of the learning opportunities they missed due to the demands of their home situation. Research conducted by UNICEF in 2009 found that learners who live in rural areas often have poor quality housing and live far from school (UNICEF, 2009). This agrees with the findings of the present study.

From the findings of previous research and the present study, one can deduce that there is a link between the effects of living in a rural area and learners' schooling experiences.

5.2.2. Primary research question

5.2.2.1. *What are the experiences of learners in a rural school learning in a second language?*

The rural learners' experiences were consistent throughout the four years. The retrospective inquiry suggested that the learners perceived their learning environment as overcrowded and lacking in resources and scholastic support. Although the learners were found to have many challenges, protective resources were also identified. Protective resources included motivation, supportive community members and future aspirations.

The present study found that, even though the learners were learning in the classroom, they were concerned about whether the knowledge they gained was enough for them to pass the grade. Many of the participants failed their grade; especially subjects like English and Mathematics. They knew their language abilities were not on Grade 9 level, and this created a fear of failing the grade. One participant spoke about her fear of failing and inability to speak English properly. Her fear of failing led her to wonder what would happen if she finished school and still could not speak English properly. The learners' fear of failing is linked to the sociocultural theory, which is of the idea that additional language learners feel a sense of accomplishment when they are able to communicate proficiently (Ganem-Gutierrez, 2013). The learners in the present study lacked a feeling of accomplishment, as they knew their language proficiency was below Grade 9 standard.

The English language is valued and respected throughout the country (Nel et al., 2014). This is clearly seen in the current research since even in rural areas, learners were concerned about their English language ability and its effect on their future. Learners were aware of their language difficulties; whether they were receptive or expressive abilities. The present study established that many learners found it challenging to express themselves in English. The challenge of learning in English resulted in many of the learners' failing English.

Sociocultural theory is focused on language, and an individual's ability to communicate in an additional language, and feel a sense of achievement at the same time (Ganem-Guiterrez, 2013). The present study proposes that learning in a second language presented the learners with even more challenges and did not leave them feeling accomplished in their additional language, English. However, learning in an additional language, such as English, is emphasised in South Africa (Heugh, 2002). Many of the learners were concerned about their marks as they were aware of the challenges hindering their ability to pass their subjects. They felt they had limited exposure to English, as their community did not speak the language. They also believed that there was a lack of support in the classroom and that the classrooms were overcrowded. One participant felt the work they did in the classroom was not challenging enough. These learners not only worried about their schooling and whether they would pass Grade 9; they were also concerned about the following: their living environment, their lack of finances and opportunities after school, and their own family situation.

The learners throughout all four years experienced learning in a second language to be a challenge, whether it was because of their internal or external challenges.

5.3.   LIMITATIONS OF THE STUDY

There are limitations in the present study, which I discuss in this section.

Secondary data analysis allows researchers to deepen their knowledge on a topic to a certain extent (Greenhoot & Dowsett, 2012). As a researcher, I chose which files would be used as data for the study. A limitation arose as I was unable to physically engage with the participants represented in the files. This lack of engagement could have led to misunderstanding and misinterpretation of the research results. I, nonetheless, made every effort to retrieve information pertaining to the study through reading studies on the FLY project, evaluating the files thoroughly and speaking to my supervisor.

Another limitation of the study is that the reports of the ASL focused solely on the participants' experiences and not on the teachers' experiences. Receiving information or written interviews from the teachers would have given me deeper insight into the rural area and second language learning.

5.4.   SIGNIFICANCE OF THE STUDY

The present study gives insight into second language learning and the effects of rural living on learners, their schooling, their future aspirations and their career choices. The present study identified the challenges and protective resources experienced by many learners of this rural community. Through identifying the challenges, the present study gives insight into how many of these learners live and survive on a daily basis. The study also casts light on child-headed households and the effects of these households on high school learners' education.

The learners' perspectives of the challenges are given over a period of time. The learners consistently pointed out specific challenges that they believed were holding them back. Consequently, the present study identifies specific challenges that hinder learning and are not being addressed year after year. The research could inform the Department of Education of the second language learning challenges faced by learners, their teachers and the community. Furthermore, the present study findings could encourage the Department to address these challenges.

5.5. RECOMMENDATIONS FOR FUTURE RESEARCH AND TRAINING

I now present recommendations for future research, practice and training.

5.6. RECOMMENDATIONS FOR THE SUPPORT OF LEARNERS

All significant role players, such as parents, family members, teachers, psychologists and community workers, in the lives of these learners should be trained by educational psychologists in methods to create a supportive environment.

Training should include:

- Enabling parents and family members to deal with their own challenges and making them more aware of how much their situations may be affecting their children's schooling. Parents and family members can be trained in methods to support their children's learning.
- Training teachers in supportive methods to aid the learners to overcome challenges to learning in the classroom environment.
- Educating psychologists and community workers to recognise challenges and protective resources experienced by rural learners and to show them how to assist learners to overcome their difficulties by using their resources.

