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Factors contributing to the speaking of English in Grade 4 literacy: Case studies of two schools in Chris Hani West District.

A dissertation submitted in fulfillment of the requirements for the degree of Master of Education

At

University of Fort Hare

By

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September 2022

DECLARATION

I, Cingile Kleinbooi declare that the *Factors contributing to non-speaking of English as a Medium of Instruction by Teachers: A case of Chris Hani West District* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references. This research has not been previously submitted for any degree at this or any other university.

_____   09/09/2022

Signature   Date
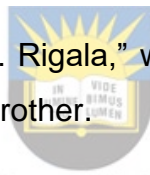
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1

DEDICATION

This study is devoted to my late parents, Kwili and Nowanisi. Their early support was enormous, and I appreciate it. They could have done more, but I regret nothing because I did this project for the family they initiated for me as their only son amongst sisters to lead their legacy. Many thanks to the love and support I experience from my sisters and that this work represents our family.

I am grateful to Amankabane, Majeke, Mayeye, Mthiwembotyi, Ndluntsha, Noqazo.

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I am very thankful to all the participants in this research. I thank them for allowing me to interview them. Their contribution is highly appreciated.

ABSTRACT

The teachers and the learners have difficulties using English as a medium of instruction. In the classroom lessons, IsiXhosa dominated natural dialogues across everybody in the class. There was minimal use of English. The findings revealed that some teachers and learners struggle to speak fluently in English as their second language. This led to mother tongue usage in many grade 4 classes that is isiXhosa. This triggered the researcher to embark on this study since both teachers and learners lack the motivation to speak English. This is because most teachers are not qualified. They are allowed to teach without the teaching qualifications due to a shortage of teaching staff and over-grounded learners. In this view, code-switching is one of the dominant factors in helping learners understand English instructions better. The study adopted a qualitative research approach. The interviews for the teachers, focus groups for the learners, and document analysis were used to collect data, whereby the purposive sampling technique was used to identify the participants. A case study approach was also adopted as the data was collected from schools. The inductive analysis was adopted for data analysis. The constructivism paradigm was also adopted since it uses the experiences of humans in their settings or circumstances. Classroom observations were also used to get in-depth information on the ground. The study recommends an extensive evaluation and review of the Language policy of South Africa to measure the effectiveness of English as a medium of instruction in public schools.

KEYWORDS: Language of learning and teaching; Mother tongue; Language skills; Code-switching; Medium of Instruction.

LIST OF ABBREVIATIONS AND ACRONYMS

T_1	Teacher 1
T_2	Teacher 2
ANA	Annual National Assessment
HL	Home Language
L1	Native Language
L2	Second Language
EFAL	English First Additional Language
FAL	First Additional Language
DBE	Department of Basic Education
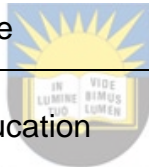
LIST OF TABLES

Table 1	Speaking Exercise
Table 2	The biographical data of participants for the teachers, Heads of Department, and Subject Education Specialist
Table 3	Pseudonyms of the teachers, Head of the department, and Subject Education Specialist
Table 4	The biography and Pseudonyms of the learners

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TABLE OF CONTENT

CHAPTER 1
INTRODUCTION

Chapter 1 provides a background of the study, a statement of the problem, the purpose, critical questions, and significance of the study, delimitation of the study, and a definition of key terms are presented. South Africa has 11 official languages, of which only two are used as a medium of instruction for learning and teaching in schools. The two languages are English and Afrikaans, which are commonly spoken by a minority of the population in the entire country. Moreover, children usually learn in their mother tongue from Grade 1 to Grade 3, thereafter changing to either English up to tertiary as their First Additional Language.

In the Eastern Cape, where this study took place, the dominating language in many communities is IsiXhosa, and learners have to know and are taught in a new language after Grade-3 onwards. Hence the focus was on grade 4 as that is the switch from the mother tongue to English as First Additional Language (EFAL). In addition, English is the most commonly used language for learning and teaching (LoLT), especially in rural public schools where this study was concerned. Thus, this study sought to explore factors contributing to the limited speaking of English in Grade-4 literacy classrooms among teachers and learners. The researcher intended to identify the difficulties and possibilities encountered by teachers and learners during literacy classrooms where English speaking is a concern in teaching First Additional Language.

1.1   Background to the study

It is important that when learners exit the system of basic education in grade12, they at least have obtained important language skills such as listening, writing, speaking, and reading in both mother-tongue and the language of learning and teaching (LoTL) that is known as English, dominating in many schools. In this way, they can be ready for tertiary education. The learners learn English as a subject and generally as a second language in all subjects except during mother-tongue lessons. South Africa is a multi-lingual country consisting of 11

official languages, as highlighted above in the introduction. Still, it allows only English and Afrikaans as languages of learning and teaching in schools.

However, this study focused on the public government rural schools that are using English as a language of learning and teaching, and where speaking difficulties in English were discovered as the most challenging during lessons. According to the highest level of formal education reported by teachers across provinces in Progress in International Reading Literacy Study 2016 (PIRLS), "The concern regarding all provinces is that learners are being taught by teachers who do not meet the minimum requirements for teachers as their highest level of qualification was Grade 12/Standard 10. Whilst they represented 12% nationally, they represented from 0% in Gauteng to 12% in Limpopo. Of greater concern were teachers who had Not Completed Grade 12.

Whilst they represented one percent nationally, this varied across provinces with Mpumalanga (4%), North West (5%) and Northern Cape (11%)". In this regard, grade-4 teachers lacking the required qualifications to teach generally and specifically in English as a language of learning and teaching are likely to affect the English language skills like speaking as learners are to obtain this skill smoothly or successfully. In South Africa, particularly in the Eastern Cape Province, learners encounter the inabilities to communicate in English. If unqualified teachers continue to serve the learners, their English speaking skill is likely to stay underdeveloped.

Performance in learning outcomes is inextricably linked to proficiency in the language of learning and teaching language and utility and a large body of research from various studies and surveys such as Annual National Assessment (ANA), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMSS), and National Senior Certificate (NSC) provide abundant evidence in this regard, (Department of Basic Education, 2014) and later with PIRLS "What made headlines in 2017 was the fact that South Africa's Grade 4 reading results appeared not to have improved between 2011 and 2016 – the scores for the

two years were 323 and 320", (Department of Basic Education, 2017). In addition, the Department of Basic Education (DBE) said they hope that the successful implementation of the strategy for teaching English across the Curriculum might enforce teaching and learning in English, thus enhancing learner competence in the language of learning and teaching. This (English across Curriculum) needs sufficient workshops or training to materialize. There has been insufficient attention to the speaking aspect of English, which is a language of learning and teaching in many schools.

"Most, if not all, universities use English as a medium of instruction and job interviews are done in English, and children who are taught in their mother tongue will suffer later in life when they go to tertiary institutions or enter the workplace," Amanda said, quoted by (Linden, 2017) on Dispatch Live parents' views on MT instruction. This leads us to the 2011 Census as cited by Aboobaker (2019), "approximately 88% of the population speaks native South African languages and children are accordingly sent to schools that use their home languages as the medium of instruction from grade1-3 and many pupils then remain in schools that teach in their mother tongue right up to the matric level".
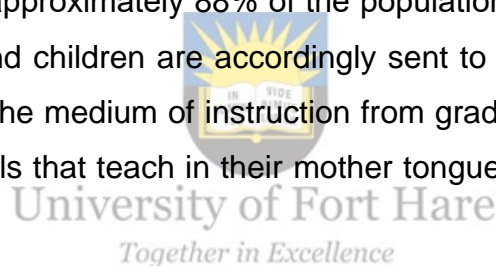
Aboobaker (2019) further quotes two English inability-speaking situations. Firstly, she is a university student who enrolled at a Sepedi-medium school in the province of Limpopo during her schooling career. "All my subjects were taught in Sepedi, even English. With tertiary, everything is in English, even communicating with your friends. Coming from an environment where you only had to speak English for presentations at school, speaking the language every single day is extremely difficult. It does affect not only your studies but also your self-esteem as well. You tend to hide and do not say a thing even in class". Secondly, another university student attended seven schools taught in Tswana. "The fear of speaking incorrectly led me to avoid speaking in lectures" (Aboobake, 2019).

In this regard, teachers who are not teaching learners using the stipulated language of learning and teaching by the department of education and not

creating sufficient platforms in their First Additional Language teaching from as early as a primary school (grade-4) may lead to learning difficulties at the tertiary level.

1.1.1 Factors contributing to the limited speaking of English in Grade 4 literacy classrooms regarding teachers and learners internationally.
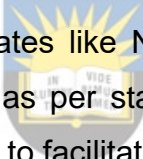
"We live in a global world where our existence depends solely on our felicity of using English more often…getting well versed in English has become quite mandatory…people in rural areas lack the skills to converse in English" (Mishra, 2015).

Thus, people from where this second language is not often used may struggle in terms of communication. A study conducted by Juhana (2012) at "a senior high school in Indonesia revealed that psychological factors such as fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation hinder students from speaking in English class." Juhana (2012) continues to say that "these factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends." In his study, learners believed that a solution to overcome the outlined psychological factors is motivation, where emphases are on confidence to speak English more often. Mai and Tuan (2015) in Vietnam found the same results as Juhana in terms of lack of motivation, confidence, and anxiety, as cited by (Al-Tamimi, Abudllah & Bin-Hady, 2020). The study focused on grade11 learners together with their teachers. In as far as high school, learners are possibly found facing speaking problems of the target language (English), and they are expected to perform very well across all subjects when it comes to presentations, discussions, or debates, merely asking questions in class to avoid teacher-centered lessons et cetera.

In South Africa, job interviews, for instance, are commonly run in the English language, and difficulties in expressing oneself in this language may lead to one forfeiting the job opportunity as being unable to communicate fluently.

Long back, Kayi (2006) emphasised that "teaching speaking is a very important part of second language learning, and the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life and that language teacher must pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired." Later on, in support of Kayi's emphasis, Rohullah, Khomaini, Daud & Erdiana (2018) cite Kayi (2006) having mentioned several techniques which can be applied in speaking class including "discussions, role play, information gap, brainstorming, storytelling, interviews, story completion, reporting, picture narrating, picture describing, and find the differences." Therefore, effectively working grade-4 teachers would ensure that they have a variety of speaking activities that are meaningful and fun, given that they are well informed of the significance of English First Additional Language (EFAL) speaking. Sticking to the medium of instruction during lessons is crucial. Looking back in 2012, in the "states like Nagaland and Kashmir where the medium of instruction is English as per state policy, teachers were seen to resort to regional/ local languages to facilitate child's learning" (Dutta, 2012).

This study was conducted in the primary-level grades looking at teaching English at the primary level in Government schools. The researcher or scholar believes that teachers teach in a way that comforts them practically in the classroom because there are no monitors or supervisors to accompany them regularly during lessons. This is common in various countries where teachers do not strictly stick to curriculum policies. Dutta (2012) further argues that educators' impression is that listening and speaking get covered or taught in reading and writing. Lastly, in most of the classroom observations, it was seen that the focus in the class was on questions and answers. This means that the educator asked the questions, learners were not inspired to ask questions, and this deprives the learners of practice for communication, command, and self-confidence.

Across all the 8 states visited, just 5 to 10% of students asked questions. Conversation or narrating expressions, or engaging in debates would at least help a lot.

1.1.2 Factors contributing to the limited speaking of English in Grade 4 literacy classrooms regarding teachers and learners in Sub-Saharan Africa.

Nkome (2015) argues, "…some of the learners hardly speak English in class when asked questions as they are shy to respond for fear of committing errors and being laughed at by peers". This makes teaching and learning difficult because learners do not fully engage during the lesson, becoming passive as it becomes teacher-centered. This is common in the majority of the countries which use English as a second language. More learners are confronted with poor results or performance in English as educators constantly code-switch to their local language when challenged by English expressions. In light of this, one may note that educators sometimes lean back to a local language often used by learners. This may lead to learners not being confident enough to speak English strictly, depriving them of expressing themselves, and developing a negative attitude towards English. Nkome (2015) further highlights the findings that Educators use English and Sesotho as they teach in their classes. However, the country's language policy (like in South Africa) says that from grade 4 onwards, English should be used as a language of learning and teaching.

In Botswana, the first two grades are taught in Setswana and changed to English. Magogwe (2005) states, "…despite the important role of English in Botswana, it is evident that many Tswanas, particularly school students, have not developed sufficient proficiency in English. They cannot speak fluently and do not perform well in the English examinations." Now the statement made by Magogwe is in-line with the statement made by Nkome and that educators, in some instances, are to face the blame as, at the school level, they are the ones accountable for the learning process of the target language.

Looking back at Adeyame and Kalane (2011), who suggested that the debatable matter of code-switching should be revised. Adeyame and Kalane (2011) further argued that code-switching, in this occurrence, seems to be working in contradiction to the development of effective communication skills needed in the world of work and the international setting. To this end, this means that how code-switching is used in most Botswana schoolrooms does not benefit the development of successful learning and use of the English language. It is noticeable that educators tend not to use the language of learning and teaching strictly and to teach purely for the benefit of the learners. They use the mother tongue and language of learning and teaching simultaneously, negatively impacting the speaking aspect.

It is evident from the studies that English-speaking problems in Sub-Saharan Africa exist. Looking further back again at Shilongo (2007), who did research in one of the rural schools in Namibia seeking "how rural Grade-4 teachers and learners experience the transition from Oshikwanyama to English as a medium of instruction", where the findings indicated that teachers are struggling to teach through the medium of English and learners to learn through this language. The data was collected through participants' responses, classroom practices, and document analysis, especially learners' oral presentations. Shilongo (2007) further argues that it is difficult for rural Grade-4 learners to cope with the demands of the curriculum due to language limitations. One example is that learners would keep quiet in a group work waiting for the one writing to submit the work without discussion due to English First Additional Language.

Moreover, teachers' struggle is linked to a lack of English proficiency and is in line with poor restating of questions and clarifications, imprecise instructions, poor syntax, pronunciation and even spelling errors. To this end, teachers are not competent enough to teach English, particularly in rural schools. Thus, they cannot build speaking confidence in learners at early grade 4, where the transition takes place to build or groom learners to be keen to speak and learn through English as a habit.

1.1.3 Factors contributing to the limited speaking of English in Grade 4 literacy classrooms in the South African context.

According to South African Policy on Language, Section 29(2) of the Constitution highlights that all learners have the right to obtain a basic education in the language of their choice, where this is reasonably practicable but more preferable, in their Mother Tongue. In this regard, many learners and their parents recognize the fruits of becoming fluent in English since this language is generally used in further education and is necessary for many different types of future employment. For this reason, many learners select English as their language of learning and teaching so that they are forced to become fluent in English (Stein, 2017).

Curriculum and Assessment Policy Statement (CAPS) (2011) highlights that "…in South Africa, many children start using their additional language, which is often English, as the language of learning and teaching in Grade 4 and this means that they must reach a high level of competence in English by the end of Grade 3".
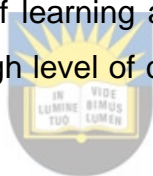
However, "…the international consensus is that, depending on school and broader sociolinguistic context, children require about 6 to 8 years of good teaching in the home language in order to make a successful transition to learning in a second language as the only primary language of instruction (Cummins, 2000)" as cited by (Ramadiro & Porteus 2017). In other words, "…despite the fact that the English First Additional Language programme can contribute to fostering rapid, deep, and high levels of English language skills among children, given that English is not commonly used in the communities, homes, and schools in which our First Additional Language classrooms are located, their English skills will not be adequately developed by the end of grade 3 for children to be ready to learn through English only in grade-4" (Ramadiro & Porteus 2017).

Curriculum and Assessment Policy Statement (CAPS) assumes that learners and teachers can use the English language as a language of learning and teaching in grade 4. However, home language as a language of learning and

teaching should take longer and thoroughly taught, as mentioned above, to make the transition to a new language of learning and teaching easier, in this case, from IsiXhosa to English. Nonetheless, schools have to comply with CAPS. In this study, the language of learning and teaching should be English from grade 4 onwards, and code-switching should be applied only where necessary. Otherwise should not dominate, or IsiXhosa should not dominate were not be chosen or preferred to be a language of learning and teaching.

Considering language in education policy of the Republic of South Africa (1997) states that "…subject to any law dealing with language in education and the Constitutional rights of learners, in determining the language policy of the school, the governing body must stipulate how the school will promote multilingualism through using more than one language of learning and teaching, and/or by offering additional languages as fully-fledged subjects, and/or applying special immersion or language maintenance programmes, or through other means approved by the head of the provincial education department. (This does not apply to learners who are seriously challenged concerning language development, intellectual development, as determined by the provincial department of education)".
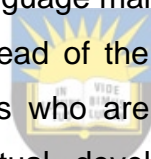
This, therefore, sought to promote more than one language of learning and teaching within a school. This language statement in education policy uses the words "must stipulate" to indicate a school mandate. However, teachers tend to follow the Curriculum and Assessment Policy Statement (CAPS), and the schools, especially where this research had taken place, use only English as a language of learning and teaching after grade 4 onwards except in the mother tongue (IsiXhosa) classes. The expectation, therefore, is that every subject is thoroughly taught in English as the assessments are in this language accordingly.

In rural government primary schools where this research was based, educators and the learners often speak in their mother tongue to each other either in or outside the classroom. In this common language, a particular school is situated. Bitenelkome (2010) also states that "…there is very little English spoken by

learners outside the classroom, in their homes, or community. In South Africa, there is also a factor of code-switching that is more common during lessons, especially in grade-4". Bitenelkome (2010) further argues that educators' proficiency in English is very limited, so they opt for extensive use of code-switching.

Evolving the speaking skill in the language of learning and teaching is problematic in English class. Bitenelkome (2010) cites:

> Learners from public government rural schools are more comfortable using their home language in conversations with friends and teachers in and outside the classroom. This can be one of the reasons why learners lack the confidence to meaningfully participate in classroom activities (Schlebush & Thobedi, 2004:44).

Learners are not well groomed as they are making the transition from being taught in their home language to the language of learning and teaching. Based on the above citation, confidence is not fueled by educators to equip learners with speaking ability right from classroom lessons to the outside environment where job opportunities exist. Thus, this study focused more on the factors that commonly interrupt the effective use of English as a medium of instruction in South African schools, particularly public rural government schools. However, different factors can cause this interruption.

Factors such as lack of qualified English teachers, lack of learners' learning motivation to speak in English, and of code-switching done by the teachers were given more attention in this study as they tend to dominate as outlined in the above studies that they are contributing to the inability of English speaking. John & Ehow (2011) concur with the above factors and add more factors such as different environments such as school resources or assets, classroom sizes, quality of educators, and the school attendance of both teachers and pupils. Murray & Christison (2010) added more by highlighting that many learners think English is only a school subject and do not see its significance for their

forthcoming employees to work with multinational or national companies where English is of great use.

Correspondendly, Hutchinson & Waters (1991); Susanna (2007) pointed out that "…the mismatch between the students' conceptual or cognitive capacities and the learners' English proficiency level often causes problems for students because of the students' learning style and teachers' teaching approach do not match". Thus, it is the teachers' responsibility to ensure that learners develop an interest in English speaking during the lessons. Susanna (2007) likewise claimed that weak learners generally have poor strategies and give up easily when they find difficulties if educators do not help them. In this regard, these are the main factors affecting teachers and learners in most public rural schools, mainly where this research was based.

This is what triggered the research to carry out the study on this field in order to identify the main factors and try to medicate where possible, as the researcher is directly affected because he/she is a teacher by profession.

1.2   Statement of the problem

Commonly, learners from public government rural schools tend to be unable to speak English as a medium of instruction and a language used in the labour market. This indicates that the learners will not be competent and employable in the future as they are not fluent in English, making them unable to express themselves easily in English. Heugh (2002) supports this by stating that "…in township primary schools in the Western Cape, teachers may tell you that they use English as the language of learning and teaching when first asked but when probed a little admit that they do code-switching and when observed they use mainly IsiXhosa with a very small percentage of code-mixing". He further argues that from grade 4 onwards, after teachers have taught the curriculum in IsiXhosa, they write sentences on the board in English. That is when curriculum officials check learners' books and would think that the language of learning and teaching was effectively done in English.

The problem is that most teachers seem to teach in IsiXhosa throughout, regardless of the phase they are involved in, as Heugh outlined above. This means that the teachers are violating the Language policy of South Africa that states that the mother tongue should be used only in the Foundation Phase and English become a medium of instruction from the Intermediate Phase up-wards.

