

NATIONAL UNIVERSITY OF LESOTHO

**MINORITY LANGUAGES' INFLUENCE ON TEACHING AND LEARNING OF
ENGLISH IN PUBLIC PRIMARY SCHOOLS: A CASE OF GRADE 5 TO 7 LEARNERS IN
MAFURA PRIMARY**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE REWARD OF MASTER OF ARTS IN ENGLISH LANGUAGE AND
LINGUISTICS**

BY

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CERTIFICATION

This serves to certify that this thesis has been read and approved as having met the requirements of the Department of English in the Faculty of Humanities, National University of Lesotho for the award of Master of Arts Degree in English Language and Linguistics.

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DECLARATION

I, the undersigned, declare that this work presented in this thesis is my original work and has not been presented for examination in any other university.

Ntsoaki Mphomeli

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Firstly, I would like to express my sincere gratitude to almighty God for seeing me through this hectic journey of writing my thesis. I will forever be grateful to him for granting me the much-needed energy, courage, finances and good health to complete my project. Indeed, my trust in God is strengthened and I really believe that “nothing is impossible with God”, Luke 1: 37.

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DEDICATION

This work is dedicated to myself, but mostly my son Khotso. Just one look at him every day was inspiration enough to keep soldiering on. To everyone out there who wishes to further their studies, the journey may be hectic, but it is achievable. Go ahead and pursue your dreams.

Most importantly, I dedicate my work to God for being my unfailing support system throughout this hectic journey.

ABSTRACT

This study sought to investigate the influence of minority languages on English learning in public primary schools, the case of grade 5 to 7 learners in Mafura Primary school. The study was built upon two language theories which are sociocultural and constructivism theory. It was inspired by the CAP (2009) which is inclusive of mother tongue languages in lower grades and the Education Act of 2010 which aims to ensure the implementation of Lesotho's education system is non-discriminatory and available to all. The study followed the pragmatic paradigm with a mixed-methods approach with 54 participants. 50 students and 4 teachers were purposively sampled from the total population of 265 students and 10 teachers in Mafura Primary. Questionnaires were used to collect data from the students while semi-structured interviews were used to collect data from the teachers. Quantitative data was summarised using descriptive statistics and presented using tables and bar graphs while qualitative data was put under themes and presented as narratives. The significant finding of the study was that both teachers and students encourage the use of minority languages on English learning. The study also established that students' demotivation and lack of literacy skills among the results of exclusion of minority languages from Lesotho school curriculum. The study concludes that mother tongue's role in second language learning is really important hence the agreement that if used, minority languages can positively influence English learning.

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ACRONYMS AND ABBREVIATIONS

CAP:	Curriculum and Assessment Policy
E.F.A:	Education for All
ESSP:	Education Sector Strategic Plan
FPE:	Free Primary Education
L1:	First Language
L2:	Second Language
L3:	Third Language
L.L.E.:	Linguistic and Literary English
MoET:	Ministry of Education and Training
NSDP:	National Strategic Development Plan
SLL:	Second Language Learning
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations International Children's Emergency Fund

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Chapter 1

General Information

1.1 Introduction

This chapter focuses on the general information about minority languages' influence on teaching and learning of English in public primary schools. It comprises a background to the study, the problem statement as well as the aim of the research. The research questions, research objectives and research hypothesis also make part of this chapter. Lastly, the chapter addresses significance of the research, the scope and limitations of the study and the organisation of the study.

1.2 Background to the Study

Lesotho is linguistically heterogeneous and a diverse country with about four indigenous languages (mother tongues) and one exogenous language. An exogenous language is English while the indigenous languages are Sesotho, IsiPhuthi, IsiNdebele and IsiXhosa. Kometsi (2014) corroborates, "Lesotho has four known indigenous languages despite the fact that it is popularly known as a homogenous country...These languages include Sesotho, IsiPhuthi, IsiXhosa, isiNdebele and Sign language". These nations - of Ndebeles, Xhosas and Baphuthi still reside in Lesotho but their languages are excluded in the constitution of Lesotho (2020) making them minority languages in Lesotho. The Lesotho constitution (2020) clearly states that the official languages of Lesotho shall be Sesotho and English and, accordingly, no instrument or instruction shall be invalid by reason only that is expressed or conducted in one of those languages. Kometsi (2014) states, "For the cynical that ignore the existence of other languages than Sesotho, these languages are mere dialects of the Sesotho language except for isiXhosa and the Sign Language."

Although the ideology of official language is functionally based, it is also emotionally loaded. It is evident that a state needs an official language that functions in public formal domains as it guarantees mutual understanding in the contact between the state and its citizens but the very core of the emotional aspect is still centred round the ethnicity-based idea of the citizens. Language is believed to be the manifestation of ethnic identity in the national spirit. That is, the link between the nation, territory and the language is deeply emotionally coded. The Ndebeles, Xhosas and Baphuthi may feel unappreciated in Lesotho as their languages, which bear their

ethnic identity are not recognised not only in the constitution of Lesotho (2020) but also in the Curriculum Assessment Policy Framework (CAP) (2009). Learners from the IsiNdebele, IsiXhosa as well as IsiPhuthi background speak those languages in their homes but to use only Sesotho and English while at school hence the investigation of minority languages’ influence on teaching and learning of English in public primary schools.

According to www.worldatlas.com, a minority of Basotho speak IsiNdebele which is essentially a dialect of Zulu. Citizens who speak IsiNdebele reside in Botha-Bothe district. On the other hand, IsiPhuthi and IsiXhosa are spoken mainly in Quthing district but IsiXhosa is also spoken in some parts of Qacha’s Nek. In these places there are learners whose mother tongue is IsiPhuthi, IsiXhosa and IsiNdebele. Kolobe and Matsoso (2020) conducted a constructivist qualitative study whereby their instrument of data collection was a focus group discussion with learners and teachers located in Botha-Bothe, Qacha’s Nek, Quthing as well as Mohale’s Hoek. This serves to prove that indeed there are learners whose mother tongue is these minority languages. Learners from minority background may be identified through the interference of their first language. They can also be identified through the struggle they might have with instructions passed through English.

1.3 Historical Background of the Lesotho Education Language Policy

With Lesotho being a bilingual country where Sesotho and English are its official languages as stated in the constitution (2020), Sesotho is considered the national language. It is also used as a medium of instruction from Grade 1 to 3; it is also taught as a subject at both primary and post-primary school. On the other hand, English is used as a language of business and administration. It is also encompassed in the education system as it is indicated in the Curriculum and Assessment Policy Framework (2009) that it will be used as a medium of instruction from Grade 4 up to tertiary level.

Matsoso (2017) aver that Lesotho is a signatory to numerous UN, AU and SADC resolutions, assertions as well as pledges. The need for states’ governance structures to recognise and respect human rights at strategic development, policy reform formulations, planning and implementation levels are of great importance in the responses measuring the Lesotho Education Language Policy. The author indicates that “human rights include freedom to use one’s language and freely

practice one's culture. It is about allocation of national resources to all regardless of their ethnicity, linguistic backgrounds, religious affiliations, socio-economic status, etc.” The discrimination against the minority languages has been on-going for the longest time as they are not officially recognized. The constitution only recognizes Sesotho and English. The minority publics have been robbed their Linguistic Rights through this discrimination. The Linguistic Rights take account of freedom from discrimination. This means affording different treatment to different persons attributable wholly or mainly to their respective descriptions by race, sex, religion, social origin etc., using their own language in education, administrative, legal as well as judicial spheres (Constitution of Lesotho 2011).