Teachers should be trained to support their learners in dealing with the challenges they face in terms of learning in a second language.

5.6.1. Recommendations for practice

Learning and development is largely hindered in a rural school context.

- Future researchers and educational psychologists should be aware of the diversity of these areas, as well as the challenges facing learners living in rural areas, in order to better understand and interact with these communities.
- Future ASL students can use the present study to understand the importance of setting realistic future goals for learners in rural areas. The ASL students can then apply the knowledge to their own research.
- Future researchers and ASL students should be aware of the limited resources, as learners often have language difficulties and their marks are below grade expected level.

5.6.2. Recommendations for future research

Future researchers could focus on the proposed recommendations that accrue from the findings of this study. It is recommended that:

- A study be conducted on the Grade 9 learners of the retrospective inquiry in order to research whether they were able to succeed in their schooling career and move on to tertiary education.
- A study be conducted at primary school level in order to identify scholastic challenges faced by learners and address the challenges before high school level.
- A study investigate how teachers are trained to teach learners in a second language and whether or not the training is enough to aid learners in becoming language proficient.
- A study focus on creating career opportunities for rural learners who are unable to move away and attend a tertiary institution.
- More engagement with learners and teachers, parents/guardians is recommended to understand the learners' perspectives on issues that concern them especially education and future careers.

5.7. CONCLUSION

In this study, I highlighted and described a retrospective inquiry into second language use for teaching and learning in a rural school. I applied secondary data analysis, which allowed me, the researcher, to analyse client files and explore the themes that emerged. The findings suggest that learners in a rural context face numerous challenges from their community, home environment and school environment. The learners lack adequate English language proficiency, which impacts on their learning, application of knowledge and their ability to pass. The research findings indicate that learners living in rural areas possess dreams and hopes for a future in which they can move away from their current context and make something of themselves. Although they have dreams and hopes for the future, the learners' lack of language proficiency hinders their career aspirations and life beyond school. Finally, through the present study I was able to appreciate the learners' experiences of learning in a second language, as well as the true effects of the rural environment on their learning. Through understanding their experiences, I was able to better understand the protective resources that inspired these learners to create a better, brighter future for themselves.

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7. ANNEXURES

7.1. ANNEXURE A – ANALYSIS OF DATA: CHALLENGES

Challenges	2012			2013							2014							2015					
Limited expressive and receptive skills in English	115	121, 212	122	12					89	97	1	2	8					5	25		30	49	61
English second language learner	115	121, 212	122	12	7	38	63	64	89	97	1	2	8	16	34	60		5	25	27	30	49	61
Language of learning at school not the same as home language	115	121, 212	122		7	38	63	64	89	97	1	2	8	16	34	60		5	25	27	30	49	61
Poverty	115.111	121	122, 37		7			64															
Bereavement		121	122, 96, 37						89		1			16					25		30	49	
Poor academic performance	115	121	122	29	7	38	63	64	89	97	1	2	8	16	34	60		5	25	27	30	49, 57	61
Ill health			122		7	38																	
Inadequate family life	111	212	122, 96	29.12		38	63	64	89					16				5	25	27		49	61
Lack of access to services	111			12		38		64		88.8		2			34	60		5		27			61
Lack of school support					7						1			16		60							
Lack of motivation				29	7																		
Access to schooling denied				29	7																		
Lack of tertiary institutions	132			12				64		97						60							
Age of learner (older)			122							8	1									27	30		
Inadequate school environment			122					64		88.8			8								30		

Internal	2012	2013	2014	2015	Total
Limited expressive and receptive skills in English	4	3	4	5	16
English second language learner	4	7	6	6	23
Language of learning not the same as home language	4	6	6	6	22
Poor academic performance	3	7	4	6	20
Bereavement	4	1	2	3	10
Ill health	1	2	0	0	3
Age of learner	1	1	1	1	4

External	2012	2013	2014	2015	Total
Poverty	5	2	0	0	7
Inadequate family life	4	6	1	5	16
Lack of access to services	1	5	3	3	12
Access to schooling denied	0	2	0	0	2
Inadequate school environment	1	1	1	1	4
Lack of tertiary institutions	1	3	1	0	5