In this regard, this study sought to explore factors contributing to the limited speaking of English in Grade 4 literacy classrooms among teachers and learners from as early as primary school and to outline possible solutions to minimize the contributing factors. Leong & Ahmadi (2017) highlight that "…speaking is the most important skill because it is one of the abilities needed to perform a conversation".

In addition, Leong & Ahmadi ((2017) further argue that "English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, comprehension and that learners should have enough English speaking ability in order to communicate easily and effectively with other people." Hence, many learners do not pass the assessments as they find it challenging to communicate in English. Based on the discussion above, teachers must find ways to help learners improve their speaking skills to overcome problems and improve their academic performance. Thus, teachers should perhaps evaluate their English speaking and teaching skills and strategies during teaching and learning.

1.2. Research questions

1.2.1 Main research question

What factors lead to the limited speaking of English in Grade 4 literacy classrooms?

1.2.2 Sub-research questions

- What language of learning and teaching is mostly used in English First Additional language literacy classrooms and why?

- How do the factors affect the English speaking skill of the learners and teachers?
- Why do rural government English medium schools tend to lack English speaking practices or norms in their literacy classrooms?
- What framework could be suggested to improve speaking skills during grade 4 English First Additional language lessons?

1.2.3 Objectives and Aims of the Study

- To identify what Learning and Teaching Language (LoLT) is mostly used in English First Additional Language (EFAL) literacy classrooms and why.
- To explore how the factors affect the English speaking skill of the learners and teachers.
- To examine why rural government English medium schools lack English speaking practices or norms in their literacy classrooms.
- To explore a framework that could be suggested to improve speaking skills during grade 4 English First Additional Language (EFAL) lessons.

1.3 Purpose of the study

This study aimed to explore factors contributing to the limited speaking of English in Grade 4 literacy classrooms among teachers and learners in two primary schools in Chris Hani West District.

1.4 Significance of the Study

The results of this study might address factors contributing to the limited speaking of English in Grade 4 literacy classrooms regarding teachers and learners and the Department of Basic Education and other stakeholders in different local and global countries. This might benefit in adapting techniques to improve the communication or speaking skills of the learners, ensuring their fluency in English. Learners might gain confidence and contribute by maximum participation in classroom lessons across all subjects if the recommendations from the findings are applied with proper monitoring worldwide. Further,

teachers might gain better insight regarding English speaking and perhaps improve their language teaching strategies for improving learners' communication.

1.5   Rationale and motivation

The researcher was triggered by the lack of English communication skills generally shown by learners and teachers during and beyond tuition time. This then motivated the researcher to seek possible factors contributing to the problem, considering English as a medium of instruction and a First Additional Language. Possible solution(s) based upon findings might benefit from adapting ways to improve learners' and teachers' communication or speaking skills to ensure their fluency in English. Further, learners might gain confidence and contribute by maximum participation in classroom lessons across all subjects.

In essence, the researcher was ready to face the challenges heading to the success of this research. As an advantage, the sites planned for data collection were within the vicinity or district of the researcher. This meant that they were easily accessible. Considering meeting with the district and schools (sites) personnel for data collection permission was not a problem as the researcher personally knew some of the needed education staff members to be consulted.

Moreover, the researcher had been engaging English First Additional Language teachers about their experiences regarding the title of this study and they felt that this research was relevant concerning English speaking issues they have been experiencing. Further experience of the researcher is from various studies from local to international where limited English speaking (where necessary) in education or elsewhere is hardly addressed.

1.6   Delimitations/Scope of the Study

This study focused on two primary schools in Chris Hani West District in the Eastern Cape Province. It focused on grade-4 classes only because of the transition from the mother-tongue (IsiXhosa) language of learning and teaching

to English. This also includes English teachers, Heads of the Department of English language, and the Subject Education Specialists (SESs).

1.7 Definition of key terms

Language of learning and teaching (LoLT) is regarded as English in the context of South Africa and the province of Eastern Cape, particularly in Lady Frere, where this study was taking place. An official learning and teaching language that the Department of Education has adopted since the democracy of this country. Stein (2017) states, "…section 29(2) of the Constitution provides that every learner has the right to receive a basic education in the language of his or her choice, where this is reasonably practicable".

Furthermore, this right is an important recognition of equality and diversity and the need to depart from a history in which education and language in education, in particular, were used as a vehicle to implement and strengthen apartheid (Stein, (2017).

Mother tongue (MT) is the indigenous or home language. IsiXhosa, in this study's context. The population at large speaks the native language as their home language in Eastern Cape (Mpiti, 2014).

Language skills (LS) are listening, writing, speaking and reading. However, there are instances when an individual is not speaking, listening, reading, or writing but is still using language (Baker, 2001).

Code-switching (CS): According to Shana (2001), code-switching refers to the mixing, by bilinguals (or multilingual), of two or more languages in the discourse, often with no change of interlocutor or topic. Such mixing may occur at any linguistic structure level, but its occurrence within the confines of a single sentence, constituent, or even word has attracted the most linguistic attention.

The medium of Instruction (MI) is the language that is used in teaching and it may or may not be the official language (Muhammad, 2009). In this research,

the medium of instruction is the English language, and it is one of the official languages in South Africa.

Subject Education Specialist (SES): According to Govender (2005), as cited by Magumela (2017) saying that a subject education specialist is a specialist whose task is to provide support to subject teachers on content knowledge, pedagogical skills, and knowledge of policies, ability to plan both at macro and micro levels and provide ongoing professional support to improve subject teachers' performance".

English First Additional Language (EFAL): Refers to a language that is not a mother tongue that is used for certain communicative functions in a society, that is, medium of learning and teaching in education (Department of Basic Education, 2011).

1.8   Theoretical framework

The theoretical framework is the "blueprint" for the whole dissertation inquiry and it functions as the guide on which to shape and support a study and offers the structure to explain how one will philosophically, epistemologically, methodologically, and analytically approach the dissertation entirely (Grant & Osanloo, 2014). Eisenhart as cited in Grant & Osanloo (2014), outlined a theoretical framework as "…a structure that gives direction to a research by relying on a formal theory…constructed by using a recognized, coherent explanation of certain phenomena and relationships'' (1991, p. 205). The theoretical framework underpinning this study is the constructivist theory. Abdal-Haqq (1998), as cited in Mogoshoa (2014), states that constructivism is an epistemology (theory of knowledge), a learning or meaning-making theory that explains the nature of knowledge and how human beings learn.

Hein (2007) expresses constructivism as the idea through which students create knowledge for themselves, and each learner individually and socially makes meaning as he or she is learning. In addition, the constructivist theory believes that each learner should actively participate in the learning processes

as everyone constructs his or her knowledge. In the light of constructivism as a theory of learning, the researcher adopted this theory to find out how learners and teachers learn through the lessons conducted in English opted for as a language of learning and teaching and how, in particular, the speaking aspect is handled in both parties. This theory will further be discussed in chapter 2.

1.9 Research methodology.

According to Myers & Newman (2007), a research method is an inquiry approach that moves from fundamental assumptions to research design and data collection. In this study, the researcher adopted the following research components, which will be discussed in-depth in chapter 3: Interpretive Paradigm, the qualitative research approach, a case study, purposive sampling technique, semi-structured interview, documents analysis, data analysis, reliability, and validity/data trustworthiness and ethical consideration. These would be fully unpacked, as indicated above in chapter 3.

1.10 Conclusion

This chapter covered all the research components involving the background of the study, including a brief literature review, research and sub-research questions, the objectives of the study, problem statement, the purpose of the study, the significance of the study, rationale and motivation of the study, delimitations/scope of the study, the definitions of the key terms, a brief theoretical framework and a brief research methodology. The following chapter will focus on the relevant literature that was reviewed.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The previous chapter provides the background of the study, including the brief, relevant literature review, problem statement, the purpose, critical questions and significance of the study, delimitation of the study, and definition of key terms are also presented as well as a brief discussion on the theory underpinned the study. The current chapter will present the critical deliberations of the significant literature, highlighting concepts, ideas, and experiences relevant to the research study. Additionally, the theoretical framework provided is the basis of the reviewed literature and it will also be discussed in detail. Moreover, the findings from literature regarding the factors contributing to the limited speaking of English in Grade-4 literacy classrooms among teachers and learners in grade 4 will be presented and discussed. Simultaneously, the literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, and the theory will be fully discussed and unpacked. Respectively, all these assisted the researchers in finding out what other sources or scholars say concerning factors contributing to the limited speaking of English in Grade 4 literacy classrooms regarding teachers and learners during grade-4 lessons as the main concern of this study.

In grade 4, an evaluation accomplished by the Progress in International Reading Literacy Study (PIRLS) in (2016), twenty-nine percent of the learners wrote in a test language they do not speak at home and analysis was done of learner achievement where they wrote in their first language and where learners wrote in their second language. Those learners who spoke the test language at home (71%) were regarded as home language speakers and labelled "same" and those who did not speak the test language at home (29%) were deemed second language speakers and labelled "different'.

According to Progress in International Reading Literacy Study (PIRLS), the profile of achievement varied across languages, with learners writing in their first language (same) achieving slightly higher scores, although only in two languages were these significantly higher than those writing in a second language (different). In the only isiXhosa, there were less than 10% of the learners who wrote in a different language to their home language.

The highest percentage of second language speakers was found in English, where 79% of learners wrote in a different language to their home language. IsiNdebele and Setswana (both 25%) had the highest percentages of learners writing in a different language to their home language. Learners who were second-language speakers in Afrikaans and English achieved higher scores than first language speakers in all other languages (PIRLS, 2016). In addition, a performance by school location revealed that schools in faraway rural settings (291) achieved considerably below the learners attending schools in heavily populated urban (384) and suburban areas (393). It could be noticed that grade 4 learners scored better when writing as second language speakers and passings tests or examinations in the school setting, as indicated earlier in this study. However, they (learners) continue to suffer the speaking aspect of the English language though it should not be the case as the teachers use this language as a language of learning and teaching in their classroom lessons.

Considerably, the speaking issue seemed to dominate more in the rural residences where exposure to the regular language of learning and teaching tends to be minimal for various reasons as the researcher sought to identify the factors in different publications as much as possible. Moreover, the following, as outlined in the background, psychological factors such as fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation (from the learners' side) with the educators resorting to regional/local languages or code-switching to teach ought to be covered in the following literature review. Thus, the literature reviewed would be discussed in detail in the sub-headings below.

2.1.1 The possible language of learning and teaching to be used in English First Additional language literacy classrooms

"To learn to communicate expertly in another language, a speaker must change and expand identity as he or she learns the cultural, social, and even political factors, which go into language choices needed to speak appropriately with a new 'voice,'" by Hughes & Reed (2016). According to this statement, teachers should view learning and teaching when using English as a medium of instruction. This could broaden their minds and inform their teaching methodologies to assist learners in developing an English-speaking culture, having attended to all the relevant factors that hinder speaking success. Teachers have perhaps experienced the same education as today's learners in classroom English lessons and across all subjects where teachers of the past would not strictly teach in English, not using regional or community language, as seems to be the case nowadays.

Hence, in some studies, teachers are incompetent or poor in English proficiency to lead their lessons in the language of learning and teaching. "Teachers do not have sufficient training or experience to teach English to grade 3 learners…due to their low level of English proficiency, it is unlikely to prepare learners for English medium in grade-4 fully" (Leask, 2014). In the education system where the language of learning and teaching is not fully implemented in classroom lessons, especially in grade 4, where language transition occurs, a lack of fluent speaking may always arise. Additionally, in a school where the Head of Departments and Subject Education Specialists (the curriculum personnel) is not possibly observing classroom lessons, teachers are likely to teach in the ways they are comfortable with even opting for code-switching or purely local language which may not be in-line with the language of learning and teaching policy.

In another view, learners mainly depend on teachers to obtain another language other than their Mother Tongue (MT). The way they should overcome the language of learning and teaching obstacles solely lies with the teachers. Therefore, if teachers themselves cannot fluently speak the language of

learning and teaching, then learners will tend to suffer. Lastly, for the learners to overcome psychological factors as outlined in the background when it comes to English acquisition, they should feel encouraged and that mistakes are part of learning.

In one of the rural primary schools in Tshivenda, Evans & Nthulana (2018) found that teachers struggle to teach the academic curriculum to grade-4 students and rely heavily on code-switching. Again, they lack self-confidence when speaking English and feel humiliated when making mistakes.

This was also evident when some teachers admitted that they were inadequate in speaking English as they had been lacking exposure to regular speakers. Furthermore, some learners whose parents have ever sent them to schools where the language of learning and teaching is English from grade1 were conversing better than some of their teachers. To this end, teachers will never be the agents of change when it comes to English speaking skills and learners from grade 4 onwards are mostly exposed to the written form of the language of learning and teaching in rural schools.
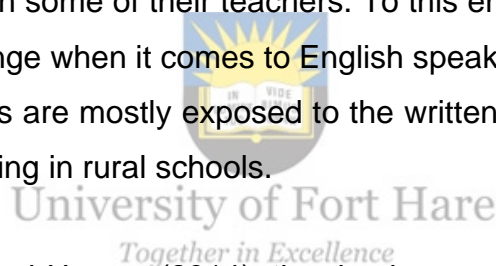
According to Sa'ad and Usman (2014), the dominance of the mother tongue, inadequate qualified teachers of English language, negative attitudes of students toward the English language, improper use of the method in teaching English language, inadequate instructional media and facilities, lack of language laboratory for teaching the English language are the causes of poor performance in the English language. As we may notice that some teachers use their mother tongue as a language of learning and teaching instead of the stipulated language of learning and teaching and qualified English First Additional Language teachers are scarce. The negative attitude of learners towards the English language is still a problem as learners mostly lack motivation from their teachers.

In Sri Lanka, it is noticeable that most rural students can read and write in English but do not know how to speak (Karunaratne, 2003; Perera, 2001), cited by (Samaranayake, 2016).

They need to learn how to communicate in real-world situations such as the workplace, school, and other life-related events (Samaranayake, 2016). Further, teachers need to recognize the competence in the communicative aspect of the learners. Still, they should first look at how they deliver their grade-4 English First Additional Language lessons to improve the desired fluency. Mashiya (2011) highlights teachers saying that African children who went to isiZulu medium schools have a problem communicating in English, and their speaking skills are seriously underdeveloped, which prevents them from getting decent jobs and from traveling and working abroad. This means that English speaking critically plays a major role in being used as a language of learning and teaching from grade 1 to grade 12 and beyond.

Thus, if more efforts are made for improvement, learners might not miss the benefits. This means that the challenges aforementioned by Mashiya could turn positive. In South Africa, Eloff (2019) states that it is the policy that in non-Afrikaans schools, there will be three years of mother tongue education before switching to English, but the quality of English teaching is very poor during those three years and beyond, with teachers who cannot speak it well or teach properly in English, especially in rural schools". Awkwardly, teachers are from the system of basic education and further from tertiary higher education, where they were taught in English. Their (teachers) inability to groom learners for better communication is doomed if, in the rural government schools, most learners experience improper teaching.

The learning foundation, therefore, has no strength to produce competent learners in English speaking, as suggested by the department of basic education. Possibly, primary school educators are incompetent in this regard to even manage the change of medium in grad 4.

English teaching is inferior even beyond the first three years of schooling. Therefore, this could mean that the need for English speaking is at stake regardless of its future opportunities and as a learning tool across subjects. However, with all the challenges or difficulties, this study intended to deeply

determine the factors contributing to the limited speaking of English in Grade-4 literacy classrooms among teachers and learners.

2.1.2   The possible factors and effects on English speaking skills of the learners and teachers

Misbah, Mohamad, Md Yunus, & Ya'acob (2017) have identified the aspects leading to learners' difficulties in English language learning as lack of English vocabulary, the influence of the first language, and the socio-economic status of the family.

The Lack of English Vocabulary: "Foreign language learners need to have a wide range of vocabulary as it helps them to communicate effectively in the target language" (Embi & Amin, 2010), as cited by Misbah et al. (2017).

They further state that "…having a limited range of English vocabulary causes the students to face difficulties in acquiring the four language skills: listening, speaking, reading, and writing" (Embi & Amin, 2010). The absence of English vocabulary remains arguably the major obstacle the learners face to affecting all four-language skills. Nor, Mazlan, & Rajab (2015) explored that learners encounter significant challenges due to a lack of vocabulary, especially in listening and speaking skills. In this regard, learners cannot be able to fully acquire a second language if the key driver (vocabulary) is not mastered to its satisfaction in one's knowledge.

The study of Khan, Radzuan, Shahbaz, Ibrahim & Mustafa (2018), reveals teachers highlighting the point "…that vocabulary, knowledge, fear of classmates laughter, speech anxiety, the role of environmental interference (mother tongue mainly) and meaning conveying are the main hurdles in speaking English fluently".

Vocabulary is a key element that hinders the proficiency of English as a Foreign Language learners, as reported by the teachers. Teachers must take care of language vocabulary seriously as they apply the language of learning and teaching thoroughly as required during grade 4 lessons. As highlighted by Khan

et al., such factors are mentioned by other scholars in the background, implying that around English speaking skills, they (factors) tend to dominate and that teachers have to develop ways to improve vocabulary aspect, as it is crucial as mentioned. Kumar (2017) stresses the fact that:

> The quality of English language education in most Indian schools presents an appalling picture. Teachers' language proficiency and exposure to language and materials are major concerns for quality English language learning. In reality, rural students' situation is very difficult. They do not have opportunities like urban students' (i.e.) language lab and audiovisual aids. Generally, rural students consider English as a subject, not a language. It is their main obstacle. The majority of students read English only for the sake of examination. They do not know how to recite poems, but they know how to memorise them.
>
> This makes rural students have less confidence in English due to a lack of exposure. On the other hand, many teachers do not have an extended vision of students' life. Hence, they focus only on examinations.
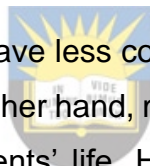
Rural schools generally tend to be disadvantaged in second language acquisition, even far behind learners in the cities. Thus, learning new phrases, words, or terms might lead to better communication stands no chance of being achieved any time soon in a scenario like that of India, as outlined above. Similarly, teachers who lack capability in the language of learning and teaching and who are expected to lead the lessons are likely to impact the learners' English speaking negatively. This means that fears of English learning shall not pass.

Biswas (2018) in a study conducted in Bangladesh, expresses that "…among all the respondents of rural Bangladesh Rural Advancement Committee (BRAC) primary schools, only 2% mentioned that English teachers always made speaking exercises in the class while 22% mentioned that English teachers sometimes arranged a speaking session in the classroom, 40% mentioned that

English teachers rarely made speaking exercise in the classroom and 36% admitted that English teachers never arranged speaking exercise in the class". The table below shows the speaking exercises percentages.
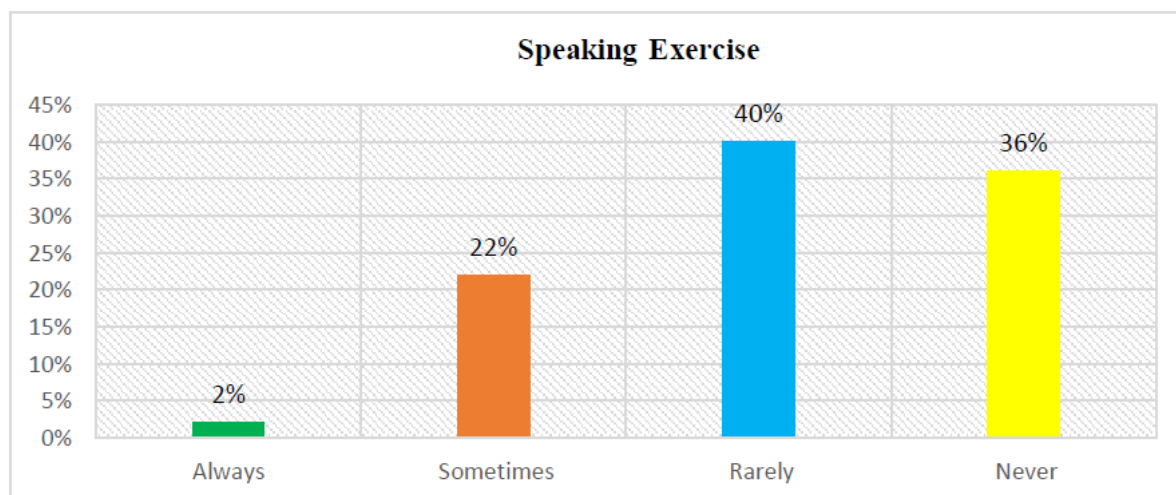
Table 1: Speaking Exercise

As indicated and expressed by Biswas (2018) above, teachers in their majority never create a platform for learners to communicate in English all the time, especially in class. He further highlighted that speaking exercises would help to curb English speaking difficulties and perhaps lead to the effective execution of the language of learning and teaching process. This means that all individuals learn from each other in a classroom situation. Thus, this further leads to an advanced vocabulary.