As previously stated, the CAP (2009) indicates that mother tongue is to be used as a language of instruction from Grade 1 to 3, Kolobe and Matsoso (2020) argue that this is only theoretical because practically, this is not the case as only Sesotho is used as a language of instruction for both Sesotho and non-Sesotho speakers in those grades leaving out IsiNdebele, IsiXhosa and IsiPhuthi which happen to be the mother tongue of those minority publics.

The Education Act of 1971 was the primary law governing education in Lesotho. Several amendments were approved between 1971 and 1992. In Lesotho, before 1996 there were no legal provisions concerning compulsory education. In spite of that, according to the constitution (1992), Lesotho endeavoured to make education available to all and adopted policies aimed at securing that education is directed to the full development of human personality and sense of dignity and strengthening the respect for human rights and fundamental freedoms... (article 28). The Education Act No.10 of 1995, amended in 1996 was enacted to legalise provision of early learning, primary and secondary education. This Act was reviewed to ensure that it addresses issues of “Education for All”, Convention on the Rights of a Child... (UNESCO-IBE, 2006). By introducing free primary education (FPE) in the year 2000 as a major strategy towards achieving the “Education for All” (EFA) goals, there was rapid increase in enrolment rate which was 82.0% in 2010 (UNICEF, 2010). To ensure Education for All, Lesotho government enacted the Education Act No.3 of 2010, legalising the right to free and compulsory education. Everyone has a right to communicate in the language that she or he is comfortable with but learners from minority languages are deprived their linguistic right to be taught in the language they are competent in.

At Primary level, the revised national aims of basic education in Lesotho, as defined in 1992, are among others:

1. To ensure permanent and functional literacy in Sesotho- the national language- and English, and basic numeracy as a foundation for further learning and effective living;
2. To prepare learners to communicate effectively;
3. To help appreciate and interact with their environment;
4. To provide learners with an awareness, understanding and appreciation of their culture to enhance cross-cultural awareness, as well as aesthetic awareness.

1.4 Policy Documents that Influence Lesotho Education Language Policy

Several policy and strategies documents have formed a support structure of the language policy in Lesotho education system. These documents include the Constitution of Lesotho (2020), the Curriculum and Assessment Policy Framework (CAP) (2009), the Education Sector Strategic Plan (ESSP) (2016-2026), National Strategic Development Plan 11 (NSDP) (2018/19-2022/23), Education Act of 2010.

1.4.1 The Constitution of Lesotho 2020

The Constitution amendment of 2020 proclaims that every Mosotho is entitled to fundamental human rights and freedoms and will not be discriminated against based on language and national or social origin among others. Based on this proclamation, the country was obligated to develop and legalise primary education to be free and compulsory.

1.4.2 The Education Act of 2010

In 2010 the government of Lesotho issued the Education Act of 2010 which is closely related to the constitution of Lesotho regarding non-discrimination. The Education Act of 2010's goal is to ensure that the implementation of the country's education system is non-discriminatory and available to all.

1.4.3 The Curriculum and Assessment Policy Framework (CAP) (2009)

The Curriculum and Assessment Policy Framework (2009) is committed to provide accessible language in relation to language of instruction as well as effective communication. Goal 4.5 of the National Goals of Education of Lesotho's target by 2030 is to eradicate gender disparities in education. It also aims at guaranteeing equal access to all levels of education and vocational training for the vulnerable, including disable people, indigenous peoples as well as children in vulnerable situations. Expanding on goal 4.5, the CAP (2009) stipulates that "... in recognition of the fact that there are other languages besides Sesotho and English, mother tongue will be used as a medium of instruction up to class 3; while English will be taught as a subject at this and other levels..."

1.4.4 The Education Sector Strategic Plan (ESSP) (2016-2026)

The Education Sector Strategic plan (2016-2026) is a successor plan for ESSP (2005-2015). It is set to the implementation of the sector policies inferred by the national and global agenda such as National Vision 2020. In its introductory statement, the ESSP 2016-2026 stipulates that the Ministry of Education and Training (MOET) is decreed to offer quality education services to all Basotho, with the decisive goal making sure that every Mosotho gets the opportunity of being literate and productive, with grounded moral and ethical values. In addition, the MOET goes on to expand learners' registration and retention at all education levels. To ensure quality education, the ministry provides teaching and learning materials, equips schools and educational centres, reforms the curriculum, invests in teacher training and development and conducts a cost-effective and efficient teacher supervision and support. Currently, the vision, mission statement, goals and strategic objectives of the MOET are as follows:

Vision

"To have a literate and productive society with well-grounded moral and ethical values."

Mission Statement

“To enhance the system that will deliver relevant and inclusive quality education to all Basotho effectively, efficiently and equitably.”

Overall Goals

Improve access to quality and relevant education and training at all levels.

1. Ensure that curriculum and materials are relevant to the needs of Lesotho.
2. Strengthen leadership, accountability and governance at all levels of education sector.
3. Promote gender equality and ensure empowerment to disadvantaged groups.

Ensure equivalence, harmonization and standardization of the Lesotho Education and Training System with international or education goals.

Strategic Objectives

Of various strategic objectives of the ESSP, the following are directly with the current study:

Of various strategic objectives of the ESSP, the following are directly related with the current study:

1. To reform the national curriculum and assessment system to meet the needs of Lesotho.
2. To increase access to quality free and compulsory Lower Basic Education.

With the vision, mission statement and strategic objectives of the ESSP, the MOET will ensure that every Mosotho child gets quality education more especially the free and compulsory education.

1.4.5 National Strategic Development Plan 11 (NSDP) (2018/19-2022/23)

The National Strategic Development Plan 11 (2018/19-2022/23) is the successor of the NSPD (2012/13-2016/17). In NSDP 11, the Lesotho Education Language Policy is aligned with section 8.1. “This long-term instrument aims to ensure that each person has the opportunity to be literate and productive, grounded with moral and ethical values” (p.107). This instrument together with the constitution of 2020, have the same vision of ensuring education for all. According to the NSDP11, there seems to be an accomplishment as “enrolment rates in primary education have improved (81.1 percent) due to the Free and Compulsory Primary Education Policy.” Based on

this information, the current study seeks to investigate whether once the learners from minority languages' background have enrolled to schools actually learn English, and if their use of minority languages has an impact on their learning of English.

The strategic objectives of the NSDP 11 (2018-2023) that aims at ensuring the implementation of the second phase of the NSDP are:

1. To promote Inclusive and Equitable Education System.
2. To improve access and quality of early childhood care and development, primary and secondary education.

1.5 LANGUAGE AND CULTURE

Ali, Kazemian and Mahar (2015), define culture as a 'social heredity' passed on from one generation to another with the collection of individual experiences, or a system of activities differentiating people of one society from another society. In contrast, Wardhaugh (2002, p.2) defines language as "a knowledge of rules and principles and of the ways of saying and doing things with sounds, words, sentences rather than just knowledge of specific sounds, words, and sentences." In the above definition, Wardhaugh is silent about culture but speech acts performed by people are surely linked with the place they are performed at.