Internal challenges
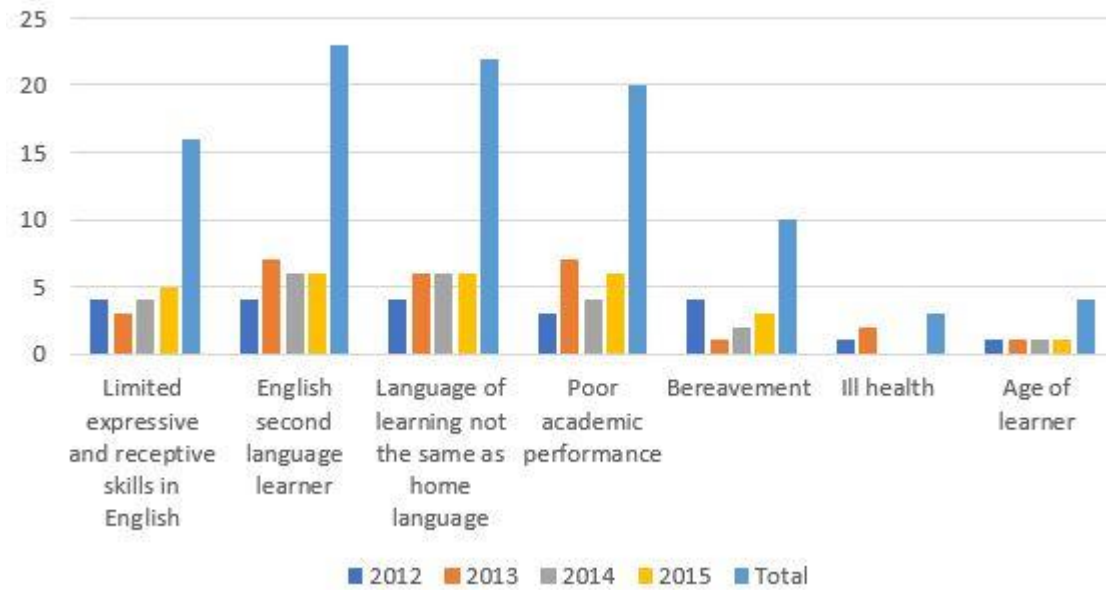
External challenges
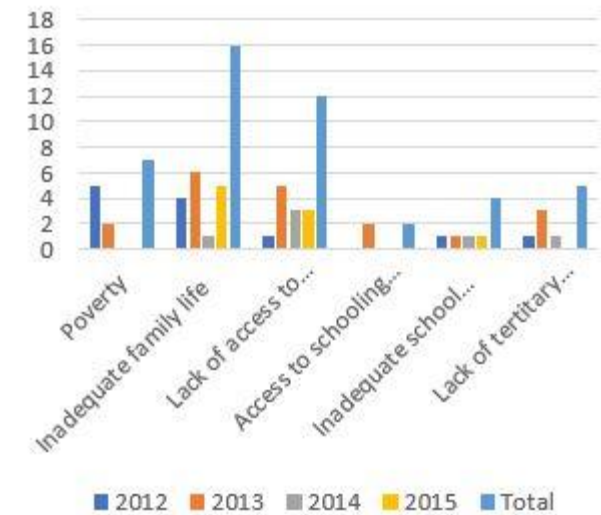
7.2.   ANNEXURE B – CLIENT FILES CONTENTS AND DESCRIPTIONS

List and descriptions of the contents of a client file

Contents	Description
Client report	The ASL students write a report for each client. Here they list their results and career recommendations.
Quadrant map	The ASL students sit with the learners and help the learners to identify their internal and external challenges and protective resources.
Demographic questionnaire	The students are asked to fill out the questionnaire, which contains demographic questions, such as "What resources do you have access to?"; "Who lives in your house with you?"
Workbook	The ASL students from each year create a workbook from which they can assess and gain information from the learners. The workbook consists of various activities in which the learners participated during the time the ASL students were with them.
Sand tray analysis	This is a treatment approach, an intervention and an assessment tool that creates a safe environment for the learners to create a world that reflects their world (Webber & Mascari, Sand tray therapy and the healing process in trauma and grief counselling, 2008).

7.3.   ANNEXURE C – LOG

Log of client details

2015

Year	Client	Gender	Age
2015	5	Female	16
	21	Male	19
	25	Female	14
	27	Female	18
	29	Female	17
	30	Male	17
	49	Male	20
	52	Male	18
	57	Female	14
	61	Male	16

2014

Year	Client	Gender	Age
2014	01	Male	17
	02	Male	17
	05	Female	16
	08	Male	15
	16	Female	13
	22	Male	16
	34	Female	13
	37	Male	14
	44	Female	15
	60	Female	15

2013

Year	Client	Gender	Age
2013	07	Male	16
	08	Male	18
	12	Female	13
	29	Female	14
	38	Male	17
	63	Female	14
	64	Male	14
	88	Male	17
	89	Female	14
	97	Female	15

2012

Year	Client	Gender	Age
2012	37	Male	17
	96	Female	15
	104	Male	16
	111	Female	14
	112	Male	15
	115	Male	15
	121	Male	15
	122	Female	17
	132	Female	14
	212	Female	17