Therefore, the factors contributing to the limited speaking of English in Grade-4 literacy classrooms regarding teachers and learners are to be ironed out for quality education and better opportunities aligned with effective English communication. In this regard, a developed English speaking ability of rural primary school learners would at least guarantee, in one way or another, maximum holistic participation across all subjects. This could ease the learning and teaching process.

The Influence of the First Language (L1): According to Van der Merwe (2014), "…during the pre-school phase of the learner, the parents' language

preference plays an influential role in the child's language development, and in the majority of cases it becomes clear that the parents, with very limited knowledge and skills of English, educate their children at a sub-standard level". Gules (2005) adds that their exposure to the English language at home is very limited, as cited by VVan der Merwe cites. The Mother tongue of the rural learners tends to dominate the most at home and in the school environment over the second language. "The first language (L1) of a learner might influence foreign language learning, either by acting as a source for the learner to understand how the language works when the first language and the foreign language are similar (transfer) or by being a factor of interference if the two languages are very different (negative transfer)", (Celaya, M., n.d), cited by (Romero & Manjarres, 2017).

Even though some writers, such as Krashen (1982) and Dulay and Burt (1974), affirm that the process of learning the second language is similar to the one of learning the first language, further added by (Romero & Manjarres, 2017). The first language or mother tongue (MT) children learn at home, as IsiXhosa in the case of the Eastern Cape, is through the engagement between a child and a parent or related person.
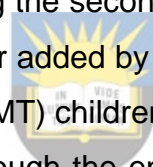
The child eventually becomes fluent in speaking the first language because the language was dominating or was on everyone's lip. Therefore, where the language dominates, or there is great exposure to language use, children are most likely to be fluent in it.

Ochieng (2016) states that the mother tongue is the language that one first learns to speak when they are young (Hornby, 1993, p. 956), and as noted by Ashwoth (1992), mother tongue or native language is a language which a person acquires in early years and which normally becomes their natural instrument of thought and communication and eventually makes the learning of the second language difficult".

In this regard, teachers have to work closely with learners to overcome their difficulties in learning the English medium. The ability they (learners) have at a

younger age to learn a new language should be used later in advanced grades. Moreover, in the first three grades, teachers should link the learners' mother tongue as they teach them through IsiXhosa in Eastern Cape. Towards the end of the three years, they should be geared to change to the English medium. Possibly this depends on how effective the teachers have taught English speaking in their lessons.

Thus, if well managed, the first language should not be an obstacle to the second language. In the rural areas of the Eastern Cape, children hardly get to learn English from their parents or relatives. Perhaps even at the school level, learners can strive to speak a second language by linking it with the first language in the early grades, where the medium of instruction is their mother tongue. However, in grade 4, they should be able to communicate in English, as it becomes the language of learning and teaching. During the first year of school, the first language must be developed in students, and in fact, first language development is required to have good strategies to transfer to the new language (Madrinan, 2014). In the education system in SA, the approach suggested by Madrinan could work as learners start learning in their mother tongue. If students do not have good strategies in their mother tongue, they will not have good strategies to transfer to the new language. Therefore, cognitive development will be reduced (Friedlander, 1997), cited by (Madrinan, 2014). Mostly, acquiring a second language is solely at the hands of the teachers.

According to Miller (2016), nine factors that influence language learning are outlined as follows:
- o When a child is motivated and understands the importance of learning a new language, they learn faster.
- o Support at home is crucial. Parents who take language learning seriously are more likely to motivate their children to keep trying even when it feels challenging.
- o   Prior linguistic knowledge is another issue. The minute a child has learned and attained a language, their ability to learn another will increase.
- o Learning environment. Learners' learning environment influences their

motivation. For instance, a low anxiety language learning environment intensifies the chance for acquisition.

o Teaching approaches are also important. Giving out an engagement experience helps learners connect language learning to their everyday lives.

o Comprehension effort. The curriculum needs to reach a child at their appropriate level of learning and be uplifted with one level beyond their current stage.

o Learner's personality. Making an environment where learners understand that mistakes are part of the learning process is essential.

o Age. Some learners find it more demanding to acquire a foreign language as they get older fully.

o Comfort in the country of the learner. In a new country, a learner may struggle.

Based on the factors highlighted above, schools should have ways to accommodate all learners and be considerate of these factors. In this view, English learners need support, and teachers should assist in the process, making learners feel excited to learn a second language.
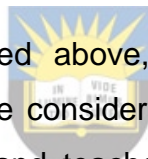
The Social-Economic Position of the Family: Misbah et al. (2017) further found that learners from a least-income family perform poorly in English subjects and that the parents' insufficient incomes mean limited access to extra English classes, English reading materials, and an English-speaking environment.

In this regard, low-income parents become unable to pay for extra lessons or tutoring to improve the English speaking ability of their children. They solely depend on teachers to educate their children in this regard. In addition, access to English speaking environment is impossible if the parents cannot make means out of their pockets. Such an environment is always likely in developed cities where living standards demand finances.

Banu (2017) cites Nishino & Watanabe (2008) in agreement with the Social-Economic Position of the Family by stating that the socio-economic status of the rural areas looks to be the foremost reason for the low proficiency of the learners. They outline that many educators in the rural areas say that since the learner's come from underprivileged and illiterate low-income families, they do not find anyone at home to help them learn English. They receive limited exposure to the English language outside the classroom.

Lastly, Banu (2017) believes that learners are scared to commit mistakes in attempting to speak English. They lack adequate and appropriate vocabulary. Learners hesitate to communicate in English because they are shy, nervous, and lack confidence. This is in line with the results found by Juhana (2012).

In Tanzania, according to Rugemalira (2019), parents need their children to show their capability to communicate in English within the first few months of entering an EMS (English Medium primary School) and they do relocate children to other schools if they recognize the school is not doing enough to get children to speak English.
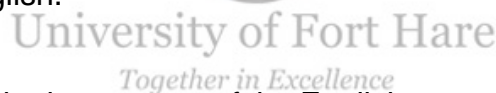
Rugemalia cites that the importance of the English aspect has been reported in research by Rubagumya (2003) and Muhdhar (2002) established that 79.8% and 81% of parents, respectively, would not send their children to a private school if English was not the medium of instruction. In this regard, parents distinguish the significance of the English language and the fact that it should be used as the language of learning and teaching. Most parents do not afford private schools, which they usually trust to nurture the speaking part of English and other skills: writing, listening, and reading.

In research done to check English learning barriers of grade 4 learners as it is used as a medium of instruction, Mackay (2014) states that most learners have limited contact with English, and speaking or hearing English is only at school. Mackay further argues that some learners' parents do not speak English, and all communication at home is in their home language. This means that teachers have a role in intervening by at least letting the language of learning and

teaching dominate at school, especially in rural public schools where most families have no means to hire additional tutors.

Some learners also struggle to learn their home language and fail to express their thoughts and experiences. Therefore, they experience the same difficulties in English as a second language; unfavorably, socio-economic circumstances play the main role in learning English as a second language (Mackay, 2014). Thus, the schools also have a crucial role in mitigating the struggles of learners that may have been caused by the limited use of English, which is a language of instruction in the classroom. Through teachers working on the causes of factors contributing to the limited use of English, learners can regain confidence and never judge themselves by their less economic backgrounds. Usually, second language speaking can well be achieved at a young age by the learners where the learning environment is catered for.

Public Speaking Anxiety: Verderber, Sellnow, and Kathleen (2012), define public speaking anxiety as "…the fear experienced by a person when delivering or preparing to deliver a speech to an audience. It is sometimes referred to as stage fright or communication apprehension". Anxiety seems to be playing a crucial role when it comes to speaking in front of other people. Horwitz (1991) supports such a statement in Juhana's study. Horwitz believes that anxiety about communicating in a certain language can affect learners' performance. He further states that it can influence the quality of oral language production and make individuals appear less fluent than they are. This account proposes that educators should try to form a learning environment that gives learners more comfortable situations in their learning activities.

Lenyai (2011) cites that the "…curriculum policy on additive bilingualism in South Africa is based on the functional theories and recommends the use of the TPR (Total Physical Response) and communicative methods", (Department of Basic Education, 2010: 11), which are currently regarded as most suitable methods. It is advisable for teachers, therefore, to use these methods to develop children's communicative skills and, at the same time, teach concepts that will prepare children to engage with the subject matter presented in English

in Grade 4 (Department of Basic Education, 2010: 18). "It means that children must be exposed to a lot of spoken language for developing listening skills and must be provided with many opportunities to use the language to develop speaking skills," (Department of Basic Education, 2010: 10-11).

Teachers are the first person responsible for adhering to the government teaching language policies. They have no reason for deviating from the recommended teaching methods as suggested by the department of basic education regarding English communication. Importantly, exposure to a lot of spoken language and especially a language that is the language of instruction in the classroom learning setting may lead to better improvement of other language skills such as listening. Respectively, the speaking confidence would grow enormously and end speaking anxiety. Osmanaj (2020) states that students at an early age must face more challenges regarding public speeches, but this should continue as they grow older. Osmanaj (2020 further stresses that most students start feeling shyer or hesitant to do public lectures after they grow bigger since they feel the pressure and judgments from people around them.
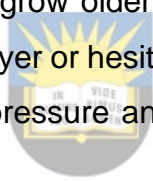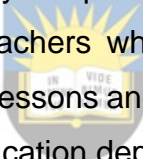
This means that learners need a lot of speaking activities and should be told by their teachers that there is nothing to fear because everyone is there (at school) to learn. Subsequently, they need to model the form of speaking in front of the crowd as a guide. They (learners) should also be forced to keep chatting to each other in English, especially in grade 4, where English should dominate in lessons. Thus, the education department needs its curriculum to be restructured to cater to speaking activities to expand learners' speaking opportunities.
This means that teachers must force learners to speak mainly in English; as indicated by Osmanaj above that, rural public schools deserve to be monitored to ensure English First Additional Language medium implementation.

Moving forward, limited speaking of English, which is a language of learning and teaching, should not be overlooked. Thus, teachers ought to assist by modeling examples. "English Public Speaking (henceforth EPS) is considered

as an important skill that helps students to be more fluent and confident in presentation and communication and many problems prevent the learners from being good English public speakers" (Radhiah, 2017). They usually feel shy and do not know how to improve their public speaking skills and ways to overcome their problems (Radhiah, 2017).

Radhiah (2017) further states that for many students of UIN Ar-Raniry Banda Aceh who study English as Foreign Language (EFL) as a part of their general education requirements, English Public Speaking is one of the subjects to improve their speaking skills for the higher and more professional level in front of a large number of audiences. Hence, speaking English as a second language is really important for so many areas in the learners' future. Regular presentations may help, or a subject as indicated above specializing in only English language speaking may help. As early as in grade 4, where English medium starts, learners can easily adopt being engaged in such a speaking specializing subject. Similarly, teachers who lack the necessary proficiency may gain a lot through classroom lessons and workshops conducted by subject education specialists from the education department.

In another country such as Turkey, Merc (2010) states that the new curriculum adopted in the new system (Turkey) encourages foreign language teachers to adopt a communicative approach, whereby foreign language learners are supposed to demonstrate a degree of communicative competence through authentic language tasks, meaningful classroom activities as well as portfolio assessment tools. In addition, the shift has turned to more learning- and learner-centered approaches, from teacher-centered approaches to process orientation from product orientation and learner autonomy (Merc, 2010).

Hence, this communicative approach would succeed as Radhiah (2017) suggested earlier that there could be a subject specializing in English speaking. This could help learners eliminate the fear of speaking and further assist English teachers in getting used to strictly teaching English First Additional Language by following the language policy.

Additionally, learning this fashion is learner-centered, such as an opportunity for higher participation in the classroom. The learning and teaching process could run in English and other content subjects. In this regard, confidence could grow in both parties regarding public speaking and fluency because speaking hesitantly brings unnecessary anxiety, leading to learners hiding to express themselves.

Lack of Motivation: Motivation is very important to learners' learning success (Songsiri, 2007). Suppose teachers can develop creativity to keep the learners interested in knowing more about the language of learning and teaching. In that case, there could be a higher chance of improving the speaking difficulties of students. In Pakistan, Asif, Bashar & Zafar (2018) state that students and teachers in the English language classroom tend to hold on to their first language. Most of the time, they have been observed speaking Urdu, even in their English language classroom. They further found other factors leading to limited speaking of English as a medium of instruction. Such factors are institutional where teacher characteristics are involved, classroom set-up, curriculum content, uneven turn distribution, class size, and limited linguistic resources.
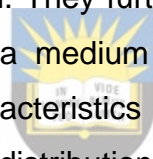
Based on the discussion above, Hossain (2016) states that it is agreed that the learners' ability in English classes is not satisfactory due to some underlying factors. Furthermore, the syllabus and curriculum are examination-oriented and prevent students from acquiring language competency. Hossain's comparative study revealed that in rural areas, English language achievement is very poor in the urban areas of Bangladesh and the reasons behind this are the poor performance due to the lack of trained teachers, ineffective courses, lack of a good deal of content, weak base, large student size and lack of student's active participation are some of the main reasons why the students are lacking behind in the English language in secondary and higher secondary in rural areas compared to urban areas. Thus, learning as much as English language speaking is minimal though it is a medium of instruction.

In this light, speaking skills should not be compromised in rural or urban schools. This is in line with the lack of active participation and lack of trained teachers who agree with the studies highlighted in the background of this study. Correspondingly, the issue of teachers not creating much time for speaking or rather sticking to the language of learning and teaching as required impacts learners' performance negatively as they learn through the system towards higher education and training. Hence, the lack of active participation implies a lack of motivation or confidence that teachers may not be aware of or take care of.

Profoundly, this could disrupt the use of English First Additional Language as a medium of instruction since teachers ought to use their mother tongue to inflate or increase the learning interest of the learners. In doing so, learners will hardly be familiar with English speaking and might suffer throughout the education system.

Aziza (2015) supports the above view by highlighting that the lack of speaking and teaching strategies are other reasons that hinder speaking, as teachers are also expected to teach grammar and vocabulary items. This means that the more the teacher speaks and teaches in English, the more the students would understand and acquire the language and speak fluently since they learn better through listening and imitating.

Aziza (2015) further adds that a curriculum also focuses on teaching reading and writing skills, and there are no tasks to teach speaking. In addition, analyzing students' textbooks derives speaking activities; apparently, those activities/tasks carry few lessons to teach speaking (Aziza, 2015). However, the lack of speaking teaching strategies, as outlined by Aziza (2015), contradicts the Department of Basic Education, 2010: 10-11 as outlined under public speaking anxiety that children should be offered various opportunities to use the language (English) to develop speaking skills. Thus, learners have no motive or platform to enhance their speaking, especially in grade 4 as a transition from being taught in their mother tongue.

2.1.3 Possible reasons for rural government English medium schools tend to lack English speaking practices or norms in their literacy classrooms.

Banu (2017) speaks of the environment as not supporting the students to speak English frequently. According to him, the environment refers to the people outside the class, and those people may think that the students just want to show off when they speak English for daily conversation. Banu (2017) further claims that the students' response makes them lose their self-confidence to improve their speaking. In this view, students do not want to be rejected by the people around them; hence, they use their native language in daily conversation. In addition, the students become unable to communicate in English fluently outside the class. Misbah et al. (2017) do not specify the environment like Banu (2017) as either outside the classroom or inside.

According to Banu's definition of the environment as being off the class, exposure to speaking English in the outside scenario can also influence the classroom situation. If learners are used to speaking their native language like IsiXhosa outside the class, they are most likely to do the same in class unless they are ordered and motivated not to do so.

Dutta (2012) reports that the main findings of the study (aforementioned in the background) are summarized below:

- "The state textbooks at level 1 (classes I & II) focus less on listening and speaking skills and do not build familiarity with the language. They also do not link the child's life at school to life outside the school".

- "The print-rich environment was not evident in the schools. Children did not get the opportunity to listen to the language or speak in English. They could not narrate experiences, exchange ideas, and carry out brief conversations in English".

Hence, the learning environment (in some places) is never used or prepared for learning. In this view, speaking ends not only in the classroom lessons but goes beyond. It becomes absurd to hear of learners unable to express

themselves in English. However, they are being taught in it as a medium of instruction (MI), and seemingly, the teachers do no initiatives to curb speaking difficulties, as found by Dutta.

In this view, people comment, expressing their opinions on the English speaking difficulties in rural schools. In India, for instance, Study Channel.com (2018), under the question "Why do students from rural areas find it difficult to learn English?". Some responses are as follows:

- o "I have seen many graduates from rural areas who have a good educational background and skills but cannot get through the interviews only because they lack better communication in English."
- o "Teachers in the colleges speak in the local language even though the medium of education is English. So how do the students learn to speak?"
- o "Even in English medium schools, the conversations between the students and the teachers are in their local language only."
- o "Learning any language, especially the speaking part requires a corresponding environment. In the absence of a conducive environment, it is very difficult to learn the speaking part effectively" (Study Channel.com, 2018).

The platform or environment plays an important role only if it is conducive, per the last comment. Generally, as indicated in the background of this study, English-speaking difficulties go a long way, especially from where there was no proper environment for expression in basic education. This means that teachers are unaware of the factors leading to limited speaking of English during their lessons, and maybe it can take years for them to realize the damage it causes for not complying with the language of learning and teaching. Considering colleges, as outlined in the above comments, they (colleges) usually operate in English in many countries being compulsory to do so. However, the environment or location of the learning institution might influence the language used within the school premises. The tertiary institutions, in their few years possibly, cannot fully develop English-speaking skills or rectify students' speech problems compared to the approximate twelve years of basic education.

Beare (2020) states that students will learn to speak English by speaking English and allowing them to speak other languages to distract them from the task of learning English. Beare (2020) further emphasizes that the only way to become fluent in a language is by being immersed in the language. This means that policies developed by the school on compliance with the language of learning and teaching, learners in the early grades can create a norm of using English with the help or guidance of their educators.

In this regard, grade 4 could be the relevant grade where English First Additional Language as a language of learning and teaching kicks in. However, the issue is that the teachers who lack proficiency cannot be the positive drivers of the change. Indeed learners who are initially immersed strictly in English fall into a school's culture to speak the language of learning and teaching all the time. This helps them to overcome speaking challenges and to participate in class with understanding. Additionally, learners must use their mother tongue back at home but have more learning hours since their only trust is their teachers, especially in rural public schools.
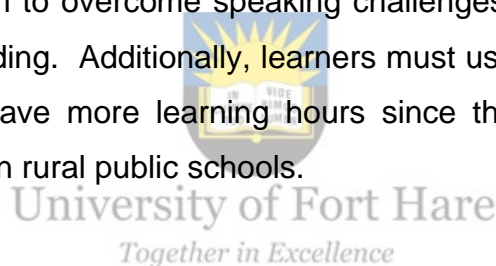
2.1.4   The framework to improve speaking skills during grade 4 English First Additional language lessons.
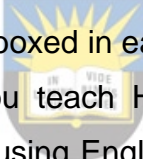
According to Iqbal (2010), learners' attitude toward studying English is affected by factors like disinterest on the part of teachers in inspiring the learners. He adds that an appropriate atmosphere is not created to fulfill their needs for learning to communicate. Moreover, the lack of strain to perform and deliver inspiring results from the examination point of view puts them under heavy pressure. Seemingly, the key end teachers work towards is the syllabus coverage more than fulfilling the needs of language acquisition competencies. However, they are trying to comply with the work schedules or policies of the department of education.

Tuan & Mai (2015) state that students always discuss a topic using their native language rather than English. Another reason is that using the mother- tongue

is a natural thing to do, as the learners tend to use the first language to explain and emphasize stuff to one another. Lastly, if educators often use the learners' language, they always feel comfortable doing it, and it is difficult to learn and master the second language.

Subsequent to Tuan & Mai's argument, it remains quite communal in rural schools for the educators to allow mother tongue use across subjects in class or in the form of code-switching. This leads to the disadvantage of the learners being inhibited from getting used to English.

Mweli (2018) argues that most grade 4 teachers prefer to use an African language as LoLT to teach African learners since many grades 4 learners are struggling with English as they are at the transition phase whereby English becomes a medium of instruction. Subsequently, one of the teachers labeled as Coco by Mweli said:

> Well, the language is not boxed in each subject. Language is language. Whether you teach History or Geography, teaching them (learners) using English is difficult because they do not have the vocabulary. Unfortunately, it is the language of everything, society, and the global language. Overseas you will need to speak English, and you will have to be more fluent and express yourself.