Wardhaugh (2002) claims that the structure of a language regulates the way in which language speakers view the world, but culture is very influential in making language speakers liable toward adopting their world-view. This says the two concepts, language and culture, are closely related and hold a complex connection because of the difficulty of understanding humans' cognitive process when they converse. Wardhaugh (ibid) further posits that people's culture reflects in the language they use as they value certain things and do them in a particular way they come to employ their language in ways that reflect what they value and what they do.

1.5.1 Culture and Second Language Learning

Emitt and Komesaroff (2003), observed that language is employed in a cultural phenomenon to converse about ideas and opinions or share experiences. Thus, there are complications which are very complex to understand for second language learners regarding required context to interpret and communicate. That is, language and culture are so much interrelated, without proper comprehension of the cultural setting and social behavior of language use, it leads to misinterpretation or misunderstandings may occur. It is worth noting that language is not only for conversing, but it also functions as a social behavior in certain cultural context (Emitt & Komesaroff, 2003).

According to the National Standards for Foreign Language Education project (1996), students cannot truly be competent in the target language until they are competent in the cultural context in which the target language occurs. This means that second language learning is simplified whenever there are similarities between the target language and the learner' mother tongue as languages generally differ in syntax, pronunciation, and structure. Therefore, it is through cultural support and comprehension that the differences of languages can be resolved.

According to Kramsch (1993, p.1 as cited in Thanasoulas, 2001), "culture in language learning is not expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing. It is always in the background, right from day one... challenging (learners') ability to make sense of the world around them." That is, Language learning does not only revolve around language skills: listening, speaking, reading and writing, but one also has to consider the culture of the target language.

Summing up on this concept, language and culture have an inseparable relation and understanding this relationship helps the development of strategies and pedagogies for teaching second language.

1.6 Defining Concepts of the Study

1.6.1 Language Transfer

Given that this study aims at investigating the influence of minority languages on teaching and learning of English, Odlin (1989) defines transfer as "the influence resulting from the similarities and differences between the target language and any other language that has been previously acquired" (p.27). In this way, the similitudes and differences in terms of phonological, morphological or syntactical properties of the known language may influence the acquisition of

the target language. According to Krashen (1981) first language “interference” does not necessarily mean the first language interrupts learning of second language skills but it is actually the result of the speaker “falling back” on old knowledge because she has not yet acquired enough knowledge of the second language. For instance, when a learner from the Baphuthi ethnic group wants to express herself in English and runs out of words to use, she might use IsiPhuthi to clarify her point further because she has not yet acquired enough knowledge of English language.

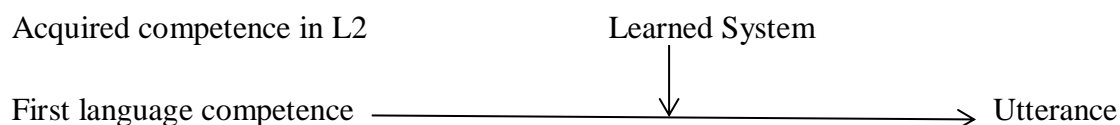


Fig: 1 First language influence in second language performance.

1.6.2 Minority Language

This figure illustrates that first language competence may replace acquired second language performance. A minority language as defined by www.igi-global.com refers to a language spoken on the territory of a national state without being that state’s first or official language. According to www.definitions.net, a minority language is language used by the few people in the population of a territory. Any language that is used in a particular territory of a state by nationals who form a group that is numerically smaller than the rest of the state’s population and is also different from the official language(s) of that state. In this context, IsiNdebele, IsiPhuthi and IsiXhosa are the minority languages spoken in Lesotho as majority population of Basotho speak Sesotho. Sesotho is deemed the national and official language while English is the second official language as per the constitution of Lesotho of 2011.

1.6.3 Second Language Learning (SLL)

According to Krashen (1981: 1) “Language acquisition is very similar to the process children use in acquiring first and second languages.” When acquiring a language, one has to have significant interactions and converse in the target language. During language acquisition speakers are not concerned with the correctness of their utterances but the message they intend to convey and understand. In language acquisition, “error correction and explicit teaching of

rules are not relevant...” (Brown and Hanlon, 1970; Brown, Cazden, and Bellugi, 1973). Conscious language learning, on the other hand, is believed to be aided a lot by error correction and the staging of explicit rules (Krashen and Seliger, 1975). In language learning errors are constantly corrected, assisting learner understand the demonstration of the linguistic generalization. According to Hoque, Second Language Learning (SLL) refers to the progression in learning other languages in addition to the native language. For instance, a child who speaks IsiPhuthi as the native language starts learning English when he starts going to school. English as the target language is learned through the process of second language learning. In the classroom a learner will be taught the rules and principles guiding the target language formally.

www.tetsuccesskey.com “From known to unknown” is a maxim that indicates that when a learner starts to go to school, he possesses some knowledge and it is the teacher’s duty to broaden his previously acquired knowledge. That is, the knowledge the learner possesses should be used as the foundation, a stepping stone for the knowledge yet to be acquired.

1.6.4 Learning

There is a large volume of published studies describing learning. Houwer (2013), defines learning as ontogenetic adaptation. It is, a transformation in behaviour of an organism that results from regularities in the environment of the organism. Additionally, Gerda (2016) describes learning as a relatively permanent change in behaviour based on an individual’s interactional experience with environment. With regards to the current study the focus is on learning as a formal process changing behaviour of a person through interaction with others in a classroom situation.

1.6.5 Teaching Methods

Curriculum, Assessment and Teaching Transformation (2022), defines teaching methods as the broader procedures used to assist students accomplish learning outcomes, while activities are the different ways of executing these methods. This current study focuses on teaching methods as procedure and principles taken by a teacher in a classroom situation in teaching Linguistic and Literary English to learners from the minority languages background.

1.7 Problem Statement

The purpose of the government interposition in imposing the teaching and learning of English in English from grade four up to tertiary as per CAP (2009) is to produce a comparatively more literate populace equipped with the basic language skills especially speaking, reading as well as writing of English. According to Ansell's (2002 cited in Raselimo and Mahao (2015. 3) English is deemed a language of business and administration leading to the economic growth of the country. However, the fact that learners from minority background do not use their first language at school might pose problems in learning English. For instance, most of the learners from the marginalised languages use their mother tongue as their language of thought. When writing, they think in their mother-tongue, try to translate to Sesotho which is one of the languages used at school then try again to further translate to English, leading to numerous spelling mistakes and mispronunciation of English words. As a result, the learners might fail English and be demotivated to learn English and other subject taught in English further. Atetwe (2013) has highlighted mother tongue as a negative factor that affects effective learning of English language. Nevertheless, an analysis of how minority languages as mother tongue influence teaching and learning of English, especially if those languages are not used at all at school is yet to be explored.

In as much as English is an official language in Lesotho, it is also a foreign language. The use of English in the classroom as a language of instruction may pose problems for the learners. In this context, learners from the minority background may not be competent in both Sesotho and English as neither Sesotho nor English is their mother tongue; the language they learned from birth, one that they can express themselves competently in. "Instruction through a language that learners do not speak has been called "submersion" because it is analogous to holding learners under water without teaching them how to swim" (Skutnabb-Kangas, 2000). Thus, the current study seeks to explore the influence minority languages have on teaching and learning of English in public primary schools.