7.4.   ANNEXURE D – VISUAL DATA OF DEMOGRAPHIC QUESTIONNAIRE

Visual data of demographic questionnaires

2013

Participant no. 1

Participant no. 38

Participant no. 63

Participant no. 64

Participant no. 97

2014

Participant no.2

Participant no. 34

2015

Participant no. 5

Participant no. 27

Participant no. 30

Participant no. 49

Participant no. 61

3. Home language	
Afrikaans	1
English	2
isiNdebele	3
isiZulu	4
isiXhosa	5
Sepedi	6
Sesotho	7
Setswana	8
Shona	9
Siswati	10
Tshivenda	11
	12

4. Where do you live? (name of town, village, or city)

Giyani

5. With whom do you live?

Name	Age	Gender	Relationship	Occupation
Nina		F	Mother	n/a
Given	27	F	sister	

6. How many rooms are there in your house?	
One	1
Two	2
Three	3
More than three	4

7. To what services do you have access?	
Running water	1
Electricity ✓	2
Health services	3
Transport ✓	4
If yes, what type of transport: Taxi	
Other	5
If yes, what other services:	

7.5. ANNEXURE E – LIST AND EXAMPLES OF ACTIVITIES AND DESCRIPTIONS

List of Activities and Descriptions

The ASL students had workbooks which they gave to the Grade 9 learners to fill in.

The workbook consisted of:

Activities	Descriptions
Card Sort	The participants were given two pages, one with "5 careers I like the best" and the other with "5 careers I like the least". They were then asked to rank their five best and least liked careers using pictures with various careers on.
The Maree Career Matrix (MCM)	Is a career counselling inventory which reflects individual's attraction to 19 job categories through asking them to rate their interest and skill levels
Role Models	The participants are asked to list three of their role models and give reasons as to why they are their role models.
Demographic Questionnaire	The participants are asked to fill in the questionnaire. The questionnaire consists of demographic questions such as "what services do you have access to", "who lives in your household".
Collage	The participants are asked to create a collage about themselves and who they would like to be in the future.
Write me a Letter About Today	The participants were asked to write a letter about their day which they could reflect on in years to come. The letter gave the ASL students a good idea of how the participants experienced the assessments.
Brief Strengths Scale Questions	The participants are asked to rate their strengths on they would react in a situation. The options are ranked from "not applicable" to "always"

Things that are Important in my Life	The activity investigates the participants values. They are asked to indicate and then rank their top five values.
Incomplete Sentences	The participants are given incomplete sentences for them to fill out. The incomplete sentences are a version of Rotter's Incomplete Sentences.
Family and Home Drawings	The participants are asked to draw a picture of their family and their house and then explain their picture. The drawings give the ASL students a good idea of who lives with the participant, do they see their house as nurturing or not and who is part of their family.

Example of Pages from the Workbook

Demographic Questionnaire
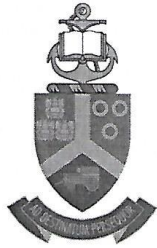
UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Demographic Questionnaire

A. PARTICULARS	
Questionnaire number	
Interviewee surname and name	
Date of birth	
Nationality	

GENERAL INSTRUCTION	Tick the box where necessary, or answer the question in the space provided.

A.	DETAILS OF PARTICIPANT

		Male	Female
1.	*What gender are you?*	1	2

2.	*How old were you on your last birthday?*	
15 - 18		1
19 – 21		2
22 - 25		3
26 and older		4

8

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3.	Home language	1
Afrikaans		2
English		3
isiNdebele		4
isiZulu		5
isiXhosa		6
Sepedi		7
Sesotho		8
Setswana		9
Shona		10
Siswati		11
Tshivenda		12

4.	Where do you live? (name of town, village, or city)

5.	With whom do you live?			
Name	**Age**	**Gender**	**Relationship**	**Occupation**

6.	How many rooms are there in your house?	
One		1
Two		2
Three		3
More than three		4

7.	To what services do you have access?	
Running water		1
Electricity		2
Health services		3
Transport		4
If yes, what type of transport:		
Other		5
If yes, what other services:		

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8.	Have you had any deeply painful things happen in your life?	
Yes		1
No		2
If yes, what?		

9.	Any problems with how you feel about yourself or others?	
Yes		1
No		2
If yes, how?		

10.	Any problems with how you act towards others or they act with you?	
Yes		1
No		2
If yes, how?		

THANK YOU VERY MUCH FOR SHARING THIS INFORMATION WITH US

10

Incomplete Sentences

---

1. My happiest time_____

2. My greatest fear_____

3. What irritates me_____

4. I feel really sad when_____

5. I feel better when_____

6. I am really good at _____

7. I can't_____

8. I forget about time when_____

9. When I get a project or assignment I _____

10. When I struggle with my homework_____

11. My favourite subject is_____

12. My least favourite subject is _____

13. Studying for tests and exams_____

14. My favourite teacher_____

20