In this regard, Grade 4 teachers favour teaching using the learners' home language instead of the stipulated language (English) in the policy chosen as a language of learning and teaching by the parents for their children who (learners) prefer explanations in their mother tongue. Similarly, teachers blame the learners for not having sufficient vocabulary even though they are the ones who are to equip the learners with the necessary language. For this reason, teachers will hardly get rid of code-switching as they are used to. Hence, most parents are taking their children to schools where there will be a better chance of exposure to English as a medium of instruction to become fluent in English to sharpen their children's speaking skills.

The black elite and middle class prefer to enroll their children in independent or in public schools which formerly catered for whites only (the so-called ex-model C schools) where English language learning is supported by rich material resources and a qualified, English-proficient teaching corps" (Manyike & Lemmer, 2014).

In contrast, black children from low socio-economic backgrounds, who make up 80% of the entire school population, attend township, rural or inner-city schools that lack infrastructure, resource materials, and teachers who are proficient in English (Manyike & Lemmer, 2014).

Ncoko, Osman, & Cockroft (2000) once highlighted that the use of code-switching as a teaching strategy could be effective for both language and content acquisition since it possesses several communicative functions in the classroom, namely translation, clarification, checking comprehension, giving instructions, and procedures as well as acting as a 'we-code' (providing a sense of cohesion) and the benefits include saving time, maintaining discipline and helping weak learners". These days, perhaps code-switching is still serving the good results mentioned above. However, teachers should know when to code-switch to avoid disadvantaging learners in learning English and developing their speaking skills.

However, some schools strictly use English from grade 1 as a learning and teaching language; quite often, learners are fluent in English. It might be situational to apply code-switching, but whatever informs any teaching strategy in the classroom, especially in grade 4, the English speaking skill should be at the forefront of the lessons for advanced learner exposure to this second language.

Naha, Nkengbeza & Liswaniso (2018) positively argue that code-switching helps learners to understand difficult aspects of the lesson taught and, therefore, can follow the instructions given, and when the teacher explains what was said in the mother- tongue as it helps learners to participate, especially those with English learning difficulties". Hence, the argument was that the teachers should know when to code-switch as this successively helps learners

express themselves precisely if they are unsure how to say certain things in English. Thus, code-switching appears to be of good help in learning the English language if it is properly used and does not dominate the language that needs to be used during lessons. This study was conducted in Namibia's upper primary grades 5-7.

In the study by Marshall (2014) conducted in grade 4 in the Western Cape, code-switching is said to serve as a communicative resource that enables teachers who lack a full mastery of the language and the learners to create an environment of warmth and friendliness conducive to learning. On the other hand, referring back to the background of this study, it has stated that learners must reach a high level of competence in English by the end of Grade 3 (Curriculum and Assessment Policy Statement, 2011).

Considering the South African country, how is it possible to have teachers who "lack a full mastery" of the English First Additional Language though according to the Curriculum and Assessment Policy Statement, they should have obtained the English language competency concerning the four language skills? Based on this, qualified teachers are from tertiary training, where they are expected to be advanced and well-equipped in their teaching subjects.

This means that code-switching is still most likely to occur, especially in rural primary schools where English as exposure to native speakers is minimal. This means there are still teachers who teach in the mother tongue, as mentioned in the background, which is not in line with the language policy of the department of education. This further means that English speaking is not prioritized.

Olugbra (2008) points out that teachers code-switch from English to the learners' home language for a range of purposes: to explain new concepts, to clarify statements or questions, to emphasize points, to make connections with learners' contexts and experiences, to maintain the learners' attention with question tags, for classroom management and discipline, and affective purposes, as cited in (Sibanda, 2013).

Having outlined the purposes of code-switching means that teachers should know the first language of the learners they teach to code-switch onto. Otherwise, they may forfeit the outlined benefits. The subject material is transcribed in English and has to be taught in this language and the assessments.

Clarity of new terms is also possible or should be done in this very same language and give the demonstrations and use the relevant teaching resources to assist the learners in understanding the language of learning and teaching since all assessments are done in English, including oral presentations with no code-switching. Learners may code-switch or express themselves fully in their mother tongue at work or in tertiary education. Perhaps they will never participate in discussions as outlined in the background. This means that they will be or feel limited to express their views in the workplace or tertiary underuse of English due to a lack of exposure that affects their speaking skills.

The English proficiency of teachers has a profound impact on the preparation of learners for the challenging transition in grade 4 (Steyn, 2017). Steyn further found the following (in Mpumalanga) during data collection grade-4 language transition:

> The interviews were conducted in English, and the teachers had difficulty in expressing themselves accurately. They often applied code-switching. One teacher indicated that her English proficiency might not be sufficient. During the interview, she requested to continue her interview in siSwati. The successful implementation of English as a language of learning and teaching is at risk when the teachers' own proficiency is not at the desired level.

Truly, limited speaking of English is done by both teachers and learners, particularly in grade 4, where the language of learning and teaching starts as English, there is a problem. Some teachers do code-switching to escape revealing that they are not fluent in English as the language of learning and teaching (Steyn, 2017). This affects the learners speaking skills, especially in

English. This results in a low pass rate and high dropouts. Moreover, if grade 4 teachers lack proficiency, especially in rural public schools, then the chain of hiccups in speaking will continue to affect future generations. Thus, implementing English as a language of learning and teaching is still far from being successful.

In essence, constructivism, as it applies in this study, encourages a learner-centered teaching approach. This helps learners to engage amongst themselves and their teacher, given a platform for making mistakes that will turn positive through further guidance of their teacher. Now, in applying code-switching for some reason, a teacher cannot expect learners to respond fully in English as they are not provided sufficient space for expression. In rural areas of Uganda, learners start their first 3 years being taught in a dominant local language they choose, whereas in urban areas, learners tend to start with English from their first 3 years, and it becomes dominant.

Comparatively, in South Africa, the language policy states that the learners should be taught in their mother tongue from their first 3 years, that is Foundation Phase, and use English as a medium of instruction from grade 4 upwards. According to Ssentanda (2019), learners need more time to be exposed to the language before they can learn through it. However, children in government schools mostly use their mother tongues and are not exposed to media in English. Additionally, teachers in rural areas are not very proficient in English (Ssentanda, 2019).

Therefore, code-switching has a great chance to dominate since the current language-in-education policy ought to be decentralized. There are urban schools that are not multilingual (as is assumed by the government) and thus can implement MT education (Ssentanda, 2014).
This favours those learners who in the urban areas have their MT as English but also not leaving behind those who are exposed to those of rural schools. As outlined earlier, teachers are the only first important source to obtain from this speaking issue. In rural schools, learners solely look up to their teachers and apply whatever is imposed on them.

Thus, thorough monitoring/assistance by subject education specialists are and will always be important, on the other hand, for quality education.

According to Heugh (1999), the English language proficiency of teachers who are not English mother-tongue speakers may also be "inadequate for effective teaching and learning to occur through English. Casale & Posel highlight that teachers resort to code-mixing (switching languages within sentences) and code-switching (switching languages between sentences in the classroom), although school-leavers are required to write their final (matriculation) examinations in English. However, the argument could be that there is no penalty against how teachers teach concerning code-switching, whether the learner fails or not in the examinations, as there is no proper monitoring.

Thus, teachers whose mother tongue differs from the language of learning and teaching may not be advanced in their spoken language compared to native English speakers. However, this does not provide an opportunity to overuse code-switching, knowing that it (code-switching) is not an assessment language and most likely puts learners at a disadvantage in fluency.
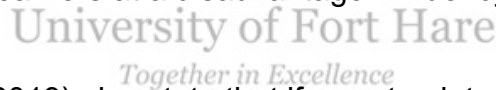
Kretzer & Kaschula (2019) also state that if you step into class in South Africa's Limpopo province during a lesson, you are very likely to hear the teacher speaking more than one language, which is called code-switching. Kretzer & Kaschula further stress that many South African classrooms do not permit it. However, teachers choose to do it for various reasons.

Lack of Qualified teachers
This is the most important and overlooked problem.
This problem becomes difficult to solve since many communities are English language learners and cannot determine who is a good English teacher and who is not. Whatever the teacher says, whether correct or incorrect, will be taken as correct by the learners (Ama, 2019).

According to du Plessis (n.d) cited by Mail & Gardian (2018), rural schools find it difficult to attract good, suitable teachers, and the lack of qualified teachers in many rural schools is simply because teachers do not want to stay in rural areas due to social, professional and cultural isolation.

Subsequently, primary schools in rural schools are most likely to continue suffering concerning English First Additional Language speaking. With the lack of qualified teachers, grade-4s where the medium of instruction changes to English are far from achieving this speaking skill as evidenced so far from the studies. In the light of Sweden and South Africa, Holmqvist (2019) states that more than half of all special educational needs teachers in Sweden will retire within 10 years. There will be an expected shortage of 60 000 teachers by 2019 and in South Africa, there is a need for 20 000 - 30 000 new qualified teachers each year, and in 2011 only a third were produced. Holmqvist further adds that there is still a significant shortage of Foundation Phase teachers and a significant teacher shortage in key subjects.

An Institute of Statistics (United Nations Educational, Scientific and Cultural Organization known as UNESCO) (2016) states that in the next 14 years, countries must recruit 68.8 million teachers to provide every child with primary and secondary education: 24.4 million primary school teachers and 44.4 million secondary school teachers.

Based in South Africa, there are not enough qualified teaching personnel, and the statistics and other scholars show the reality that the country still needs more qualified teachers UNESCO) (2016). Thus, full attention towards an individual learner concerning speaking activities may be successful if only teachers are enough and if there are strategies to improve learners' speaking abilities. However, the key staff to initiate strategies of improvement is the one at times who does less speaking of the required language of learning and teaching, as revealed from the studies above.

Grade 4 rural learners deserve a better start regarding English First Additional Language as a language of learning and teaching like any other school-going child because the language policy emphasizes that after the first three years of basic early education, learners should have mastered English (UNESCO, 2016).

This means they can be ready for English First Additional Language as a language of learning and teaching. In addition, it would be better to address issues of improving English speaking fluency among qualified teachers as they have been trained compared to unqualified ones. In Sweden and South Africa, for instance, there is still a need for more teachers at the Foundation Phase. A solid foundation is believed to support an everlasting structure. This means that if schools may work hard on the Foundation Phase and as required by the Department of Education (teaching in English), learners would acquire the English language skills, especially the speaking part.

Comparatively, in America, there have been new immigrants whose mother tongue is not the dominant English. Quintero & Hasen (2017) argue that the lion's share of the newest American immigrants do not speak English as a native language, and the growing segment of children living in non-English-speaking households creates an increasing demand for teachers prepared to serve English learners. Unfortunately, state and federal policies and teacher preparation programs have not sufficiently prioritized training teachers for this growing segment of the student population, and teachers are, therefore, left unprepared in the classroom (Quintero & Hasen, 2017).

This agrees with Smith (2010), saying that what has been occurring in schools today in the United States is that students are experiencing that global community with an ever-increasing population that has limited English backgrounds. Generally, such an issue (non-English background) might affect how teachers teach as they cannot fall for code-switching at any point since the likelihood would be that they do not know the mother tongue of those individual learners who with their families come from various countries where the mother

tongue is not English. Therefore, trained or qualified teachers for such learners are to be made available to ease the processes of teaching and learning.

Additionally, educators who lack English proficiency cannot teach English effectively because of the vicious cycle that has developed in the education system (Masitsa 2004; Cheetham et al. 2014; Siegel 2014), as cited by Krugel & Fourie (2014). This results in a situation where learners' achievement is hampered by the lack of their teachers' English proficiency (Krugel & Fourie, 2014). Thus, teachers are expected to lead the discourse in the classroom and teacher communication should contain no incorrect forms as this is the language at the learners' disposal (Mbah et al., 2014), further cited by Krugel & Fourie (2014). This proves that qualified and unqualified teachers have similar characteristics that result in a lack of English proficiency.

This affects the learners' performance academically due to English language difficulties. Therefore, the issue of speaking stands no chance to develop or be mastered in such cases unless the teachers could be well equipped and get the relevant qualifications. Choi & Lee (2008) state that cultivating or securing qualified English teachers and teacher training are key problems in the majority of Asian countries, including Korea, China, Japan, Indonesia, the Philippines, Thailand, India, Pakistan, Sri Lanka, Israel, and the UAE, as noted in Koike (2007) for Japan and Le (2007) for Vietnam.

Similarly, there is a need for trained English teachers in rural areas in Malaysia and Sri Lanka, as the lack of trained teachers is noted as a problem leading to a gap between the quality of English education in urban and rural schools (Data' Hjh Noor Rezan Bapoo Bt. Bapoo Hashim, 2008), cited by (Choi & Lee, 2008). Generally, qualified English teachers are still being desperately searched for and some countries like the Asians ought to strive for English competent speakers as they gradually recognize the importance of doing so in their schools. The countries mentioned above are still likely to have learners who cannot communicate effectively in English and, most importantly, if they have a different language for the language of learning and teaching except English.

2.2 Theoretical Framework

The theoretical framework is the "blueprint" for the entire dissertation inquiry. It guides building and supporting a study and provides the structure to define how one will philosophically, epistemologically, methodologically, and analytically approach the dissertation (Grant & Osanloo, 2014). Eisenhart, cited in Grant & Osanloo (2014: p. 205), defines a theoretical framework as "a structure that guides research by relying on a formal theory constructed by using an established, coherent explanation of certain phenomena and relationships.'

The theoretical framework underpinning this study is constructivist theory. Abdal-Haqq (1998), as cited in Mogoshoa (2014), states that constructivism is an epistemology (theory of knowledge), a learning or meaning-making theory that explains the nature of knowledge and how human beings learn. Hein (2007) defines constructivism as the idea through which learners construct knowledge for themselves; each learner individually and socially constructs meaning- as he or she learns. In addition, the constructivist theory believes that each learner should actively participate in the learning processes as everyone constructs his or her own knowledge. In the light of constructivism as a theory of learning, the researcher adopts this theory to find out how learners and teachers learn through the lessons conducted in English as a medium of instruction and how, in particular, the speaking aspect is handled by teachers.

Thus, constructivism theory influenced the framing of the research questions and data analysis. Based on this theory, all the research questions were adequately addressed through its guidance, and the researcher managed to get the relevant information he was looking for. Those questions might help unravel the goals and objectives of this study concerning South African Language Policy.

According to Mvududu & Thiel-Burgess (2012), constructivism represents one of the big ideas in education, and its implications for how teachers teach and learn to teach are enormous. They further state that a focus on student-centered learning may well be the most important contribution of constructivism.

Phillips (2000) noted that for a person to accept constructivism as a philosophy, one must adopt a variety of educational practices or for a teacher who uses constructivist classroom practices to justify doing so in various ways. Thus, some of these might not philosophically be constructivist. This implies that teachers adopting this theory can assist learners in obtaining the necessary speaking skill from as early as grade 4. Thus, learners who become responsible and engage in discussions with their peers through English First Additional Language being the language of learning and teaching are likely to be fluent in the second language, that is, in this case, English. Teachers are to facilitate or guide learning, emphasizing improving learners' prior knowledge and preparing them (learners) for higher classes. At least teachers must know the factors contributing to the limited speaking of English in Grade literacy classrooms regarding teachers, learners, and their impacts as far as constructivism theory is concerned.

2.3 Conclusion

This chapter discussed the relevant literature on the factors contributing to the limited speaking of English in Grade 4 literacy classrooms among teachers and learners. The South African language policy was also discussed. The literature focused on all research questions to get answers for the study. Additionally, the relevant theory was presented and unpacked correctly. The next chapter will present and justify the methodology used during data collection.

CHAPTER 3

METHODOLOGY

3.1. Introduction

The previous chapter dealt with the literature reviewed and the theory relevant to the study. This chapter deals with the processes followed when collecting data for this study. The researcher would discuss the research methodology, paradigm, approach, design, sample and sampling techniques, data collection instruments, data analysis approach, ethical considerations, and negotiation of entry relative to this study.

3.2 Research methodology.

According to Myers & Newman (2007), the research method is an inquiry strategy, which moves from the underlying assumptions to research design and data collection.

3.2.1 Research Paradigm

There are common research paradigms such as positivism, interpretivism, and post-positivism. These paradigms differ according to their purpose. This research adopted an interpretive paradigm that encourages the use of naturalistic methods and provides the scope concerning the research process. Additionally, the interpretive paradigm is underpinned by observation and interpretation and makes meaning out of drawing inferences by judging the match between the information and abstract theories (Antwi & Hamza, 2015). Consequently, the interviews were used as a data collection approach to align or conform the research to the principles of the interpretive paradigm since it uses the experiences of humans in their settings or circumstances.

In this regard, the interpretive paradigm involves understanding people's lived experiences in a particular context or historical setting (de Vos et al., 2011), as cited by Magumela (2017). Subsequently, interpretivism is the view that advocates that the researcher must understand human roles as social actors and the meaning human beings give to these roles (Magumela, 2017).

The interpretivism paradigm assisted the researcher in getting the answers to the questions since the researcher was dealing with factors contributing to the limited speaking of English in Grade-4 literacy classrooms regarding teachers and learners. Thus, the researcher used observations and interviews in line with the interpretive paradigm. In addition, the interpretive paradigm was used because of the meaning-making process, as the researcher has the advantage of trying to understand the interaction between the teachers and the learners by gaining insight and creating meaning in what they were doing in the classroom where English as a language of learning and teaching is concerned.

3.2.2 Research Approach

There are three types of research approaches such as qualitative, quantitative, and Mixed Methods. These approaches differ according to their advantages and disadvantages in the research. This study adopted the qualitative approach as it attempts to study the everyday life of different groups of people and communities in their natural settings. It is particularly useful to study educational settings and processes. However, the study did not involve many participants and statistics in its data collection as this was not in line with the quantitative approach. Hence, a qualitative approach was used as it suited the needs of this study. Lincoln (2003) states that qualitative research is naturalistic and it involves an interpretive, naturalistic approach to its subject matter. It further attempts to make sense of or interpret phenomena in terms of the meaning people bring to them (Lincoln, 2003).

Fleming & Briggs (2007) also highlighted that qualitative research aims to explore and discover issues about the problem at hand because very little is known about the problem.

Based on the scholars' arguments above, this was a relevant research approach that enabled the researcher to make observations and interviews when collecting data. In this regard, the researcher did not interfere with the information he/she got. Rather, he/she had written it down and recorded the main points related to the research questions. Thus, the researcher aimed to get an idea of the factors contributing to the limited speaking of English in Grade 4 literacy classrooms among teachers and learners in two rural schools in Chris Hani West District.

3.2.3   Research Design

Yin (2009) states that a research design is the logic or master plan of research that throws light on how the study is to be conducted. He adds that it shows how all of the major parts of the research study, like the samples or groups, measures, treatments, or programs, work together to address the research questions. In addition, the research design is similar to an architectural outline. Hence it can be seen as an actualization of logic in a set of procedures that optimizes data validity for a given research problem (Yin, 2009). Thus, there are different research designs such as Action research, Case study, Ethnography, Grounded theory, Phenomenology, and Historical Research. For a researcher to choose a relevant design, he/she should be informed by the research approach selected for the study.

The case study research design was adopted as it was relevant to this research. Gaille (2018) states that the case study method turns client observations into usable data and opinions into inexpensive facts and is accessible to readers. Hence, the researcher adopted the case study, which is in line with the qualitative approach chosen for this study and guided the researcher to collect, analyze, interpret and present data. Krusenvik (2016) states that the benefit of the case study in any research is that it can "close in" on real-life situations and test views directly concerning phenomena as they unfold in practice.

Likewise, Lindvall (2007) agrees that the most significant advantage is that the case study provides a detailed analysis of the individual case. Krunsevik (2016) also added that the internal validity is high, which makes the study more valuable. Additionally, one of the advantages of studying individual cases in-depth is that it helps the researchers to find the information they did not anticipate finding from the start (Lindvall, 2007). The researcher found this during his data collection from those identified schools. Yin (2009) argues that the need for a case study comes from the desire to understand complex social phenomena in all fields.

Thus, the case study research provides great strength in investigating units consisting of multiple variables of potential importance and it allows investigators to retain a holistic view of real-life events, such as individual life cycles, small group behaviour, organizational and managerial processes, neighborhood change, school performance, international relations and the maturation of industries (Yin, 2009). It also provides insight and illuminates meaning that expands the readers' experiences (Merriam, 2009).