1.8 Research Aim

This study aims to investigate if minority languages do influence teaching and learning of English.

1.9 General Research Objective

The study is basically intended to investigate the influence of minority languages on teaching and learning of English in public primary schools.

1.9.1 Specific Research Objectives

The objectives of the study are as follows:

1. To investigate the perception of teachers and learners towards the use of minority languages on effective learning of English.
2. To find out the challenges that exclusion of minority languages in Lesotho school curriculum poses on both teachers and learners in the process of learning English.
3. To investigate how minority languages can improve effective learning of English.

1.10 Research Questions

1. What is the perception of teachers and learners towards the use of minority languages on effective learning of English?
2. What challenges does exclusion of minority languages in Lesotho school curriculum poses on both teachers and learners in the process of learning English?
3. How can minority languages improve English learning in public primary schools?

1.11 Research Hypotheses 1.

1. Teachers and learners have a negative perception towards the use of minority languages on effective learning of English.

2. Teachers and learners face challenges in the process of learning English as a result of exclusion of minority languages in Lesotho school curriculum.
3. Minority languages can improve English learning in public primary schools.

1.12 Research Significance

Language plays a pivotal role in teaching and learning process as it is a method of communicating ideas and thoughts by means of sound for psychological and physiological survival. This study will be beneficial to all stakeholders in education, inclusive of the government, Ministry of education, Examination Council of Lesotho, teachers, students, parents as well as the community at large.

1. This information will not only benefit teachers of public schools in primary level but also teachers of privately owned schools. It will help subject (English) teachers appreciate the liaison between pupils' mother tongue and English, as a result be able to design strategies that may enhance correct spoken and written English. It will also change the mentality that using L1 in L2 classroom is bad and administer necessary information to re-evaluate teachers' use of language in personal and professional capacity.
2. The study will benefit stakeholders such as parents to encourage their children to aim at performing well in both spoken and written English.
3. With the positive results congregated by this study, the schools' administrators will issue recommendations to the government to notice the minority languages spoken in Lesotho, include them in the language policy and eventually be used in the education system. The faulty regard of Sesotho as the only mother tongue in Lesotho will be abolished.
4. This study will act as the stepping stone for further research on influence of minority languages on English teaching and learning; not only on Mafura primary schools but in all primary schools which have learners from the minority background.

1.13 Scope of the Study

This study will be conducted in Quthing district, Mafura Primary from Grade 5 to 7. This school was chosen purposively among schools which have learners whose mother tongue is a minority language because of its accessibility.

1.14 Limitations of the Study

The study will be mainly on one primary school which has learners who come from the minority languages' background. The research focuses on how learning skills; listening, speaking, reading and writing of minority languages influence English teaching and learning.

1.15 Organisation of the Study

The overall structure of the thesis takes the form of five chapters inclusive of the introductory chapter that makes an account for background, historical background of Lesotho Education Language Policy (LELP), Policy documents that influence LELP, language and culture, statement of the problem, aim of the study, research objectives, research questions, research hypotheses, significant of the study, scope of the study as well as presenting the limitations of the study.

Chapter two gives an overview of previous research conducted in the field of minority languages' influence on the teaching and learning of English and the theoretical framework of the study.

The third chapter provides information about the methodology and presents research design, the instruments of data collection as well as the ethical considerations.

The fourth chapter of this thesis presents data analysis as well as interpretations.

The final chapter draws upon the entire thesis and provides the conclusions. The implication of the future research into this area is also presented in this chapter.

1.16 Summary of the Chapter

The general introduction has addressed the introduction of the chapter, the background to the study which is comprised of the historical background of the Lesotho Education Language Policy

which aligns with the Curriculum and Assessment Policy Framework (2009) stating that the two official languages, Sesotho and English, will be used as languages of instruction in the classroom on different levels of the learning process and forsake the minority languages. It also looked into different policy documents that influence Lesotho Education Language Policy. The key concepts of the study were defined. In the current chapter, the problem statement is to analyse how mother tongue as a minority language influence teaching and learning of English. It also looked into the research aim which is to investigate if minority languages do have an impact on teaching and learning of English. The research objectives are also included as well as the research questions. This chapter also addressed the research hypothesis, research significance, the scope of the study as well as the limitations of the study.

Chapter 2

Literature Review

2.1 Introduction

This chapter reviews international and local literature underpinning this study. It is divided into two sections. Section 2.1 discusses the literature on multilingualism and English acquisition. It further discusses the influence of mother tongue (first language) in English (second language) learning. Section 2.2 discusses the theoretical framework underpinning the current study. The literature is critiqued and gaps of knowledge acknowledged. Finally, the summary of the chapter is provided.

2.2 Literature Review

According to Hart (2018), literature review can be defined as the selection of available documents (both published and unpublished) on the research topic, which has information, ideas, data and confirmation written from a particular standpoint to fulfil certain aims or to express definite views on the nature of the research topic and how it is to be explored, and the effective evaluation of these documents in relation to the (current) research being proposed. O’Leavy (2010) defines literature as the pool of published information or materials on a certain area of research or topic, such as book or an article from a journal of an academic value. Nonetheless, it is very crucial to gather the sources associated with the research topic and addresses the gaps in the area of interest.

In addition, O’Leavy (ibid) states that the act of revising literature comprises evaluating individual sources as well as synthesising those sources in order to gain a comprehensive view of the field. That is, literature review debates mutual and emergent approaches, notable patterns and tendencies, areas of conflict and controversies, as well as gaps within the related literature. This says the researcher ought to observe all the mentioned elements and be able to locate their own research as well as contribute to on-going debates within the field. In a nut shell, reviewing literature is not only the matter of engaging with the body of the literature but also comparing, contrasting, synthesising and making arguments with the literature.

The researcher has compared and contrasted the current study with the preceding studies, analysed and critiqued them. The current author also identified the gaps of knowledge. The following literature is organised into themes based on the content of each study. Within the themes, the studies follow the chronological order beginning with the earliest to the latest year of undertaking the studies.

2.2.1 Multilingualism and Acquisition of English

Iversen (2017) conducted a study that explored the context of multilingual minority students in Norwegian English classrooms, focusing mainly focusing on the role of their first language (L1). The study aimed at describing the experiences of the students, not of the teachers. According to Iversen (ibid) the study was conducted as a challenge to an assumption that the minority students are a non-dominant group that depends on the majority's acceptance and acknowledgement, thus a profoundly unequal status relationship. He stated that that assumption led some researchers to the prerogative that minority students face discrimination in Norwegian schools. Secondly, while most Norwegian researchers concentrated on the teachers' perspective in minority student' situation in the English classroom, the author chose to conduct a research from the learners' perspective. The current study on the other hand will look into both teachers' and learners' perspective.

In carrying out a research, Iversen (2017) sought to understand if minority students find their first language (L1) useful when learning English and to investigate how teachers of minority students support the use of their L1 in English classroom. The author used a small number of participants which was done based on very precise criteria. The primary reason was the study's intention to reveal qualitative data which is the point of interest and most relevant to the current study. The researcher collected data using qualitative approach through semi-structured interviews with 10 learners from minority background. The learners were from three different secondary schools in Norway while the participants for the current study will be four teachers and fifty learners chosen purposively with the help of the teachers from Mafura primary school in Quthing district, Lesotho.

Data revealed that the learners' linguistic background was often ignored by their educators because they did not inspire the use of the L1 in the English classroom even though numerous

students made use of their L1. Iversen (ibid) also found that learners code switch between English and their L1, recognise grammatical resemblances between their L1 and English, as well as obtain support from peers and parents through the medium of their L1. According to Iversen (2017), the subjects were chosen with the intention of forming a diverse group in terms of gender, ethnic, linguistic background and location in Norway.

The author got in contact with three upper secondary schools in three different Norwegian cities with an intention to invite respondents from minority background to partake in the project. The selected respondents had a linguistic distribution as might be seen below:

Table 1: Linguistic background of research participants. Iversen (2017)

AFRICAN LANGUAGES: Primarily Kinyarwanda and Tigrinya	2 participants
ASIAN LANGUAGES: Primarily Arabic, Farsi, and Vietnamese	3 participants
EUROPEAN LANGUAGES: Primarily Bulgarian, Chechen, Croatian, Latvian	4 participants
EUROPEAN LANGUAGE (LATIN-AMERICA): Primarily Spanish	1 participant

According to Iversen (ibid), the participants in the study were chosen based on the expectation that upper secondary students had the longest experience with Norwegian education even if they immigrated to Norway at a later stage. Another expectation was for students aged 17-18 to be more conscious of their own language learning and more sensitive to adequate or inadequate language policies, classroom practices as well as language attitudes than what could be expected of younger students. The author provided all respondents with fictitious names to keep their identity anonymous.

In analysing data, Iversen (2017) categorised information based on the research questions. The first research question investigated the attitudes of minority students towards their L1, especially in the English classroom. Majority of the students conveyed a negative attitude towards their L1. The participants were asked what language was most valuable to them. There were three languages; English, Norwegian as well as their L1. Seven learners chose English, one learner chose Norwegian while two learners chose their L1.

On the second question which focused on the languages their parents preferred most, the author found that most parents valued L1 most because seven learners said their parents valued their L1, two learners indicated that Norwegian is most important to their parents while 1 learner stated that his parent valued English most. The discovered information showed that students esteemed English greatly while their parents appreciated the L1 most. The author found out that the negative attitudes regarding their L1 developed in connection between home, school, and friends as well as from the society. Iversen (2017) indicated that learners felt that if they could not use their L1 to acquire education as well as a profession, then it has lost its purpose. Devaluation of their L1's in the English classroom is also recognised when respondents claimed to prefer to use Norwegian yet they possessed a higher proficiency in their L1 than in Norwegian.

On the third question which sought to investigate how minority students made use of their L1, the researcher found that some learners made use of their L1 in learning English. Some students stated that they translated from English to their L1 in order to understand words or sentences. Thus, being multilingual somehow seemed to be advantageous to the learners in English classroom as the learners relied mostly on their L1 to learn English. However, majority of the learners did not regard their L1 as a particular asset in English classroom. Lastly, the author also sought to find out how teachers support the use of minority students' L1. It was reported that teachers did not make any attempts to consider the learners' multilingualism in English teaching. Thus, the teacher did not motivate the students to make use of their L1 when learning English.

The findings on translating from English to L1 in order to understand have great relevance to the current study. The methodology used in Iversen (2017) will be partly adopted in the current study as it will be coupled with a quantitative approach. While adopting Iversen's (ibid) interview technique, the current study will also make use of questionnaire in line with 'the new normal' imposed by covid 19. Both instruments will allow the researcher to collect original data from the participants. In as much as Iverson's (ibid) study was very educative, it did not address the gap

on teachers' attitude on the use of minority language in teaching English. As a result, the current study seeks to investigate the perception of teachers and learners on the use of minority languages on the effective leaning of English. Similarly, Iamroz also looked into the phenomenon of multilingualism in relation to English learning.

Iamroz (2018) conducted a qualitative study investigating teachers' and students' experience of multilingualism, considering the role of the mother tongue in learning English as a third language (L3). Some of the learners who took part in the study recently had arrived in Norway from their countries of origin. As a result, they have their mother tongue, Norwegian as the second language (L2) and English as a third language (L3). The author desired to investigate how linguistic diversity in English as a Foreign Language (EFL) classroom influences teaching practices.

Iamroz's (Ibid) study was motivated by the fact that language and cultural diversity is part of the author's life because of being multilingual. The author claimed that multilingual competence is resourceful in learning other languages and mother tongue serves as a foundation; the first stepping stone for such competence.

The researcher further argued that schools are full of students from different language background as well as different cultures. She necessitated those educators should be aware of multilingual pedagogy. She strongly felt that the language and culture of English language learners needed to be taken into consideration; mother tongue should a basis for further learning. That is, English instructions should be clarified in mother tongue because if the students' first language (L1) is not maintained in the classroom, not only are the learners being deprived of their culture and identity but also their potential resource for language learning.

In exploring the phenomenon, Iamroz (ibid) carried out a qualitative design. The author adopted a phenomenological research approach to collect and analyse data. The reason behind her choice was based on a citation of Creswell (2018, p. 75), "a phenomenological approach is used when the research is aiming to explore...the common meaning for several individuals of their lived experiences of a concept." That is, the appropriate way of stimulating and interpreting the beliefs and experiences of the subjects who went through the same phenomenon is through the phenomenological study. As stated by Iamroz (2018), "the phenomenon of interest in this study is the role of mother tongue when students learn English as a third language and teaching practices concerning multilingual education." This means the primary objects of this study are

the beliefs and experiences of both teachers and the newly arrived multilingual students who learn English as a third language.

Iamroz's (ibid) selection of participants was divided into two groups. The main target was newly arrived multilingual students who were allotted to Norwegian Introductory classes and were acquiring English as L3. The second group were the teachers at introductory classes and teacher from mainstream schools with a high percentage of multilingual background learners. The author chose the qualitative research interview because she claimed it "attempts to understand the world from the subjects' point of view, to unfold the meaning of their experience, to uncover their lived world" (Brinkmann & Kiale, 2015, p.3). Iamroz (2018) interviewed five teachers and nine students. The first interview was conducted in one of the introductory schools for the intensive Norwegian learning. Three teachers and nine learners participated in this interview. The following two interviews were carried out with teachers from two different primary schools as those schools received multilingual students from the introductory schools.

According to the researcher, the semi-structured interview was the most suitable instrument to answer the research questions aimed at insights into teachers as well as students' thoughts and experiences on the subject of multilingualism and the role of mother tongue in the process of learning English as L3. She believed that a questionnaire could hardly express the aims of the study of 'unfolding the meaning of the experience' and deal with social phenomena. The interviews were structured in two different guides where the first one comprised questions constructed for the teachers while the other one had questions constructed for the learners. As guide for the interview, the author established the core themes regarding the research questions. That was followed by the development of the concrete questions. The interviews held with teachers had open-ended questions based on the subjects' educational background, their working experience, attitudes as well as beliefs concerning multilingual education and L3 teaching and learning.