Additionally, Yin (2009) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are unclear. He further highlighted that the case study approach is useful in situations where contextual conditions of the event being studied are critical and where the researcher has no control over the events as they unfold. Ritchie and Lewis (2009) see the primary defining features of a case study as being a "multiplicity of perspectives which are rooted in a specific context. Thus, the researcher looked at the issues within the set of two schools where the language challenges seemed to exist as in real-life context and many reasons leading to the challenges of the topic the study focused on.

3.2.4 Sample and Sampling Techniques

Sampling refers to selecting a subset of persons or things from a larger population, also known as a sampling frame (Morrison, 2007). The researcher was not dealing with significant numbers of participants; hence purposive sampling was convenient. Thus, the purposive sampling technique was used in this research. Two primary schools (School A and School B) were chosen and one grade 4 teacher per school based on their experiences and qualifications. In addition, one head of the Department of English language per school and two Subject Education Specialists (SESs) from the district were also included. Moreover, the teachers were selected as they are directly involved in the learning and teaching of English as a language of learning and teaching, and their views were more relevant to this study. These participants were the ones experiencing the challenges of factors experienced during the lessons, and from them, an authentic report and information were gathered. Additionally, a group of three learners per school was chosen based on their English oral performances from lowest, mid and highest. This added up to 12 participants.

3.3 Data collection instruments

Gamage (2012) states that data collection means gathering information to address those critical evaluation questions that the author has identified earlier in the evaluation process and is an important aspect of any type of research study". Thus, various ways of collecting information and various information sources exist. The data collection instruments used in this research were semi-structured interviews, focus group interviews, and documents.

3.3.1   Semi-structured interview

Mathers (2002) defines semi-structured interviews as involving a series of open-ended questions based on the topic areas the researcher wants to cover. The open-ended nature of the questions defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail.

Moreover, suppose the interviewee has difficulty answering a question or provides only a brief response. In that case, the interviewer often uses cues or prompts to encourage the interviewee to consider the question further (Mathers, 2002). In addition, in a semi-structured interview, the interviewer has the freedom to probe the interviewee to elaborate on the original response or follow a line of inquiry introduced by the interviewee.

According to the above details of a semi-structured interview, they assisted the researcher in getting answers in-depth through cues and prompts. The questioning was in the form of gathering fully detailed explanations for the concern of this research. The two parties in the interview have been free to seek clarity for further understanding of the matter. However, Mathers (2002) further states that preparing the questions can be time-consuming for the semi-structured interview. The questions may lead to the interviewee explaining other matters not in line with the research. Thus, the researcher used semi-structured interviews to collect data from the teachers, heads of schools, and Subject Education Specialists.

It is generally understood that the interviewees above might have various activities in their respective work areas. Therefore, appointments were made to ensure the availability of the participants. The intention was not to disrupt the participants' duties but to seek their attention or spare time when they were not necessarily committed at work.

During the interviews, the interviewer had to rephrase the questions so that they were kept as simple as possible to meet the level of understanding of the research participant. The other point is that while semi-structured interviews may be free and flexible, they should be guided by an interview schedule (Alshenqeeti, 2014). While the interviewer is supposed to follow the interview schedule, he or she may delve into other relevant topics to the study (Cohen & Crabtree, 2006). Thus, the use of a semi-structured interview allowed the researcher in his research to seek clarity by asking follow-up questions. During the interviews, the researcher tape-recorded the participants' responses.

Lichtman (2006) notes that "the semi-structured interviews are more critical if the researcher will not get a chance to interview the research participants for the second time. The other reason for adopting semi-structured interviews in this study was their flexibility (Bernard & Ryan, 2010). It allows the researcher to alter the order of questions and omit some queries or change the wording of the questions. It also allows the researcher to probe using additional questions, especially when unexpected information transpires during the interview (Lincoln, 2003). However, it is recommended that the interviewer know the key issues in the research inquiry and learn how to anticipate interview questions with the most appropriate answers.

3.3.1.1 Advantages of using semi-structured interviews

Andrew, Pedersen, and McEvoy (2019: 101) note, "Semi-structured interviews guide the researcher in focusing on certain themes, and as such, there are many advantages to this methodology." Additionally, in semi-structured interviews, the interview schedule is not dictated by this schedule to guide the researcher. The ordering of questions in this type of interview is not necessarily followed. Those relevant questions at any juncture during the interview process are the ones that are asked. It has been observed that no single research method can be a hundred percent perfect for any study. Each research has its own strengths and shortcomings. According to Brown and Danaher (2019: 77), the advantages of qualitative interviews are that:

Qualitative interviews actively involve the respondents in the research process, empowering the respondents. They further allow free interaction between the interviewer and the interviewee; they allow opportunities for clarification so that relevant data is captured; they maximize description and discovery; they offer researchers access to people's ideas, thoughts, and memories in their own words, rather than in the words of the researcher.

3.3.1.2 Disadvantages of using semi-structured interviews

Interviews are flexible methods for gathering data. The interviews are aimed at sourcing specific information, and the interview process is guided by a prepared list of questions by the researcher (Brown & Danaher, 2019).

The language used during the interview determines the outcomes since the interviewees, and the interviewer had to share the same linguistic variety. Those involved in an interview may not understand some contents of the language and the language variety that is used in the research process (Brown & Danaher, 2019). Therefore, the researcher had to use language that is understood or that the research participant feels comfortable with.

3.4 Focus Group

According to Dilshad (2013), a focus group or focus group interview is a qualitative technique for data collection. According to Denscombe (2007, p.115), a "focus group consists of a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings and ideas about a topic," as further cited by (Dilshad, 2013).

However, the researcher decided to have only three learners in the group per school to comply with COVID–19 rules and regulations. During the focus group discussion, there was an appropriate setting within the school where learners were with the interviewer reflecting or responding freely to the questions of this study. Only one group per school, as outlined earlier, due to COVID-19. The researcher administered the questions to the learners during the interviews, which took approximately an hour. The participants' responses were tape-recorded with the learners' permission.

3.5 Documents Review

Bowen (2009) defines document analysis as a systematic procedure for reviewing or evaluating documents-both printed and electronic (computer-based and Internet-transmitted) material. Bowen further stated that, like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. In addition, documents contained text (words) that was recorded without a researcher's intervention.

In light of the above definition, the researcher analyzed documents such as language policy concerning learning and teaching, work schedule, Head of Departments, and District official's records stating their classroom visits and findings with improvement strategies. The most reason was to check how much time is allocated for communication activities and why that should be the case. However, documents might not have reflected what practically happens in the classroom or school environment. Teachers tend not to comply with the teaching methods outlined in the language policy as far as this study is concerned.

3.6 Data Analysis Approach

Data analysis reduces and organizes data to produce the required information (Grove, 2003). Coding qualitative data was used to reduce data to a manageable form and was often done by compression. In addition, tables were used to illustrate the participants' biographical information. Creswell (2014) describes data analysis as a spiral that is, in view, equally applicable to a wide variety of qualitative studies.

Creswell (2014) further highlights that quantitative data analysis involves organizing and working with the data, breaking them into manageable units, coding and synthesizing them, and searching for patterns. In this study, the researcher analyzed data systematically whereby he/she has built through recording procedures during interviews and focus group discussions.

The qualitative data has been coded systematically per specific themes and then analyzed to address the main research question. Following this, data were analyzed using inductive analysis. This further means that in order to make decisions regarding data collection, in addition to identifying emerging themes and recurring patterns in the middle of the process, an interim analysis has been engaged, and the crucial information has been coded, determined, and classified per the main themes that emerge as indicated earlier. Thus, themes have been placed into appropriate categories and have been logically labelled per the data that has been collected.

3.7 Credibility and Trustworthiness

In this research, participants were invited to participate voluntarily. To enrich or ensure the credibility of this research and its results, a pilot study was paramount and was intended to be conducted with success. Two grade 4 English First Additional Language teachers were involved from Chris Hani West District, where this study eventually took place, in Lady Frere town. Such teachers were not precisely the ones who participated in the data collection process.

According to Fahlman et al. (2018), the word pilot has several different meanings in the research literature; however, as Eldridge et al. (2016) point out, definitions of pilot studies usually focus on an experiment, project, or development undertaken in advance of a future wider experiment, project, or development. In other words, a pilot study facilitates decision-making. It, therefore, serves as "a small-scale experiment or set of observations undertaken to decide how and whether to launch a full-scale project" (Collins English Dictionary, 2014, para 1), as cited in Fahlman *et al.* (2018). Finally, this is a significant reason to ensure non-failure or no confusion when the actual study occurs. Thus, a pilot study helped in the success of this research.

This research aimed to explore the factors contributing to the limited speaking of English in Grade 4 literacy classrooms regarding teachers and learners that contribute to learners' English speaking difficulties. Thus, the participation involved participating in a confidential interview based on this research topic.

Guba and Lincoln (2012) state that credibility in qualitative research is defined as the extent to which the data and data analysis are believable and trustworthy. It is analogous to internal validity, how research findings match reality. However, according to qualitative research philosophy, the reality is relative to people's meaning within social contexts (Yin, 2009).

3.8 Risks and discomforts

There were no known risks to this research. However, to minimize the discomfort, the participants answering the questions were not required to give their names.

3.9 Protection of confidentiality.

The researcher did everything he/she could to protect the participants' privacy. Their identities were not disclosed as the researcher used pseudonyms.

3.10 Voluntary Participation

Participation in this research study was voluntary. One was granted an opportunity to choose not to participate and to withdraw consent to participate at any time. Thus, one was not penalized for deciding not to participate or to withdraw from this study.

3.11 Negotiation of Entry

Singh and Wassenaar (2016) mention that access to an organization to research its data, personnel, clients, or service users can be complex, involving either a formal process of gaining entry into an organization, followed by an informal process where the researcher becomes known to the relevant gatekeepers. They further explain that a formal access process would require understanding the organization's operational hierarchy and rules regarding professional protocol and strategic planning for recruitment and data collection.

As cited in (Singh & Wassenaar, 2016), the informal process involves the researcher's ability to respect the boundaries of the access granted, adopt an objective and formal stance to the research process even if he or she is known to the gatekeepers and research participants (Johl & Renganathan, 2010). de Vos, Strydom, Fouche' and Delport (2011) maintain that the successful execution of the design and data gathering strategy is determined by the accessibility of the setting and the ability of the researcher to build up and maintain relationships and agreements, as cited in (Magumela, 2017).

In this regard, the researcher sought permission to conduct this research in the intended selected schools, as stated earlier on. The researcher had to introduce himself and summarize the study through negotiation. The process began from the district to the schools. The District Director, Circuit Managers responsible for the chosen schools, and the principals granted permission. The negotiation of entry was crucial as the first step to be permitted access to the two schools concerned through or in respect of the leadership's hierarchy of the department of education.

The communication channel validating the request for permission to conduct this research at the respective schools was in letters from the Inter-Faculty Ethics Committee at the University of Fort Hare, directed to the education above personnel. Thus, upon permission granted by Inter-Faculty Ethics Committee, the researcher obtained an ethical clearance certificate from the University of Fort Hare before he/she could collect data.

3.12   Avoidance of harm

De Vos et al. (2013) state that participants can be harmed physically or emotionally. To avoid harm to the participants, the researcher informed them beforehand about the investigation's impact and offered them opportunities to withdraw if they wished to do so without prejudice.

3.13   Conclusion

This chapter discussed the following aspects in detail: the research paradigm, the research approach, the research methodology, and the research designs. All these were aligned to the methods with the study's research questions, problem, and purpose. In addition, the data instruments such as semi-structured interviews, focus groups, and document analysis were also discussed as part of this chapter. Simultaneously, the sample and sampling techniques were outlined, including ethical considerations, data validity, and reliability. The next chapter will present and analyze the data.

CHAPTER 4

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

In the previous chapter, the study dealt with the methodology and research techniques used in this research. In this current chapter, the researcher presents and analyses the data collected according to the concern of this study in addressing factors contributing to the limited speaking of English in Grade 4 literacy classrooms among teachers and learners.

The data presented is from the research findings obtained from the research participants from two primary schools: School A and School B, two Heads of the department (HoD), and two Subject Education Specialists (SESs). The main focus was on grade 4 teachers and learners per school based on their experiences and qualifications since learners from public government rural schools tend to be unable to speak English as a medium of instruction and a language used in the labour market. This indicates that the learners will not be competent and employable in the future as they are not fluent in English, making them unable to express themselves easily. The data collection instruments used were as follows: semi-structured interviews, focus group interviews, observations, and documents. In this regard, all the participants were made aware of their rights concerning participation and were assured that none of their information or views would be of harm in any form to them.

The biographical details of the participants and the pseudonyms of the participants are displayed as referred to in this research in the following tables below.

Table 2: This table shows the biographical data of participants for the teachers, Heads of departments, and Subject Education Specialists.

Teacher	Gender	Teaching Experience in EFAL	Qualifications	Home Language	LoLT
TeacherA	Female	22 years	NHDE	IsiXhosa	English
HoD_A	Female	17 years	PTD	IsiXhosa	English
TeacherB	Female	14 years	Dip. & ACE	IsiXhosa	English
HoD_B	Female	12 years	NPDE	IsiXhosa	English
SES_1	Female	25 years	B Ed	IsiXhosa	English
SES_2	Female	16 years	B Ed. Hons	IsiXhosa	English

Table 3: Pseudonyms of the teachers, Head of the department, and Subject Education specialists are presented below.

School	Participant
School A	Teacher A
	Head of Department: HoD_A
School B	Teacher B
	Head of Department: HoD_B
	District Officials
	Subject Education Specialist1: SES_1
	Subject Education Specialist2: SES_2

Table 4: The biography and Pseudonyms of the learners are presented below.

Schools	Participant	Gender	Age	Home Language	Language of learning and teaching

	Learner A1	Male	10	IsiXhosa	English
School A	Learner A2	Female	9	IsiXhosa	English
	Learner A3	Female	9	IsiXhosa	English
	Learner B1	Female	9	IsiXhosa	English
School B	Learner B2	Male	10	IsiXhosa	English
	Learner B3	Male	9	IsiXhosa	English

4.2 Outline of the schools

Schools A and B are located in the rural areas of Lady Frere in Chris Hani West District. They are not as far as they are found within a 10-kilometer radius from the small town of Lady Frere. The two schools are primary schools, and school A ranges from grade1 to grade 5, whereas school B is from grade1 to grade 7. The language spoken mostly in the communities of these schools is IsiXhosa. As highlighted in the table above, the teachers involved in this study have been teaching for some time and were willing to assist the researcher in answering the questions. Additionally, there was a revisit on the research questions that were formulated to respond to the researchers' main concern addressing ''Factors contributing to the limited speaking of English in Grade 4 literacy classrooms regarding teachers and learners.

4.3 Main research question

What factors contribute to the limited English speaking in Grade 4 literacy classrooms regarding teachers and learners?

4.3.1 Sub-research questions

- What language of learning and teaching is mainly used in English First Additional language literacy classrooms and why?
- How do the factors affect the English speaking skill of the learners and teachers?
- Why do rural government English medium schools lack English speaking practices or norms in their literacy classrooms?
- What framework could be suggested to improve speaking skills during grade 4 English First Additional language lessons?

4.4 Data collected from interviews

According to National Institute for Children's Health Quality (NICHQ) (2021), qualitative data is the descriptive and conceptual findings collected through questionnaires, interviews, or observation. Additionally, analyzing qualitative data allows us to explore ideas and further explain quantitative results (NICHQ, 2021).

Qualitative Data Analysis (QDA) was the range of processes and procedures whereby the researcher moved from the qualitative data that was collected into some form of explanation, understanding, or interpretation of the people's views and situations/classrooms observed. Further, QDA is usually

based on an interpretative philosophy. The idea was to examine the meaningful and symbolic content of the qualitative data collected (Sunday, n.d).

The qualitative data were coded systematically per specific themes and then analyzed to address the highlighted main research question. Following this, data were analyzed using inductive analysis. Themes (as clearly outlined in chapter 3) were placed into appropriate categories and were logically labelled per the data collected. The themes were formulated from the sub-research questions.

4.4.1 Interviews with the participants

Semi-structured interviews were conducted with the grade 4 English First Additional Language teachers and the district office's Subject Education Specialists (SESs). Additionally, focus group interviews were used in collecting data from the learners. In this view, semi-structured interviews are best used when relevant literature is highly developed with an established understanding of the topic and generally organized around predetermined, open-ended questions and other questions that emerge from the dialogue between interviewer and interviewee (Batmanabane & Kfouri, 2017).

The English First Additional Language teachers of grade 4 who ought to use English to teach as a language of learning and teaching were asked the following questions (in whichever sequence). The themes and questions were set in categories of **A**, **B**, **C,** and **D** to answer all the questions under each theme.

4.4.1.1   THEME A

Language of learning and teaching that is mostly used in English First Additional language literacy classrooms.

Responses and interpretations from the teachers and HoDs

The answers that participants from the two schools gave had differences and similarities:

Do you purely teach in English during your lessons in grade 4, and why?

Teacher A said**,**

 "*Eeh well, no, because the learners do not understand proper English. Therefore, I usually explain in IsiXhosa if they do not understand because they have been using their home language since grade1*.

HoD_A said,

"*Yes, it helps me understand which learners struggle to catch the English instruction. I further explain in simpler terms.*

Teacher A additionally said,

"*…truly learners in grade-4 hardly hear spoken English, therefore purely teaching in English is not easy without also using learners' mother tongue*".

In school A, HoD_A says that learners understand better through code-switching. In school A, the teachers have different views implying that they have different goals and take pure English as a medium of instruction to suit how they teach the learners.

Considering school B, **Teacher B** and HoD_B outlined that they mainly teach using code-switching (CS) simply because the learners at this grade are not used to the English medium entirely.

Teacher B further added in support of code-switching that it also depends on the type of learner and the fact that the learners were taught in their home language in the first three grades.

How important is it for grade 4 teachers to ensure that learners can speak the language of instruction well?

Teachers in both schools stressed that they ensure their learners' English speaking ability so they can cope with other learning areas. For example,

Teacher B says,

"*It is of great importance because in other learning areas, they will be able to ask questions in English.*"

HoD_B further added that every teacher, regardless of their area of teaching, has a role to play for learners to be able to communicate in English.

The above participants agreed that it is of great importance because it could ease the process of learning and teaching and further assist in avoiding code-switching.

HoD_A added,

"*Learners can ask questions through the use of English as a language of learning and teaching.*"

Do you think that teachers have the liberty of teaching using their mother-tongue in their classes during lessons? Why do you think so?

In the two schools, teachers generally think that the mother tongue medium of instruction is important for better understanding of the learners. They are not yet used in English instruction in grade 4 as they are in the transition phase. Therefore, each teacher may apply the mother tongue medium of instruction if there is a need to do so. However, they are unsure as to which extent they should use English as a medium of instruction throughout the lesson.

Teacher A for example, said,
"*I'm not sure when exactly could be the right time to fully teach our learners in English only because they hardly understand English instructions mostly.*"

HoD_A responded by saying,
"*Yes, simply because as the subject head I am not always in the classrooms to observe how learning and teaching take place and to add on this, teachers using their mother tongue to teach helps the learners to understand but should try to move more to English*". Also, "*Yes but ke* (really) *I don't encourage them (*teachers*) to do so. So they have liberty only to assist learners in understanding,*' HoD_B Said
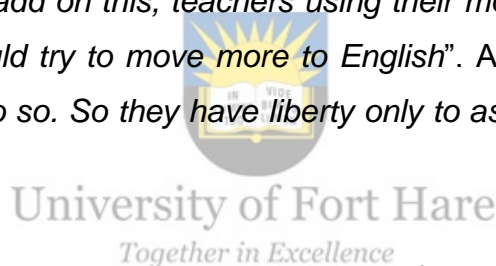
HoDs generally seem to favour the mother tongue medium of instruction, although the medium is completely changed in grade 4 and tends to continue to higher grades impacting learners' English speaking.

Is it important to strictly comply with the language policy on language of learning and teaching in grade 4 lessons and why?

HoD_B and **Teacher B** agreed that policy compliance in this regard is really important to put learners at an advantage of being used in the language of learning and teaching as English language.

While the other two teachers (**Teacher A** and HoD_A) said that even if you comply, applying the stipulated language, learning and teaching becomes difficult without intervening by using the learners' mother tongue and because learners depend on you in class. Therefore, you may deviate from the policy requirements.

The interviewed HoDs say that all teachers should teach using an approved or agreed-on language in learning and teaching because the language policy is an official guide to follow.