On the other hand, the interviews held with students comprised questions regarding the students' backgrounds, their use of languages in different domains, language learning and the role of their mother tongue in the process of learning English as L3. The current study will employ the same instrument of data collection as it is open, flexible, and will help the researcher gather the right information to help fine-tune the research strategy but only teachers will be interviewed. On the contrary to the present study, one-to-one interviews were conducted with both teachers and

learners in private rooms at different schools. Each interview with the students was allocated 10 to 15 minutes while interviews with teachers were allocated 45 to 60 minutes. Iamroz (ibid) stated that all interviews were recorded and later transcribed. Iamroz (ibid) used observation as the second instrument of data collection while the current study will use questionnaires as the second instrument of data collection. Using the questionnaires, the current researcher can keep the respondent anonymity maxim well as well as collect data from numerous people in a short period of time.

The observation lasted for 3 hours in three different classes at the introductory school. The observation's principal focus was the teachers' communication with the students. The author wanted to discern how the teachers delivered English instruction to the multilingual students. In analysing data, Iamroz (2018) organised relevant statements from the participants' experiences into six themes to answer research questions. The themes were arranged as follows; the use of the mother tongue in different domains, methods and strategies in teaching English as L3, the teachers' attitude towards multilingualism, the role of mother tongue in L3 acquisition, factors that can influence the process of acquiring English as L3 and students' motivation and parents' attitudes. The themes were then condensed to three core themes which are teachers' attitudes towards multilingualism, methods and strategies in teaching English as L3 as well as students' perspectives.

When interviewing teachers on educational background and working experience, Iamroz's (ibid) findings revealed that the interviewed teachers were qualified to teach English and Norwegian between the ranges of grade 5 to grade 10 students. The author revealed that teachers considered multilingualism an asset in students' learning as the learners get to build on a repertoire of languages. However, none of the teachers received any special training in teaching English to multilingual background students. According to Iamroz (ibid), the participants emphasized that language educators needed knowledge and teaching strategies on multilingual pedagogy. On the factors that can influence the process of acquiring English as L3, the interviewees pointed out that the learners' level of expertise in the official language (Norwegian) and their linguistic background were very important because if learners were competent in Norwegian, they could draw a lot of likenesses from Norwegian to English.

On the basis of students' background, Iamroz (2018) found out that teachers had students from different language background and the students code-switched from mother tongue to English.

Teachers also believed that students' mother tongue had a crucial role to play in their learning as they draw from previous language knowledge. The author discovered that in as much as the learners were motivated to learn English, some had little experience in English and had to frequently use their mother tongue. As a result, that posed a challenge to the learners to learn two languages concurrently and that affected their motivation. In an interview with students, Iamroz (ibid) discovered that some students were quite driven in learning English and found learning two languages at once helpful because of the resemblances in grammatical structures. The participants also claimed that they had not received mother tongue teaching outside the school.

Iamroz (2018) held another interview with a teacher in school 2. In that interview, the researcher found that the interviewee was a qualified teacher with 5 years' experience though she had not received any exceptional training regarding teaching multilingual learners. She believed that it was unnecessary to attend such training as she was multilingual herself; but she emphasised that not all learners had the ability to draw from their languages when learning English. With regard to factors that could influence L3 acquisition, the researcher discovered that learners' mother tongue, their country of origin, and their parents' educational and cultural background were among those factors. On the point of mother tongue literacy, the researcher revealed that the teacher endorsed positive attitudes towards it.

Iamroz's (ibid) study serves as an eye opener for the current researcher as it indicates the importance of involving both teachers and learners since teaching and learning process is a two-way process. However, Iamroz (2018) focused only on mother tongue and L3 acquisition and did not address how exclusion of the minority languages (which are mother tongues to some students) from the curriculum impacts the teaching and learning of English. Therefore, the current study will implement Iamroz's (ibid) perspective of involving both teachers and learners. This will be done in line with objective two which is aimed at unpacking all the challenges that minority languages impose on both teachers and learners in the process of learning English. The next section addresses the influence of mother tongue on the learning of L2.

2.2.2 Mother Tongue Influence in Second Language Learning (SLL)

Phendane (2020) conducted a qualitative study approach which was aimed at establishing the extent to which instances first language (L1) is used and response of second language (L2) educators when they heard L1 in their classroom. The study aimed to answer the following research questions: what are the most frequent instances in which L1 is used during English Language classes? What is the average time spent on using L1 during English Language lessons? Lastly, how do the educators react to the use of L1?

The participants for this study were learners aged 9-11 years of age and two teachers from Makgulo Primary school. The participants, both teachers and learners consisted of males and females. The primary instrument of data collection in Phendane's study was observation. The author observed a total number of 15 English classes focusing on the time as well as instances in which L1 was used. The author also scrutinized the teachers' reactions to the students' use of L1. Following the observation, when the lessons ended, the researcher conversed with the teachers informally.

After data was collected, it was organised into a table which comprised columns for class, educator, number of L1 occurrences, time using L1 per participant and total time of L1 usage. The current study will differ with Phendane's (2020) study approach of qualitative, as the current study will use mixed-methods approach. The difference between Phendane's (2020) study and the current study lies in the chosen methodology approach and instrument of data collection in qualitative approach. The reason behind the chosen methodology in the present study is that mixed methods approach use both qualitative and quantitative elements and can be a good approach to more fully explore research questions. Phendane's (ibid) qualitative study only used observation while the current mixed-methods study will adopt interview as well as questionnaire. Due to the prevailing condition of the Covid 19 pandemic, the current study will opt for an interview as the recommended space (1m-2m) between the interviewer and the interviewees will be adhered to and in cases where face-to-face interviews may seem impossible a telephone will be used. With regard to questionnaires, the researcher will administer the questionnaires to the respondents and give them time to respond.

The findings of the observation revealed that in a lesson of 45 minutes, L1 was used for 8.4 minutes per lesson by both teachers and learners, accounting to 19% of the lesson. Teachers used L1 more than learners as the average time of educators used of L1 per lesson was 6.7 min while the average time of students' use of L1 was 1.7 min per lesson. The findings revealed that in

each observed lesson, there was at least some implementation of L1. Phendane (2020) also discovered that there were significant differences in how educators used L1. According to Phendane (ibid), in the classes of teacher 'X' the results showed that the students of the mentioned teacher were comfortable using L2 and only used L1 where necessary. On the other hand, in the classes of teacher 'Y', L1 was habitually used. Phendane (2020) concluded that despite the fact that L1 was used on new grammar, the teachers did not afford their learners with sufficient space for L2 usage and that the lesson lacked the communicative component.

Phendane's (2020) observation also had another feature of the amount of L1 occurrences as the focus of attention. The findings disclosed that in the total of 15 classes observed, students used L1 32 times while teachers used L1 45 times. The author indicated that most frequent instances where L1 was used were the cases where the students asked for meaning of a word or translation of an unknown word, explaining grammar, providing instructions, organisation purposes, as well as checking if students understand. On the other hand, teachers frequently used L1 when explaining a new grammar component; sometimes to specify the differences. To answer the research question on the reaction of educators to the use of L1, Phindane (2020) discovered that educators occasionally pretended that they did not hear the learners' use of L1 in an attempt to hint to the learners that they did the undesirable. The observation also revealed that even though it was essential that learners used L2, the teachers themselves occasionally used the mixture of L1 and L2, and that somehow baffled the students.

Phendane's (ibid) study focused on the use of mother tongue in the process of teaching and learning English at primary school in South Africa, the current study on the other hand focuses on the mother tongue that also happens to be part of the minority languages in Lesotho. These minority languages are not used at all in schools hence the current study investigates their role in the process of teaching and learning English at public primary school in Quthing, Lesotho. As shown by Phendane (2020), integration of mother tongue in the learning of L2 is crucial to the learners as they can draw reference from their previous knowledge. The section that follows presents literature on the impact of minority languages on learners' performance.

2.2.3 Impact of Minority Languages on Learners' English Performance

Atetwe (2013) conducted a study which focused on analysing the influence of the use of mother tongue on students' performance on English in KCSE in Gatundu District, Kiambu Country, Kenya. In this study, Atetwe (ibid) opted for a cross-sectional design using both qualitative and quantitative methods. The study was meant to answer the following research questions:

What is the prevalence of the use of mother tongue in Gatundu public day secondary school?

What is the perception of teachers and students on the influence of mother tongue on performance of English?

What are the measures taken to curb the use of mother tongue in schools?

What challenges does mother tongue bring about to students in the process of learning English?

Lastly, what strategies should be used to improve the performance of English?

In this study, teachers and students were the target populations where 5 schools were sampled randomly while 191 students were sampled by means of stratified sampling and systematic random sampling. On the other hand, 8 teachers were sampled via purposive sampling technique. Implementing the quantitative method, questionnaires were used as instruments of data collection from teachers as well as students. While on qualitative method, an interview guide was employed to collect data from teachers.

Following data collection, Atetwe (2013) summarized quantitative data using descriptive statistics such as frequencies and percentages and these were displayed using tables and bar graphs. According to Gay (1996, as cited in Atetwe 2013) when making the results acknowledged by a variety of readers, simple descriptive statistics such as percentages have a significant advantage over more complex statistics. On the contrary, qualitative data was organised into themes and displayed in narratives used as back up for findings of the quantitative data.

Findings of Atetwe's (2013) study regarding the perception of teachers and students on the influence of mother tongue on performance of English revealed that both students and teachers agreed that definitely the use of mother tongue influences the performance of English. In accordance with the measures taken to curb the use of mother tongue in public secondary school in Gatundu District, these are the findings highlighted by Atetwe's (ibid) study: availability of a language policy, punishing students who use mother tongue, founding debating clubs and

encouraging students to read story books. With regard to the strategies used to improve the performance of English, the study discovered that construction of a language policy that would be strictly adhered to was worthwhile. One other strategy was for teachers to stick to English and avoid code-switching. Positive punishment as well as the need to establish more platforms where students can socialise in English was another strategy revealed by Atetwe's study.

Atetwe's (2013) findings publicized that the use of mother tongue had a negative influence in performance of English in public day secondary schools in Gatundu. It appeared from the study that the way students write and pronounce words in English was influenced by mother tongue, as a result, negatively swaying the performance of English in KCSE.

Owing motivation from Atetwe' (2013) study looking into influence of mother tongue on English performance, the current researcher seeks to find out if minority languages as learners' mother tongue can improve effective learning of English. Next in line is the discussion of Vernice's study on the influence of mother tongue on learners' performance in written English at primary level.

Vernice (2013) conducted a qualitative study investigating the influence of mother tongue on learners' performance in written English at primary level. The study aimed at answering the following research questions: how does mother tongue affect the performance of learners in written English in Nakawa Division? What are the effects of mother tongue on the performance of learners in written English in Nakawa Division primary schools? Lastly, what are the strategies to minimise mother tongue effects on the performance in Nakawa Division primary schools?

That study had 50 participants including class 6 learners who were interviewed. The researcher used purposive sampling as he handpicked the subjects of his sample based on his judgement of their typicality in terms of enrolment by that time. He also used systematic sampling to choose learners from each school using the class registers based on the number of learners in the class register. For instance, every third or fourth students were chosen to partake in the sampling based on the number of learners in the class. Vernice's method of collecting data yielded rich information because collaboration of both approaches integrated benefits of both methods than a stand-alone qualitative or quantitative approach.

Similarly, the current study will opt for the approach identical to Vernice (ibid) in terms of methodology as it will adopt mixed-methods approach. The present study will use interview and a questionnaire as instruments of data collection. The interview will allow the subjects to express their views towards the use of minority languages while learning English in return providing in-depth information, while the principle of time-efficiency will be beneficial to the current researcher.

Local government and leaders were issued questionnaires. The researcher also channelled face-to-face interviews with some women, literates as well as illiterates, on issues concerning the participants' background, the school, enrolment, the influence of mother tongue on students' performance in written English at primary level. Qualitative and quantitative data analysis was carried out. Bar graphs done on Microsoft excel were employed to provide a clearer outlook about the influence of mother tongue on students' performance in written English at primary level. Findings of Vernise (2013) showed that Luganda, (mother tongue) had an influence on the performance of learners of English at primary level. The researcher also discovered that the negative influence on both written and spoken English was brought about by the fact that most learners speak Luganda inside and outside the classroom.

Based on the discovery made by Vernise (ibid) study that there is significant alliance between mother tongue and English brought by learners speaking their mother tongue in and outside the classroom, the current researcher seeks to find out the challenges that minority languages impose on both teachers and learners in the process of learning since there is reason to believe that learners from minority language background do not use their mother tongue at all at school.

Kolobe and Matsoso (2020) conducted a study aimed at investigating why students from linguistically marginalised backgrounds do not perform well academically. This study was based on the evidenced argument that learners from minority backgrounds perform poorly due to relegation and discrimination of such learners' language background. Kolobe and Matsoso (ibid) piloted a constructive qualitative study as it is interpreted to be naturalistic in that they give the researcher room to study and comprehend the research phenomenon in the context of its natural setting (Babbie, Mouton, Vorster & Posezki, 2001) cited in Kolobe & Matsoso (2020, p. 382). The current study on the other hand will use a mixed methods approach with a convergent parallel mixed methods design.

The participants in Kolobe and Matsoso's (2020) study were 142 teachers and 246 students from Lesotho's ethnic minority languages speaking background, who were directly affected by the kind of content curriculum, teaching/learning and assessment. 23 schools from Botha-Bothe, Mohale's Hoek, Qacha's Nek and Quthing districts of Lesotho were sampled. The researchers had a meeting with teachers to explore the effect of language status particularly of minority languages on the teaching and learning, and assessment of students from Nguni languages backgrounds. Following the meeting with the teachers, the researchers met up with students seeking to find out directly from them how prohibition of their mother tongue languages from the school curriculum affected them and how that effect on their educational development. To ensure relevance of collected data, the researchers facilitated the focus group discussions (FGD) through guided probing questions.

When analysing data, Kolobe and Matsoso (ibid) presented collected data according to themes that emerged from the FGDs held at different schools. The findings of Kolobe and Matsoso (2020) revealed that the state's governance structures need to identify and respect human rights at strategic planning and implementation levels. The respondents felt that not using one's language and culture freely was violation of their rights. They also alluded to learners being able to enjoy national resources equally without being judged according to one's origin, language background or otherwise regardless of one's linguistic background.