However, this is in contradiction a bit with the language policy. The policy does not cater to mother-tongue medium of instruction, which these (HoDs) favour, and further does not state that a teacher should know the learners' home language to assist them by teaching them in their mother tongue for better understanding.

What teaching method(s) do you often use to equip learners for English fluency?

The four teachers similarly mentioned story reading, teacher-learner dialog reflecting on the story, and asking learners to describe their family members or different pictures. Furthermore, they said they use other words to match their meaning with different images to improve vocabulary.

Teacher A said,

"*I also use puppets for learners to speak with each other, to make learning interesting.*"

How often do you encourage your colleagues in grade 4 to consider the medium of instruction as important?

The four teachers indeed agreed that they hardly encourage teachers (colleagues) on this issue. One even elaborated that "…*grade-4 colleagues are supposed to know that hardly teaching in English medium affects acquiring English First Additional Language. It is important that we outline the importance of English at school staff meetings as a medium of instruction sometimes*", said **Teacher A**.

HoD_A said,

"*I do encourage but not quite often. Teachers generally know that they should apply the English language when teaching…it's just that learners don't always get along with the instructions .*'' While HoD_B from school B honestly said she does not encourage teachers.

How would you rate your English speaking ability out of ten and why is that so?

Teacher A: $\frac{8}{10}$ simplified as 80%, said,

"*I have never been exposed to English-speaking platforms in my entire life. I only take chances in my classrooms because learners cannot judge me or know if I am making speaking errors in English fluency*".

Teacher B reiterated, "*I am better in writing kodwa* (but) *speaking is a problem.*"

$\frac{6}{10}$ simplified as 60%, said, "*Ay in our province of Eastern Cape we really don't have the opportunity to speak in English most of the time. I'm really poor in English speaking but 60% noko ndinaye* (at least I have)".

HoD_A and HoD_B both gave $\frac{9}{10}$ simplified as 90%. Subsequently, they said they could communicate well in English because they have been exposed to English-speaking scenarios and throughout their education.

What speaking difficulties do you encounter impacting the class lessons when teaching using English as a medium of instruction? If any, what could be the cause?

Teacher B said none, while other teachers mentioned a lack of vocabulary in line with sentence construction when speaking as a challenge, which directly affects learners in class.

The other three teachers further expressed that the platform or speaking activities or general exposure to English speaking was insufficient. In addition, they also spoke about public speaking anxiety. Still, this factor of speaking anxiety is manageable in the class of grade 4 but a significant problem amongst platforms of colleagues or other speech areas.
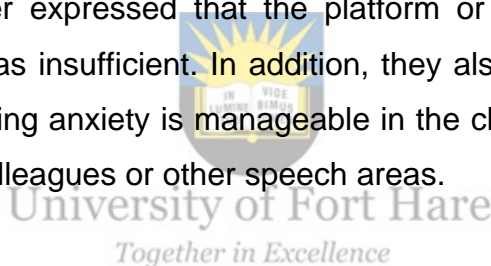
 Teacher A emphasized,
"*Being through an education that limits you in English speaking had been a problem because I can't speak fluently enough at times and that is why most of my colleagues and I send our children to former model C schools. They reach grade-4 already speaking well in English because English is dominant in and outside classrooms.*"

The HoDs said there is nothing to think about.

For example, HoD_A from school A,

"*I don't think I have difficulties…I can speak in English. Although I may not be perfect, my vocabulary is not bad*".

4.4.1.2   THEME B

The factors that affect the English speaking skill of the learners and teachers.

Responses and interpretations relating to questions,

Table3.

If the use of mother-tongue dominates or not in the lessons, what impact does it have on the learners' English speaking skills?

Responses are recorded in the following table.

Participant	Responses
TeacherA	*Truly speaking mother-tongue is dominant in and outside our classes. This delays the pace at which the learners can speak English. English as we ought to teach in it, really dominates in my lessons because learners struggle, leading me to apply code-switching.*
TeacherB	*We teach in the classrooms where isiXhosa is commonly used. Learners cannot quickly know how to speak in the English language because of this* (isiXhosa use). *We cannot run away from the fact that in our classrooms or in my lessons, IsiXhosa dominates because we want the learners to understand.*
HoD_A	*We use isiXhosa to clarify terms and more on this, learners speak in isiXhosa and this affects their English speaking skills as there is a lack of English usage.*
HoD_B	*English as a medium of instruction only dominates slightly during English lessons, but for the rest of the subjects (according to my experience), IsiXhosa dominates, affecting how fast the learners can know how to speak.*

In the above responses, one thing is that the mother tongue, which is IsiXhosa in this case, is dominating in the class lessons and that acquiring English speaking through medium of instruction and First Additional Language would take longer for learners. Another thing is that teachers themselves admit to using IsiXhosa in their classes for the most common reason of "to make learners understand." How about teachers who do not share the same mother tongue as learners because the department of education does not state that to be employed at a particular school, you must have the same mother tongue as the learners to assist them in "understanding."

Do learners struggle to use the language of learning and teaching in class during lessons? What could be the basis of such a struggle?

Responses in Yes or No

No learners do not struggle 17%
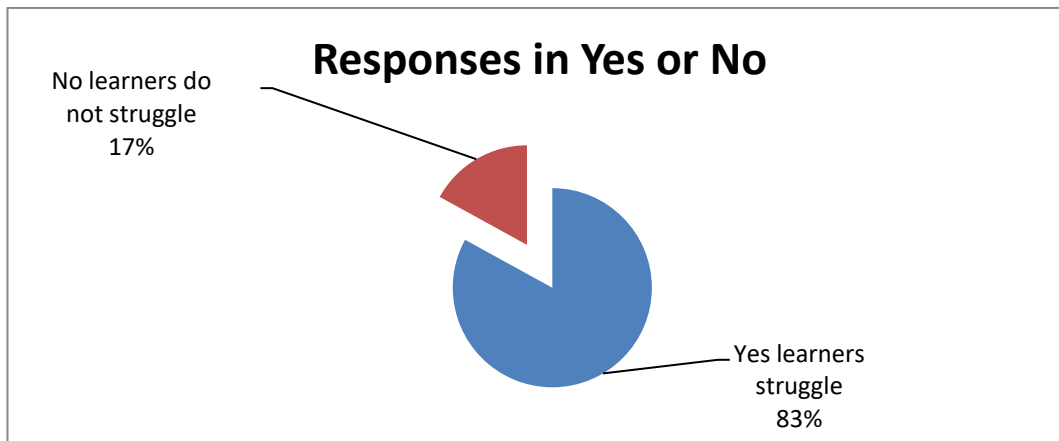
Yes learners struggle 83%

*Figure 1: Represents response as either **Yes** or **No**.*

Considering Figure 1, as indicated above, participants in the majority state that learners struggle with using English First Additional Language as the language of learning and teaching.

For example, HoD_A said "*learners are not used to the use of English all the time, instead are used to their mother tongue from previous grades. They cannot speak or speak well in English or even understand it. They can't also read or write some terms without thorough explanation*".

How is the oral performance of learners who might lack English vocabulary?

Teacher B outlined that the learners' oral performance is poor in school B. They are not used to having a conversation with other people. *They do not know which words to use or when to use them. They do better only when they have memorized presentations.* In this, the other two participants at school A agreed and further emphasized that learners do better through memorization as they lack an understanding of English words. This means that learners in grade 4 cannot really carry out English conversations and that their better performance solely depends on enforced memorization, which may or may not help to speak.

The school is rural and there could be less exposure to English. If so, how does this influence the learning process in the classroom as far as speaking is concerned?

The responses to the above question from all the six participants were really acknowledging that the English language is scarce to find, especially in the following form of spoken language,

"*…learners don't get used to spoken English, and due to this, they suffer a lot in gaining the speaking skill in a short period*", said Teacher A.

Do you think teachers of grade 4 at your school have no problem in applying English instructions to the learners, and why?

Teacher A and HoD_A from school A had similar responses stating that the major challenge is with the learners who do not actually understand spoken English, leading to code-switching or mother tongue use during the lessons. Again, responses from school B could not differ from school A's.

In this regard, teachers blame the learners for not involving themselves whenever possible. Spoken English from the side for some is not good at all, as revealed in the previous questions where they rated their speaking ability and some admitted that they could not constantly communicate in English.

Are the learners confident enough to express their opinions in group discussion activities using English? If not, how do the teachers handle such a problem?

The participants agreed entirely that there is much lack of confidence in learners. They hardly try to use English as required.

"*Learners have no confidence in discussing English as should be used in our lessons. Commonly they discuss in their mother tongue and try to write what they think is written in English*", said by HoD_A.

Such a response is similar to that of HoD_B from school B saying that there is no confidence. Instead learners are shy and struggle to communicate in English since they are not used. In sorting out the problem, teachers said that they reinforce English speaking through round monitoring in class, but learners keep quiet, not knowing where or how to start communicating.

Teacher B even said,

"*akukho lula* (it is not easy) *but siyazama* (we are trying) *that they speak in English cause abayiqhelanga* (they are not used) *so it's worse to share ideas in groups through English*".

4.4.1.3   THEME C

The rural government English medium schools tend to lack English speaking practices or norms in their literacy classrooms.

Responses and interpretations relating to questions.

How often do you get to be visited during classroom teaching by HoD or SES as far as LoLT is concerned?

Considering school A, teachers stated that there are no classroom visits per se. Still, as colleagues (with the HoD), we discuss English First Additional Language issues, not specifically the language

of learning and teaching. In addition, SESs do not regularly visit schools, especially to monitor classroom learning and teaching. The same responses were found at school B, and the two schools are led by one district. HoDs and SESs, according to the responses, seem not to be considering the value of classroom visits or support in ensuring adherence to the language of learning and teaching.

What impact usually arises during grade-4 lessons concerning English as a medium of instruction if the teacher's mother tongue is that of the learners?

The issue was that the participants admitted to frequently applying code-switching during their grade-4 lessons arguing that it is for better understanding. All the participants had the same mother tongue as the learners leading to code-switching or IsiXhosa medium in the classrooms.

HoD_B, said,
"having the same mother tongue as the learners is an advantage to explaining English terms with the language learners can better understand. This means that learners will hardly understand English terms from the teachers differing from their mother tongue with that of the learners.

In the event where code-switching is used, what purpose is it used?
HoD_B said,
"*It is used to clarify difficult or unfamiliar English terms simply because grade-4 learners are not used to this language.*"

HoD_A said,

"*it is for better understanding but supposed not to be used regularly.*"

Additionally, teacher A said,
"*I use code-switching to equip learners with new English words.*"

Lastly, teacher B said,
"*Code-switching is used to understand English instructions because learners struggle to know what to do.*"

All these school-based participants seem to like code-switching for the outlined reasons and make it a daily practice in their classroom lessons.

Is there a possibility that teachers at your school favour the learners' mother tongue over EFAL during classroom lessons? If so, how is this portrayed?

Interestingly, the responses indicated that the teachers from both schools like using their mother tongue in their classroom lessons as they share IsiXhosa, which can only be noticed inside classrooms.

4.4.1.4 THEME D

The framework that could be suggested to improve speaking skills during grade 4 English First Additional language lessons.

Responses and interpretations relating to questions.

As a school, do you have any measures encouraging teachers of grade 4 to consider the importance of English speaking skill to benefit learners? If not, why, and if you do, how beneficial is this?

Sadly, all the participants admitted that they practically do not have measures to improve their English speaking skills in their respective schools. The assumption is that they (learners) gain speaking from daily lessons.

According to the department of basic education requirements, marks are allocated for oral performance. Is this enough to ensure that learners are fluent in the language of learning and teaching?

Teachers agreed that such performance ratings or marks allocation is enough considering the age and grade of the learners. However, teachers should do more speaking activities to ensure a better chance of fluency in English.

Teacher B said,
"…*so we should make learners practice in different speaking activities*".

Suppose teachers and learners have no school policy stating that they must communicate in English on the school premises. Do you think this might impact the classroom lessons as far as communication is concerned? If so, what could be the solution?

HoD_A said,

"*Our school does not have a language policy in line with English speaking. So to answer your question, this makes learners delay obtaining speaking skills in classroom lessons. The solution may be to have a policy then abide by it as a school but can hardly work as home language dominates*".

HoD_B said,

"*Yes, having rules like of policy impacts the classroom lesson speaking as learners are not used to speaking…solution we need to be seriously considering English speaking in and outside of classes*".

Teacher A said,

"*Yes, iyabachaphazela kwi* (impacts on) *lessons. But then policy won't help; no one might follow it*".

To this end, the participants generally revealed that their schools do not have an English language policy to ensure better communication among teachers and learners. They also emphasized that not everyone can adhere to it. This is the influence of the first language that dominates at school and in the surrounding community where teachers and learners reside. This indicates that teachers do not entirely work as a unit. Thus, they do not seriously consider the impact of producing incompetent learners in English speaking and honouring that such language should be used daily in lessons and on the school premises to enhance the chances of every school personnel speaking.
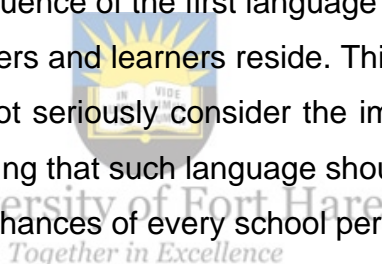
Is the issue of some teachers' ability to speak in English paramount in the workshops usually conducted by SESs? In what way?

The truth (according to the teachers' responses) is that the ability of English-speaking of teachers in workshops is never addressed; instead, the focus is always on addressing learners' language challenges. In this regard, SESs never notice or ignore the teachers' English speaking ability. However, teachers should be fluent in delivering better content in the right recommended language of learning and teaching. This means that teachers who suffer from an inability to speak well do not stand a chance to develop because SESs are not supported in this regard.

In addition, **teacher B** said workshops are not fruitful in addressing English speaking issues with the main focus.

All participants responded to the interview questions as outlined above, except SESs. However, the same questions were directed to the SESs to get the gist of how the English medium of instruction is handled in learning and teaching and what could be the factors leading to limited speaking of

English in grade 4 lessons.

The main questions asked as fully outlined above with sub-questions:

A. What language of learning and teaching is mainly used in English First Additional language literacy classrooms and why?

B. How do the factors affect the English speaking skill of the learners and teachers?

C. Why do rural government English medium schools tend to lack English speaking practices or norms in their literacy classrooms?

D. What framework could be suggested to improve speaking skills during grade 4 English First Additional language lessons?

SESs responded, outlining various reasons. Responses to ***what informs limited speaking of English during the lessons.*** Involved the following:

Some teachers…

- *They are used to teaching, mainly applying the isiXhosa language in their classes.*

- *Back the necessary English communication fluency because they are not adequately trained. For example, an SGB teacher might not have been trained as a teacher.*

- *Apply code-switching to make learners understand English instructions.*

- *Lack of knowing a variety of English words would enable them to speak fluently.*

- *Teach in isiXhosa since personnel lack monitoring, like curriculum heads, for different reasons.*

Further to the last bullet, SES_1 answered the sub-question:

Do you think that teachers have the liberty of teaching using their mother-tongue in their classes during lessons? Why do you think so?

She agreed that teachers have that liberty, as there are limited or no regular classroom visits. This means that she is admitting that she is also to blame regarding classroom visits.

She added, "*sometimes we lack transport to go to schools.*"

Lastly, the other responses indicate that SESs are aware of some factors leading to limited speaking of English during the lessons. The question would be what measures are implemented to iron out those factors or issues.

The responses on **the factors disrupt the use of English as a medium of instruction during the lessons.**

The SES_2 said,

"*Look, the thing is some factors are positive like talking of code-switching…but whatsoever, learners get used to being taught in their mother tongue throughout their school as many teachers do not teach in English strictly*".

This response is also in-line with the following sub-question: Do you think teachers of grade 4 at your school have no problem in applying English instructions to the learners, and why? "*…we do have teachers who are struggling in English speaking but through also using isiXhosa in their teaching then it is not bad for the learners in a way because in grade-4 they are still struggling a lot in English themselves*", SES_2 concluded.
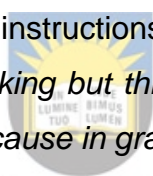
The fact that learning and teaching should be carried out smoothly for both learners and teachers through the English medium is problematic because some teachers cannot carry out lessons having English speaking difficulties. This impacts the rate at which learners should be speaking well.

The sub-question: *The school is rural, and there could be less exposure to the second language. If so, how does this influence the learning process in the classroom as far as speaking is concerned?* This sub-question was also captured in that teachers and learners have had and continue to have less exposure to the second language. They do not stand a good chance of speaking in the language of learning and teaching well. In this case, we may remember that English does not dominate in rural schools.

Considering the question of **why teachers do not make use of English as a medium of instruction throughout the lessons?**

This again was captured by the participants (SESs), and one of them said that the factors outlined are the lack of knowing the variety of English words and being used to isiXhosa teaching.

These are reasons that may lead to mother–tongue classroom usage depending on the language difficulties the individual teacher is experiencing.

Response to the question: ***What framework could be suggested in order to improve speaking skills during the lessons?***

The SES_1 said,

"*We encourage teachers or schools to have some policy considering English speaking so that learners can learn easily and express themselves or ask questions. In this regard, teachers should always motivate learners to start really speaking the language of learning and teaching. Still, they should also consider their difficulties with the language as teachers*".

Thus, there is no assurance that each school has a language policy or measures to enhance English speaking to benefit teachers and learners. It is only suggestions with no follow-ups.

4.5 Data collected from observations

The focus of the conducted observations in this study was to respond to its main question, and two elements looked at are presented below:
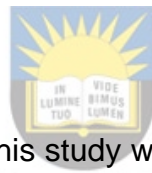
- ➢ Learner-presentations.
- ➢ Classroom for spoken language.

The following questions were asked:

- ● What teaching strategies are English teachers using that count for learners' speaking?

- ● Are the learners actively involved during learning and teaching?

- ● What language do they use when communicating amongst themselves in the classroom context?

- ● What language do learners use with their teacher during lessons?

- ● How do learners perform, possibly in prepared and unprepared speeches?

- Are the teachers giving clear instructions in English?

- Do learners cope with English as a medium of communication during lessons without using their mother tongue?

- How the teacher deals with challenges if learners do not understand English instructions?

- How fluent do the teachers speak English?

The classroom observations were all done with success. Two observations per school were conducted, and each teacher was observed. The observations were structured to verify whether what the participants said in the interviews is exactly what was taking place in their classroom lessons of grade 4 as far as English First Additional Language is concerned. Another purpose was to identify the untold factors contributing to the limited speaking of English in grade 4 literacy classrooms among teachers and learners.

The focus was on how teachers handle English as a medium of instruction as learners are taught in English for the first time in this grade since it is the transition stage from being tough with a mother tongue to English First Additional Language. Additionally, it was to check and identify the challenges teachers encounter concerning English speaking. In the observations, there were no disappointments from the side of the participants. They honoured the scheduled dates and times agreed upon with the researcher.

The following emanated from the observations:

- Teachers use Point, Act, Tell and Say (PATS) and oral presentations to cater to English speaking.
- Learners were actively involved during lessons using IsiXhosa and English to engage with their teachers.
- Learners did not fully understand English-only instructions and were not fluent in speaking with some teachers.
- IsiXhosa language was mainly dominant in the school environment.

4.5.1 School A and School B: Nature of the Schools.

School A.

This is a rural government school with three grade 4 classes with approximately 25 to 30 learners. The school buildings are in good condition with fine furniture per classroom. There are posters of English words, various colors, artworks, learning flowcharts, and other educational materials pasted on the classroom walls.

The teachers (participants) share IsiXhosa with the learners and the school's community.

School B.

While school B is a government rural school like school A, this school has four grade-4 classes with approximately 25 to 35 learners in the classroom. The numbers in the classes are easier to handle for the teachers. The school buildings are in good condition with sufficient furniture per classroom. This leads to better classroom arrangements for a convenient learning and teaching process. There are posters of English words on the classroom walls, various colors, artworks, learning flowcharts, and other educational materials pasted like in school A. Thus, the teachers (participants) share IsiXhosa with the learners and the community where the school is located, like in school A.

5.2. Observations in the classrooms.

Teachers amongst themselves and their learners mainly communicate in IsiXhosa generally in and outside the classrooms. The participants were teaching a short story titled "Mandu's running shoes." The story is found in a workbook provided by the department of basic education for English First Additional Language in grade 4. Learners often make noise, especially when there is no teacher in their classroom.

The participants honoured the observation schedule of the researcher by attending their English classes as planned. Immediately when the teacher enters the classroom in school A, all the learners stand up, greeting in the chorus of saying "*good morning, teacher,*" and she responds in English and instructs them to sit down. This greeting practice was different in the two schools. Learners knew what they had to do when a teacher entered the class.

4.5.1.1   Lesson introduction in school A.

Teacher A instructs the learners to take out the English language workbook and that the lesson is on Mandu's story.

The story shows a picture of children running in athletics and contains four questions right at the beginning. Such questions are: *Look at the picture and tell your friend what you think this story is about. How do you think the girl at the finish line feels? Have you ever been in a race? How did you feel?* The teacher reads and immediately explains the questions in IsiXhosa. Learners in the entire class discuss with each other in IsiXhosa. Some respond in IsiXhosa to their teacher, although some try English phrases like "feeling good…happy". The teacher has no problem with those responding in their mother tongue.

HoD_A Said that the teacher did the story with the learners the previous day. Now is asking questions from the story, checking what learners remember, what terms are used in the story, and if they remember their meanings.

The teacher randomly picked any learner in the class to read aloud per paragraph. About 5 learners read the story while others are listening. However, the teacher explained the story fully in IsiXhosa to the learners and told them to listen because questions would follow. Approximately half of the class remembered the story's details and some defined terms.

The teacher mainly communicates in English well but also gives instructions in IsiXhosa. Like in the first two classes, learners speak in their mother tongue, but when instructed to avoid such, they stay ed quiet. This could mean they are not used to conversing in English even when their teacher is around.

4.5.1.2 *Body of the lessons.*

Teacher A said that the teacher then continued to read the entire story explaining in IsiXhosa each sentence and unfamiliar terms. She asked questions related to the story, mainly in IsiXhosa. She further explained the exercise because learners must write their own stories of achievement. In this class, learners were given until the next day to prepare their stories to tell or narrate to the rest of the class.

Teacher A.

The teacher then asks them the questions like:
- *What was the story about?*
- *What did Mandu have that was special?*
- *What did she achieve?*
- *How did she feel after winning the race?*

In **Teacher A's** class, the learners also responded in IsiXhosa or tried to express themselves in English, which they were not good at all.

The learners quickly responded after rephrasing the questions to IsiXhosa during the HoD_A Class.

HoD_A said that learners are given about 30 minutes to write their own stories highlighting their achievements, such as the character "Mandu" and the guide for writing a story is in their books.

The learners were expected to stand up and share with the rest of the class members. The teacher had plenty of time to get the learners to present what they achieved in their lives, similar to Mandu's character. In narrative performances, a learner is picked randomly to come up to the front of the class to present their own unique stories of what they achieved. Exceptionally, few learners performed fluently with an understanding of what they were saying.

4.5.1.3 Lesson introduction in school B

Generally, learners have a particular way of greeting their English First Additional Language teachers slightly different from school A. In addition, there is a routine of oral activities on Mondays, Wednesdays, and Fridays set by the English First Additional Language teachers of grade 4. A teacher must greet the learners first, not the learners like in school A.

An example of the greeting pattern is also displayed on the wall of the classrooms. It looks as follows: Each child should respond and greet you back. For example:

A. Greeting 1: *Hello, (child's name). How are you this morning?*

B. Response 1: *Hello, Teacher. I am fine, thank you. How are you?*

C. Greeting 2: *Good morning (child's name). How are you today?*

D. Response 2: *Good morning, Teacher. I am well, thank you. How are you?*

According to the above routine, the teachers are encouraged to know the learners' names to feel recognized and behave well in class, knowing that their teacher recognizes them. School B taught vocabulary using Point, Act, Tell and Say (PATS). The aim was to get the learners used to some new English words and later create sentences out of those words.

In addition, the words studied were grouped according to how they sounded.
 For example,
boy…joy…toy…oyster…employ and head…bread…spread…read…dead…

4.5.1.4 *Body of the lessons*

Teacher B told the learners that she would pick each word and explain its meaning by applying the PATS strategy as much as possible. Notably, any observer could identify that IsiXhosa in the lesson was dominating and in examples given to clarify words. Learners were requested to repeat in chorus after the teacher read out the terms and create sentences per word. Such sentences were already in the lesson book. However, a learner is allowed to create his or her own English sentence or record the teacher's example through which the majority were doing so.

Teacher B.

The teacher mainly used English and encouraged learners to try it out. She read the words with the learners on the wall by applying PATS for better understanding. In this class, learners had to recall the meaning of each word pointed at random in the classroom. Thus, most learners remembered but failed to construct the sentences correctly as they were said before. Some have fears as the teacher gets louder, emphasizing that they must not forget. The teacher is a better English communicator, gives clear instructions, and sometimes does code-switching.

HoD_B said that the teacher read and explained each word, similar to the above colleagues. However, in a row of desks in class, they are given three words to give sentences about to show understanding of the word. Additionally, the teacher is a better English speaker and sometimes does code-switching. Anyone in the group can stand and present the group's solutions to the rest of the class. The presenting learners can communicate fairly better.

For example, "*I enjoy food,*" "*my toy is white,*" and "*I read and shake my head.*" The learners are well engaged."

4.5.1.5 *Conclusion of all lessons observed summarized*

Teachers eventually wrapped up the Short story. Learners did not do well in the presentations. This indicated that they were not familiar with the English language yet.

What emanated in the class observations was that:
- Teachers mainly teach English First Additional Language in IsiXhosa with a few code-switching. In addition, learners kept quiet in English only with instructions, with some agreeing without understanding.
- Participants showed an inability to express themselves constantly in English. Teachers communicate with their learners and colleagues in IsiXhosa.
- Learners struggle to speak English and have no opportunity to obtain speaking skills from their teachers quickly. Thus, they were not doing well in their speeches.

- The teaching method commonly adopted was favouring both teachers and learners. Thus, learners were actively involved.
- Out of ten teachers, roughly land 50-60% of constant English speaking during grade 4 lessons.

4.6 Documents

The first documents to look at and which every teacher is mandated to have, are the lesson preparation books. Sadly, most of the participants could not show up their preparation books or documents. Some said they use the experience as they cannot write lessons daily. Where there were preparation books, there were few lessons shown to address speaking. Generally, teachers were not writing their lessons down to indicate the aims and objectives and how learners will be assessed. This means one cannot prove that at any point in time did prepare for a lesson before class. Additionally, it means that they may not value the issue of success of their daily classroom lessons, especially where the language of learning and teaching matters to enable learners to speak fluently.

4.7 Minutes of the meeting(s) held for a subject year planning

The schools participated and were in line with the district. They plan on their own how they will teach English First Additional Language throughout the year. In this view, there was no evidence that English speaking in all respects gets to be planned appropriately. No written evidence shows the priority of speaking activities. This means that English speaking is never given much attention or recognized as a challenging factor for both teachers and learners. It is always upon an individual teacher how they attempt to address English speaking in their grade 4 lessons.

Language policy on English First Additional Language and as a Medium of Instruction

The schools visited do not have a policy on English First Additional Language at the school level. Instead, they rely on departmental policy. This means that they do not have a plan for English-speaking improvement as schools.

5. Focus Group
Responses from learners

The learners' responses also showed some level of difficulty in English speaking. They were generally not capable enough to express themselves successfully in English. Interview questions had few differences and were aligned to suit the interviewees according to their respective work areas or learning. In the responses regarding the learners, the following were identified as the key aspects:

The language used in the learning and teaching of English FAL

The learners revealed that the IsiXhosa language is commonly used in the lessons in both schools. The reason is that English texts or expressions are to be explained in IsiXhosa to better understand the lessons or instructions.

Learner A1,

"*We do not understand i-English, so our teacher explains in Xhosa.*"

Learner A3,

"…*ewe then sive ngcono* (we understand better) *we follow what our teacher says we must do.*"

Learner B2,

"We want to know how to speak English. Maybe our teachers must not change to Xhosa so that we get used.

Some learners were shy to respond, and some had mixed languages when responding. However, they showed interest in knowing how to speak in English, given that they can understand instructions first. Thus, they prefer code-switching to understand the learning and teaching process better. Additionally, they are not used in full English conversation and lack the English vocabulary to express themselves fully.

The effects of the factors regarding English speaking skills.

The last response above encourages teachers to stick to continuous English usage. This might encourage learners to work towards achieving English speaking and advance their participation in literacy classrooms. It also indicates that dominant code-switching may delay the transition from mother-tongue speaking to English.

Learner A1,

"*I forget which words to use sometimes to say something in class. I think I am not used to speaking much.*'

Learner A2,

"*When you answer the teacher wrong, others laugh.*"

Learner B1,

"…*if we can talk English, then we can answer in class in a good way. In school, we have to speak so that we know English.*"

Learner B2,

"*I think we speak Xhosa most; it is difficult to understand English.*"

Learner B3,

"*…in our homes and friends, we speak IsiXhosa, so there is no one to speak English.*'

The issues emanated were that the surrounding environment where the schools are located is far less exposure to English. This is a disadvantage in knowing the language quicker, especially speaking. On the other hand, code-switching is favoured, but its dominance delays the learning speaking process. Thus, the lack of English vocabulary is another factor in which learners do not know how to express themselves in English, only to participate positively in class. This also leads to shyness for some learners who lack the confidence to answer questions, avoiding being laughed at.

Rural government English medium schools tend to lack English speaking practices:

In the schools where this research was conducted, the teachers were of the same mother tongue as the learners. In this regard, IsiXhosa was the most used language in and outside the classrooms. Learners indicated that if there could be English-only speaking teachers, they might follow to speak the language well. However, they were also saying that it can take some time to get used to, but they can later be capable.

Learner B2,

"*There are no games to play for speaking…as we can practice speaking to know more words*".

Learner A1,

"*If we can act, the stories in the books can help us talk.*"
Learners thought that language-speaking practices or acting activities might be of great help. They also believed they could eventually cope with a non-IsiXhosa speaking teacher, leading them to express themselves in English. Additionally, they said they think that code-switching is used to help them understand some words they may not follow in the lessons.

6. Conclusion

The data was presented as outlined in the introduction. Participants were labelled and given pseudonyms for confidentiality purposes. The information was also interpreted as it unfolded during collection. Factors such as a lack of qualified English teachers, lack of students' learning motivation to speak in English, and code-switching done by the teachers were given more attention in this study as they tend to dominate as outlined in the previous chapters that they are contributing to the inability of English speaking. Further discussions concerning the data collected and interpreted are in the

next chapter, with possible recommendations in addressing factors contributing to the limited speaking of English in Grade 4 literacy classrooms among teachers and learners.

CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS, AND CONCLUSION

5.1 Introduction

The previous chapter dealt with the data presentation, analysis and discussions. This final chapter concludes the study. It highlights the other chapters and summarizes the findings, recommendations, and conclusions from the data gathered. The attention was more on factors contributing to the limited speaking of English in Grade 4 literacy classrooms regarding teachers and learners.

5.2 Summary of findings

The researcher's interest was that English speaking is an important aspect that authors hardly address as a focus area. This is also the case done by English First Additional Language grade 4 teachers and generally other teachers across basic education, as evident from different studies in the literature review of this research. The value of the English language has become more important across the globe as means of communication concerning various activities and job employment. Further, learners must obtain all four language skills at school: listening, writing, speaking, and reading.
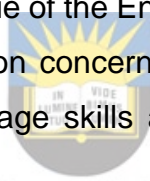
However, there has been less consideration for speaking at schools, especially in the rural government schools of the Eastern Cape. This study took place where the English language can only be used at school than in the communities. Various factors contribute to this problem, as found in this research. The study was designed to find out factors contributing to the limited speaking of English in Grade 4 literacy classrooms among teachers and learners. Most government schools use English as a medium of instruction because of the importance of speaking English.

Therefore, teachers ought to use this language in learning and teaching. In this regard, the study was triggered by the problem that there are learners who cannot communicate in English with some teachers, as revealed in the various studies in the literature review. Now the focus grade was grade 4, where English medium begins. However, as supported by previous studies, the difficulty in English speaking is also evident in the higher grades as learning and teaching continue in English as a medium of instruction. In this view, the study developed four research questions in line with the study's title. However, the main research question read as follows: What factors lead to the limited speaking of English in Grade 4 literacy classrooms? Thus, teachers in their grade-4 English First Additional Language lessons were using code-switching and/or IsiXhosa as a medium of instruction, arguing that this assists learners in understanding much better in class.

IsiXhosa dominated schools in and outside classrooms and in the communities where the chosen schools were situated. Some teachers outlined that they could not communicate fluently in English, making IsiXhosa dominate their classrooms. This benefitted learners because they understood questions expressed in their mother tongue and participated much better in lessons than in classes where the teacher favoured the English medium the most, as evident in observations.

Public speaking anxiety was also picked up. Teachers could not freely express themselves during observed lessons. It might be that they know that there is someone else during the lessons that may judge or pick up on their language mistakes. But eventually, with time, they managed to contain or overcome shaky voices. As revealed in this study, the family's socioeconomic status lies in the fact that parents of the learners at these chosen schools cannot afford tutors to advance the English speaking of their children.

It was also revealed that teachers have been through basic education that in their times of schooling, communication or English speaking was never given much attention; hence some suffer from English speaking difficulties. They expressed this feeling during interviews. Additionally, schools had no special programmes meant to improve learners' English speaking skills in any form, either on policies or in the lesson preparation books of the teachers.
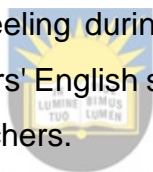
 It was also discovered that there was no proof of classroom visits done by HoDs or Subject Education Specialists in the schools chosen in this study. SESs agreed that the lack of monitoring of classroom teaching as inadequate. SESs further outlined that some teachers are not qualified to teach EFAL as schools sometimes differ in their challenges.

In general, the findings from the data collection procedures or instruments used in this study revealed the following:
- Teachers use extensive code-switching in their classrooms. This goes with reasons such as enhancing learners to understand instructions better, and that grade 4 learners are not fully equipped to be purely taught in English. In addition to this, teachers themselves cannot speak English with ease, so they lean more on IsiXhosa. In addition, learners struggle to speak English. They are further allowed to respond in their mother tongue, which is already dominating in the chosen rural government schools. This agrees with Evans & Nthulana (2018), who found that teachers struggle to impart academic content to grade-4 learners and rely heavily on code-switching, as outlined in the literature review.

Mweli (2018) argues that most grade four teachers prefer to use an African language as a LoLT to teach African learners. Many grade four learners are struggling with English. Olugbra (2008) points out that teachers code-switch from English to the learners' home language for a range of purposes: to explain new concepts, to clarify statements or questions, to emphasize points, to make connections with learners' contexts and experiences, to maintain the learners' attention with question tags, for classroom management and discipline, and affective purposes, as cited in (Sibanda, 2013).

This was also evident when some teachers admitted that they could not speak English well and lacked exposure to regular speakers.

- The value of English speaking in classroom lessons lacks consideration. Sa'ad and Usman (2014), the dominance of the mother tongue, inadequate qualified teachers of English language, negative attitudes of students toward English language, improper use of the method in teaching English language, inadequate instructional media, and facilities, lack of language laboratory for teaching the English language are the causes of poor performance in the English language. This agrees with Evans & Nthulana (2018), especially when addressing the dominance of the mother tongue and lack of motivation to speak English.

- Learners are not participating satisfactorily, like answering or asking questions when their home language is not applied in clarifying all the content expressed in English. Furthermore, only a few learners manage English speaking in the lessons. Even so, group (in rows) discussions are communicated in the home language, and generally, oral presentations lack English speaking fluency.

- Teachers are not keen to engage learners in English speaking, and learners lack the motivation to start the speaking aspect. Lack of motivation to speak English as required in lessons is a factor that affects both teachers and learners. This comes to Banu (2017), who speaks of the environment as not supporting the students to speak English frequently. Students do not want to be rejected by the people around them as they use their native language in daily conversation.

- Teachers who have not specialized in English First Additional Language grade-4 teaching and those not qualified totally (some SGB teachers) in the teaching sector also add to the English speaking problem as collected from the interviews. The impact is mainly seen with the learners who cannot eventually express themselves in English.

According to du Plessis (n.d) cited by Mail & Gardian (2018), rural schools find attracting good and suitable teachers difficult. The lack of qualified teachers in many rural schools is a challenge because teachers do not want to stay in rural areas due to social, professional, and cultural isolation. Hence, rural areas have to be developed first to cater to peoples' basic needs in many aspects.

● There is a lack of support for in-class visits in checking whether teachers adhere to the English First Additional Language teaching policy.

5.3 Recommendations

● Teachers should be aware that to enhance English speaking skills through the use of the English language in classroom lessons, there should be less or no code-switching. This could help to advance the fluency of both teachers and learners while creating better lesson understanding concerning the involved participants. In this regard, maximum classroom participation would lead to better performance, easing the process of learning and teaching. English FAL rural government schools should develop and strictly adhere to policies that address the issue of extensive code-switching, intending to develop teachers and learners to improve English communication in the lessons and outside the world.

● The education department should address the value of English in general and as a medium of instruction in rural government schools to change disinterest in learning and to develop an interest in English speaking.

● Speaking should get equal attention to other skills such as writing, listening, and reading.

● Learners should not do classroom discussions and oral presentations using their home language. This diminishes their chances of knowing how to speak in the language of learning and teaching. Instead, the teachers should find ways to assist the learners in becoming familiar with the language speaking.

● Strategies should be developed to improve English speaking in subject meetings or planning, especially in grade 4, where the medium changes. Such strategies should focus but not be limited to the English-speaking motivation of both teachers and learners.

● The education department should continually assess the shortage of English FAL teachers for grade 4 by employing qualified teachers.

This can aid learners in the English FAL quality education and improve their speaking ability if teachers stick to English FAL policies and other school-planned programmes.

● Classroom visits should be improved to give support to teachers and monitored regularly.

5.4 Conclusion

The data showed advantages and disadvantages. According to the teachers, learners benefit from code-switching as they hardly understand English instructions. This agrees with Mweli (2018), arguing that most grade four teachers prefer to use an African language as LoLT to teach African learners and that many grades 4 learners struggle with English, as cited in the above discussions. However, there is no limit on when or at which grade code-switching should not be applied. In addition, there is still a shortage of qualified English FAL teachers for grade 4, as revealed by (UNESCO) (2016).

This means that English medium use is likely to under-develop. Lastly, the teacher and learners' lack of motivation to speak in English showed dominance during the observation. This means that the schools produce learners that have not competed enough as recommended by the department of basic education in the early grades. The value of the English language was never adhered to advance learners for future benefits.

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APPENDIX 1: INTERVIEW QUESTIONS

TITLE

Factors contributing to the limited speaking of English in Grade 4 literacy classrooms regarding teachers and learners: A case study of two schools in Chris Hani West District.

Interview guides

I am Cingile Kleinbooi with the, student number 201104906, a master' Degree Candidate in Education at the University of Fort Hare, Faculty of Education. As a requirement of the programme I am conducting a study on the above-mentioned research topic. I am collecting information and this school has been chosen for the study. I shall be grateful if you could spare a few minutes to participate in the interview. I wish to guarantee you that any information you will provide will be confidential and will not be disclosed to anybody. I am also willing to do tape recording to serve as a reminder when I will be writing down the responses with accuracy as I receive them.

You are kindly requested to answer the questions as honestly as possible as your responses would assist in providing information on the factors contributing to the limited speaking of English in Grade 4 literacy classrooms regarding teachers and learners.

QUESTIONS FOR SES OF ENGLISH FAL

Biography of Participant(s):

● Gender	
● Age	
● Home language	
● Other language you can speak	

● Qualification(s)	
● Rank	

QUESTIONS:

A. What language of learning and teaching is mostly used in English First Additional language literacy classrooms and why?

1. Do you think that teachers purely teach in English during their lessons in grade-4 and why?

2. How important is it for grade-4 teachers to ensure that learners can speak the language of instruction well?

3. Do you think that teachers have a liberty of teaching using their mother-tongue in their classes during lessons? Why do you think so?

4. Is it important to strictly comply with the language policy on LoLT in grade-4 lessons and why?

5. What teaching method(s) do teachers often use to equip learners for English fluency?

6. How often do you encourage teachers of grade-4 to consider LoLT as important?

7. What speaking difficulties do you encounter impacting to the class lessons when teachers are teaching using English as a LoLT? If any, what could be the cause?

B. How do the factors affect English speaking skill of the learners and teachers?

1. If either the use of mother-tongue dominates or not in the lessons, what impact does it have to the learners' English speaking skill?

2. Do learners struggle to use LoLT in class during lessons when you visit the schools? What could be the basis of such struggle?

3. How is the oral performance of learners who might be lacking English vocabulary?

4. The schools allocated for your supervision are rural in nature and there could be less exposure to L2. If so, how does this influence the learning process in the classroom as far as speaking is concerned?

5. Do you think teachers of grade-4 at your schools have no problem in applying English instructions to the learners and why?

6. There might be learners who are demotivated to speak in English and perhaps they are used to being taught in their MT in previous grades. If so, what impact does this have in the learning process of L2?

7. In group discussion activities, are the learners confident enough to express their opinions using the LoLT? If not, how do the teachers handle such a problem?

C. Why rural government English medium schools tend to lack English speaking practices or norm in their literacy classrooms?

1. How often do you visit schools classroom teaching as far as LoLT is concerned?

2. What impact usually arises during grade-4 lessons concerning English as a LoLT if the teacher's MT is that of the learners?

3. In the event where code-switching is used, for what purpose is it used for?

4. Is there a possibility that teachers at your schools favour MT of the learners over EFAL during classroom lessons? If so, how is this portrayed?

D. What framework could be suggested in order to improve speaking skill during grade 4 English First Additional language lessons?

1. In your plans at district level, do schools have any measures to encourage teachers of grade-4 to consider the importance of the English speaking skill to benefit learners? If not why and if so, how beneficial is this?

2. According to the requirements of the department of basic education, there are marks allocated for oral performance? Is this enough in ensuring that learners are fluent in the LoLT?

3. In grade-4 learners are taught in English, a change from MT. How do the teachers prepare themselves to make this change run smooth for learners such that they start speaking the English language?

4. In the school premises, if there is no policy for both teachers and learners set by the school stating that they must communicate in English. Do you think that this might have an impact in the classroom lessons as far as communication is concerned? If so, what could be the solution?

5. Is the issue of the ability to speak in English of some teachers of paramount in the workshops usually conducted by SESs? In what way?

QUESTIONS FOR LEARNERS OF ENGLISH FAL

Biography of Participant(s):

● Gender	
● Age	
● Home language	
● Other language you can speak	

QUESTIONS:

A. What language of learning and teaching is mostly used in English First Additional language literacy classrooms and why?

1. Are you purely taught in English during lessons in grade-4 and why?

2. How important is it for grade-4 learners to ensure that they can speak the language of learning and teaching well?

3. Do you think that teachers have a freedom of teaching using their mother-tongue in their classes during lessons? Why do you think so?

4. What teaching ways do you often like from your English First Additional language class that may help you gain well speaking of English?

5. How would you rate your English speaking ability out of ten and why is that so?

6. What speaking difficulties do you experience impacting to the class lessons when you are taught Through English? If any, what could be the cause?

B. How do the factors affect English speaking skill of the learners and teachers?

1. If either the use of mother-tongue dominates or not in the literacy classroom, what impact does it have to you (learners) on your English speaking skill?

2. Do you as learners struggle to use LoLT in class during lessons? What could be the basis of such struggle?

3. The school is rural in nature and there could be less exposure to L2. If so, how does this influence the learning process in the classroom as far as speaking is concerned?

4. Do you think teachers of grade-4 at your school have no problem in applying English instructions to you as learners and why?

5. There might be learners who are demotivated to speak in English and perhaps they are used to being taught in their MT in previous grades. If so, what impact does this have in the learning process of L2?

6. In group discussion activities, are you learners confident enough to express your opinions using the LoLT? If not, how do the teachers handle such a problem?

C. Why rural government English medium schools tend to lack English speaking practices or norm in their literacy classrooms?

1. What impact usually arises during grade-4 lessons concerning English as a LoLT if the teacher's MT is that of you learners?

2. In the event where code-switching is used, for what purpose do you think is it used for?

QUESTIONS FOR TEACHERS AND HEADS OF DEPARTMENTS OF ENGLISH FAL.

Biography of Participant(s):

● Gender	
● Age	
● Home language	
● Other language you can speak	

● Qualification(s)	
● Rank	

QUESTIONS:

A. What language of learning and teaching is mostly used in English First Additional language literacy classrooms and why?

7. Do you purely teach in English during your lessons in grade-4 and why?

8. How important is it for grade-4 teachers to ensure that learners can speak the language of instruction well?

9. Do you think that teachers have a liberty of teaching using their mother-tongue in their classes during lessons? Why do you think so?

10. Is it important to strictly comply with the language policy on LoLT in grade-4 lessons and why?

11. What teaching method(s) do you often use to equip learners for English fluency?

12. How often do you encourage your colleagues of grade-4 to consider medium of instruction as important?

13. How would you rate your English speaking ability out of ten and why is that so?

14. What speaking difficulties do you encounter impacting to the class lessons when teaching using English as a medium of instruction? If any, what could be the cause?

B. How do the factors affect English speaking skill of the learners and teachers?

7. If either the use of mother-tongue dominates or not in the lessons, what impact does it have to the learners' English speaking skill?

8. Do learners struggle to use LoLT in class during lessons? What could be the basis of such struggle?

9. How is the oral performance of learners who might be lacking English vocabulary?

10. The school is rural in nature and there could be less exposure to L2. If so, how does this influence the learning process in the classroom as far as speaking is concerned?

11. Do you think teachers of grade-4 at your school have no problem in applying English instructions to the learners and why?

12. There might be learners who are demotivated to speak in English and perhaps they are used to being taught in their MT in previous grades. If so, what impact does this have in the learning process of L2?

13. In group discussion activities, are the learners confident enough to express their opinions using the LoLT? If not, how do the teachers handle such a problem?

C. Why rural government English medium schools tend to lack English speaking practices or norm in their literacy classrooms?

3. How often do you get to be visited during classroom teaching by HoD or SES as far as LoLT is concerned?

4. What impact usually arises during grade-4 lessons concerning English as a medium of instruction if the teacher's MT is that of the learners?

5. In the event where code-switching is used, for what purpose is it used for?

6. Is there a possibility that teachers at your school favour MT of the learners over EFAL during classroom lessons? If so, how is this portrayed?
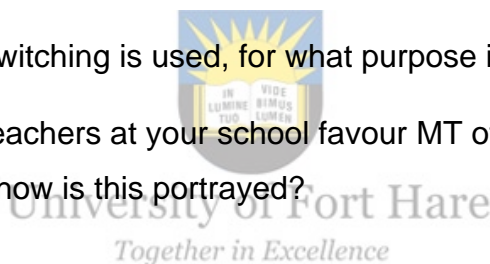
D. What framework could be suggested in order to improve speaking skill during grade 4 English First Additional language lessons?

1. As a school, do you have any measures encouraging teachers of grade-4 to consider the importance of the English speaking skill to benefit learners? If not why and if you do, how beneficial is this?

2. According to the requirements of the department of basic education, there are marks allocated for oral performance? Is this enough in ensuring that learners are fluent in the LoLT?

3. In grade-4 learners are taught in English, a change from MT. How do the teachers prepare themselves to make this change run smooth for learners such that they start speaking the English language?

4. In the school premises, if there is no policy for both teachers and learners set by the school stating that they must communicate in English. Do you think that this might have an impact in the classroom lessons as far as communication is concerned? If so, what could be the solution?

5. Is the issue of the ability to speak in English of some teachers of paramount in the orkshops usually conducted by SESs? In what way?

APPENDIX 2: ETHICAL CLEARANCE CERTIFICATE

University of Fort Hare
Together in Excellence

ETHICS CLEARANCE
REC-270710-028-RA Level 01

Project Number:	LIN051SKLE01
Project title:	**Factors contributing to the limited speaking of English in Grade 4 literacy classrooms regarding teachers and learners: A case study of two schools in Chris Hani West District.**
Qualification:	Masters in Education (Full Dissertation)
Student name:	Cingile Kleinbooi
Registration number	201104906
Supervisor:	Dr M.A Linake
Department:	Education
Co-supervisor:	N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby grant ethics approval for LIN051SKLE01. This approval is valid for 12 months from the date of approval. Renewal of approval must be applied for BEFORE termination of this approval period. Renewal is subject to receipt of a satisfactory progress report. The approval covers the undertakings contained in the above-mentioned project and research instrument(s). The research may commence as from the 21/04/21, using the reference number indicated above.

Note that should any other instruments be required or amendments become necessary, these require separate authorisation.

Please note that UREC must be informed immediately of

- Any material changes in the conditions or undertakings mentioned in the document;
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

The student must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

UREC retains the right to

- Withdraw or amend this approval if
  - Any unethical principal or practices are revealed or suspected;
  - Relevant information has been withheld or misrepresented;
  - Regulatory changes of whatsoever nature so require;
  - The conditions contained in the Certificate have not been adhered to.

- Request access to any information or data at any time during the course or after completion of the project.

Your compliance with Department of Health 2015 guidelines and any other applicable regulatory instruments and with UREC ethics requirements as contained in UREC policies and standard operating procedures, is implied.

UREC wishes you well in your research.

Yours sincerely

Professor Renuka Vithal
Chairperson: University Research Ethics Committee
28 June 2021

APPENDIX 3: LETTER TO SEEK THE PERMISSION TO CONDUCT RESEARCH TO THE PRINCIPALS

P. O. Box 283

Ugie

5470

27 July 2021

To Data Collection Sites

Lady Frere

5410

Sir/Madam

PERMISSION TO CONDUCT RESEARCH

I hereby beg to conduct my research at your (principal) school. I am doing Masters' Degree in Education at the University of Fort Hare. I have to collect data/information to finally complete my project through working with garde-4 English First Additional language teachers and their leaners at your school.

I have been granted permission by the Cacadu CMC to work with your school. The two schools, Lady Frere P. S and Mt Arthur P.S, have been chosen based on accessibility that is convenient for the researcher. The researcher's visit to your school should preferably be around 28/07/2021 – 31/08/2021 upon your agreement and the garde-4 English teachers. Thank you in advance.

Yours faithfully

Researcher: C. Kleinbooi (Mr)

APPENDIX 4: LETTER TO SEEK THE PERMISSION TO CONDUCT RESEARCH TO THE DEPARTMENT OF EDUCATION AND SCHOOLS.

Province of the EASTERN CAPE
DEPARTMENT OF EDUCATION
Private Bag X1152 LADY FRERE 5410 * REPUBLIC OF SOUTH AFRICA *
Tel: +27 (047) 8780009 Fax: (047) 87802248 Enq: NGENTU.N

Re: LETTER FOR PERMISSION

I, Mr B.S Nkalambela, issue permission to C. Kleiboooi, a student of Master's Degree in Education at the University of Fort Hare to carry on with the data collection as per his study/ research imperative.

The schools of his choice are Lady Frere Primary School and Mt Arthur Primary School.

Yours in Education Service
B.S Nkalambela (CMC Manager)

DEPARTMENT OF EDUCATION
DISTRICT DIRECTOR
CHRIS HANI WEST DISTRICT
CACADU CMC

2021 -07- 27

PRIVATE BAG X7053
QUEENSTOWN - 5320
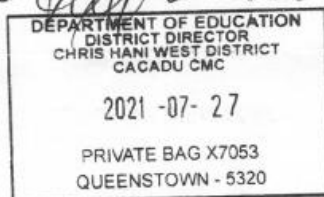
LADY FRERE FULL SERVICE SCHOOL

CONTACT DETAILS

047 878 0062
083 334 7651

E-mail: ladyfrerefullserviceschool@gmail.com
Emis no.: 2006300361

LADY FRERE
P. O. BOX 77
5410
29/11/2021
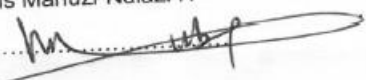
Re: LETTER FOR ADMISSION

I, Ms Mahuzi-Ndlazi N, have granted permission to Kleinbooi C, a student of Maters Degree at Fort Hare University to do his research study at our school.

The above-mentioned school name has been chosen by the researcher as a data collection site.

Yours in service

Ms Mahuzi-Ndlazi N

(pp)

DEPARTMENT OF EDUCATION
LADY FRERE J.S.S.
Box 77, Lady Frere

2021 -11- 2 9

PRINCIPAL: N. MAHUZI - NDLAZI
Work: 047 878 0062
Cell: 083 334 7651

MOUNT ARTHUR PRIMARY SCHOOL.

P.O Box 131
LADY FRERE
5410
CELL NO: 073 256 8390
PRINCIPAL : MRS D.P MHOBO

Re: LETTER FOR PERMISSION

I, Mrs D. P Mhobo, have granted permission to C. Kleinbooi, a student of Masters Degree in Education at the University of Fort Hare to collection data using our school according to his research/study.

The above school have been chosen by the researcher as a data collection site.

Yours in Education Service

Signature: ....

APPENDIX 5: PERMISSION LETTER FROM EASTERN CAPE DEPARTMENT OF EDUCATION

Province of the
EASTERN CAPE
EDUCATION

CORPORATE PLANNING, MONITORING, POLICY AND RESEARCH COORDINATION
Steve Vukile Tshwete Complex, Zone 6 Zwelitsha, 5606. Private Bag X0032, Bhisho, 5605 REPUBLIC OF SOUTH AFRICA;
Enquiries: Ms. F. Pakade Tel: 040 608 7071/4001 . Fax :040 608 4372. Email: fundiswa.pakade@ecdoe.gov.za
Website: www.ecdoe.gov.za

Date: 07 February 2022

Mr. Cingile Kleinbooi

2644 Jolobe Street

Ugie Park

Ugie

5470

Dear Mr. Kleinbooi

PERMISSION TO UNDERTAKE A MASTERS RESEARCH: FACTORS CONTRIBUTING TO THE LIMITED SPEAKING OF ENGLISH IN GRADE 4 LITERACY CLASSROOMS REGARDING TEACHERS AND LEARNERS: A CASE STUDY OF TWO SCHOOLS IN CHRIS HANI WEST DISTRICT

1. Your application to conduct the above-mentioned research involving two (02) primary schools in Chris Hani West district under the jurisdiction of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:

a. there will be no financial implications for the Department;

b. institutions and respondents must not be identifiable in any way from the results of the investigation;

c. no minors will participate without the consent from the parent/guardian;

d. it is not going to interrupt educators' time and task;

e. the research may not be conducted during official contact time;

f. no physical contact with educators and learners, only virtual means of communication should be used and that should be arranged and agreed upon in writing with the Principal and the affected teacher/s;

g. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;

h. you will make all the arrangements concerning your research;

[Type here]
growth
education

Customer care line: 086) 063 8938
Website: www.ecdoe.gov.za

NDP
2030

APPENDIX 6: LETTER OF INFORMED CONSENT

INFORMED CONSENT FORM

(Edit as Required)

I *(name of participant)* ………………………………………………………………………….

have been informed about the study by **Cingile Kleinbooi**

I understand the purpose, procedures, and risk-benefit ratio of the study.

I have been given opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any procedurals that I would usually be entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as result of study-related procedures

I understand that I will be given a copy of this informed consent.

I understand that if I have any questions or complaints about my rights as a study participant or if I may have concerns about any aspect of the study or the researcher/s then I may contact the Chairperson of the Inter-Faculty Research Ethics Committee:

Prof Munacinga Simatele
Acting Dean: Research
t: +27 (0) 43 704 7022/7507
**   +27(0) 40 602 2516**
c: +27 (0) 76 8343614
e: msimatele@ufh.ac.za
https://orcid.org/0000-0001-9182-2701

Participant signature: …………………………………………………………………

Consenting for Audio Recording– when necessary

YES / OR

Participant signature: …………………………………………………………………

Witness signature: …………………………………………………………………...

(to be altered according to the study)

Translator signature: …………………………………………………………………...

(to be altered according to the study)

Data curation – I understand that the information that I provide will be stored electronically and will be used for research purposes now or at a later stage (to be altered according to the study)

Participant signature: ………………………………………………………………………….

Date: ………………………………………………………………………….

PARENTS' INFORMATION SHEET AND CONSENT FORM[1]

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)

Title of Research: Factors contributing to the limited speaking of English in Grade 4 literacy classrooms regarding teachers and learners: A case study of two schools in Chris Hani West District.

Who we are

Hello, I am Cingile Kleinbooi. I am studying/ working at the University of Fort Hare.

What we are doing

We are asking you to allow us to conduct one interview with you about (*explain the research being conducted*) .The interview will last for 45 minutes (*approximate time*)

Your child's participation

We are asking your permission for your child to be part of an interview as well as to participate in a focus group with other children of the same age. The questions will look at *factors leading to limited speaking of English that later on impact negatively on*

---

[1] Approved by UREC (13 November 2019)

English communication skill at higher levels of learning or workplace. Learners will be answering questions

like how far do they understand spoken English since in their schools is a language of learning and teaching. Are they able to respond in class using English?. What difficulties do they face relating to English speaking and why? (briefly explain the kinds of questions to be asked).

A focus group is when a group of people are asked about their perceptions and knowledge on a particular issue or product. While every effort will be made by the study team to protect the confidentiality of his/her/their information, we cannot guarantee that other participants in the focus group will respect confidentiality, even though every member will be asked to do so. This focus group discussion will take approximately 1 hour

Please understand that **your child's participation is voluntary** and they are not being forced to take part in this study. You can decline consent for the child to participate. If he/she/other chooses not to take part, they will not be affected in any way whatsoever. If he/she/other agrees to participate, they may stop participating in the research at any time and tell me that they don't want to go continue. If he/she/other does this, there will be no penalties and he/she/other will not be prejudiced in any way.

Confidentiality

All identifying information about your child will be kept in an electronic computer file and will have a password which will be given to only a few researchers on the study, and will not be available to others and will be kept confidential to the extent possible by law. The records from his/her/other participation may be reviewed by people responsible for making sure that research is done properly, including members of the ethics committee at the University of Fort Hare. (All of these people are required to keep your identity confidential.) Records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

We are asking you to give us permission to tape-record the interview so that we can accurately record what is said.

Your child's answers will be stored electronically in a secure environment and used for research or academic purposes now or at a later date in ways that will not reveal who you are. All future users of the stored data are required to apply for further Research Ethics Committee review and approval for secondary use of the stored data.

We will not record his/her/other's name anywhere and no one will be able to connect your child to the answers he/she/they give. Their answers will be linked to a fictitious code number or a pseudonym (another name) and we will refer to him/her/they in this way in the data, any publication, report or other research output.

Risks/discomforts

At present, we do not see any risk of harm from your child's participation. The risks associated with participation in this study are no greater than those encountered in daily life.

Benefits

There are no immediate benefits to your child's participation in this study.

Who to contact if you have been harmed or have any concerns

This research has been approved by the University of Fort Hare Research Ethics Committee (UREC) and Inter-Faculties Research Ethics Committee (IFREC) as per delegated authority by UREC. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the UREC Administrator, [insert name and contact details here]

If you have concerns or questions about the research you may call the researcher/project leader (*Cingile Kleinbooi: 083 877 0230, 201104906@ufh.ac.za/qashaniss@gmail.com*)

CONSENT

I hereby agree to allow my child to participate in research on *factors leading to limited speaking of English that later on impact negatively on learners' English communication skill at higher levels of learning or workplace* (*name and briefly define the research*). I understand that my child is participating freely and without being forced in any way to do so. I also understand that I or my child can stop participating at any point should I not want him/her to continue and that this decision will not in any way affect us negatively. I understand that this is a research project whose purpose is not necessarily to benefit myself or my child personally in the immediate or short term. I understand that my child's participation will remain confidential.

…………………………..
Signature of participant   **Date**: …………………..

CONSENT FOR AUDIO RECORDING

I hereby agree to the audio-recording of my child's participation in the study.

……………………………..

Signature of participant   **Date**: …………………..

I understand that the information that my child provides will be stored electronically and will be used for research purposes now or at a later stage.

……………………………..

Signature of participant   **Date**: …………………..

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Date: 16 March 2023   **To Whom It May Concern**

I hereby confirm that I have re-proof-read the dissertation on **'Factors contributing to the limited speaking of English in Grade 4 literacy classrooms: A case study of two schools in Chris Hani West District'**, authored by **Cingile Kleinbooi** and I have suggested several changes which the authors may, or may not, accept, at their discretion.

Each of us has our unique voice as far as spoken and written language is concerned. In my role as a proofreader, I try not to let my own "written voice" overshadow the voice of the author while at the same time attempting to ensure a readable document.

Please refer any queries to me.

Andrew Scholtz

APPENDIX 8: TURNITIN REPORT

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by Dr Linake

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Factors contributing to the limited speaking of English in Grade 4 literacy classrooms regarding teachers and learners: A case study of two schools in Chris Hani West District.

A dissertation submitted in fulfillment of the requirements for the degree of Master of Education

At

University of Fort Hare

By

Cingile Kleinbooi: 201104906

Supervisor: Dr M.A. Linake

November 2021

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