Data disclosed constraints over choosing subjects at schools. There was need indicated by participants to include all languages spoken in Lesotho without judgement of the populace of each language. The learners spelt out the necessity of a stand that permitted them to flexibly choose the language(s) to study. Kolobe and Matsoso's (ibid) findings also revealed that Sesotho is mistakenly recognised as the only mother tongue because of its majority population. The authors believed that including the side-lined languages in the school curriculum development would help teachers make informed approaches in teaching and assessing learners. Christopher (2008, p. 1) and Roberts (2006, p.6) reinforced that observation.

On the issue of engagement of expertise at the level of societies, respondents indicated that governing bodies need to appreciate society's understanding and call members of society from minority languages' background to guide curriculum development and also to be asked during cultural events to guide teachers and learners. The participants indicated that government should guarantee availability of qualified teachers even before inclusion of all languages in the

curriculum and assessment of learners as teachers faced challenges of deficiency of language matter which made it impossible for them to teach learners in languages that they competently understand, being IsiXhosa, IsiNdebele and IsiPhuthi.

Kolobe & Matsoso (2020) did a great job investigating whether the exclusion of minority languages from the school curriculum had an impact on the performance of learners from the marginalised linguistic background. By virtue of inspiration from Kolobe & Matsoso's (ibid) study, the current researcher seeks to find out if these marginalised languages, excluded as they are, have an impact on English teaching and learning.

2.2.4 Minority Languages and Teachers and Students' Perceptions

Verge (2021) conducted a qualitative study approach which aimed at understanding how minority learners experienced the practical aspects of language teaching as they began their upper-secondary education. According to Verge (ibid), he opted for a qualitative approach because he felt it would help offer a more solid base for data collection and analysis as there seemed to be shortage of previous research on minority students' views on English instruction. The study was meant to answer the following research question: how do minority students perceive practical English instruction in their first year in the upper-secondary school in Norway?

Verge (2021) chose an interview as primary instrument of data collection since according to him interviews are participant-friendly and could assist learners with a low level of literacy voice the rich "and sensitive description of events and participants perspectives that qualitative interpretations are grounded in" (Dörnyei, 2007, p. 105). 8 semi-structured interviews were conducted in two different schools in Northern Norway where four students per school were engaged in one-on-one interviews and were asked a series of open-ended questions. The author carefully selected an equal number of males and females so that genre-based variables, could be presented a chance to disclose themselves if they exist. The respondents were all between the ages of 18 and 25 years when they were interviewed.

In Verge's (ibid) study; data analysis occurred simultaneously with the interviews. The author stated that parallel process gave him an opportunity to "shape the direction of future data collected based on what was found or not found" (Hatch, 2002, p. 149), a technique known as

theoretical sampling. The researcher began with a preliminary reading, detached as much as possible from preceding ideas and expected directions. Data was then organised into themes and broader patterns as similarities were drawn. Four teachers from the same school were also interviewed. The students' responds corresponded with that of teachers. The teachers at both schools made use of CNN10 videos. That was mentioned by learners from both school A and B.

Verge's (2021) results on whether effective language learning was equalled with grammar teaching, yet students' responses revealed that they (learners) regarded English as "a tool to deal with other areas of knowledge" and that they learned English in preparatory courses than in their first year at upper-secondary school. The researcher discovered that explicit grammar teaching was not unusual in neither of the schools. Teachers acknowledged teaching grammar only if they saw a misapprehension made by numerous learners. On the idea of students' reaction against writing activities, which learners perceived as present, distant and difficult to perform due to their inadequacy in language skills, Verge (2021) uncovered that, students have a negative attitude towards writing. The participants admitted that they found essay writing as 'boring'. Teachers assented with the students that inadequacy in language skills did not allow learners to write essays. Verge (ibid) also found that students preferred speaking to writing as the best way to learn a language and all the teachers in the study avowed having customary oral practice in class.

The study carried out by Verge's (2021) is of great relevance to the current study as it focused on minority students' perception of English as a medium of instruction in upper-secondary schools. Owing inspiration from Verge (ibid), the present study will look into how minority languages influence teaching and learning of English in public primary schools. In Lesotho, the CAP (2009) requires English to be used as a language of instruction from grade 4 up to tertiary. This means the richest data about the influence of minority languages on English learning can be obtained at primary level because at that level the pupils are introduced to the rules, the grammar and the vocabulary of English. If indeed English learning is influenced by minority languages, this study will yield that information. The current study seeks to test the hypothesis that teachers and learners have a negative perception towards the use of minority languages on effective learning of English.

As a follow up on Kolobe & Matsoso's (2020) study, the doublet conducted another study in (2021) investigating the perceptions of teachers and learners from linguistically marginalised

backgrounds concerning debarment of minority languages from Lesotho's school curriculum. Based on the findings of the (2020) study, that evidenced that the learners from linguistically disadvantaged backgrounds perform poorly in their studies, Kolobe and Matsoso (2021) investigated whether the poor performance of the learners from minority languages led to their low educational determination and if that is the consequence of their mother tongue being excluded from the curriculum.

Kolobe and Matsoso's (2021) study approach, participants as well as data collection instruments were the same as the ones used in the (2020) study. From the teachers, the researchers desired to find out the influence of language status of minority languages on the teaching and learning of student's minority language backgrounds. While from learners, the authors sought to find out how the exclusion of the mother tongue from the curriculum affected them and how its exclusion affected their educational development.

Following data collection, the researchers analysed collected data and divulged according to themes that emerged from the focus discussion groups held at the schools. Typically, all respondents of the study perceived that the educational development of students from disadvantaged language backgrounds in Lesotho was negatively impacted by the discriminatory and marginalised language practices. The findings revealed that the learners felt deprived off both their linguistic and educational right hence their lack of educational motivation. The participants indicated a need for inclusion of all languages spoken in Lesotho without any judgement. They further stated that they needed to be allowed to study Sesotho, IsiXhosa, Ndebele and IsiPhuthi as that will intrinsically motivate them to perform well academically. On the theme of consultation, the findings revealed that the participants indicated that they would like to be consulted on matters that affect their linguistic knowledge. This means that when the school curriculum is established, they as the people from minority language background should be given the opportunity to partake.

Kolobe and Matsoso's (2021) study is most relevant to the current study as it focused on perceptions of Lesotho's teachers and learners from minority language-speaking society on exclusion of their mother tongues on the school curriculum. However, the researchers did not address the role played by minority languages in teaching and learning of English. Also, the challenges faced by teachers and learners in the process of English learning resulting from exclusion of minority languages in Lesotho school curriculum were unaddressed.

2.3 Theoretical framework

Section 2.2 discusses learning theories that will be used as a guide for the present study. The theories discussed are the sociocultural and constructivism. The above-mentioned theories will assist the researcher to select relevant data, interpret the data, and propose explanations of the underlying causes or influences of observed phenomena.

Eisenhart (1991) defines 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.” According to Grant and Osanloo (2014), theoretical framework refers to the blueprint or guide for a research. It is a structure evolved on an existing theory in a field of inquiry that is related and/or reflects the hypothesis of a study. That is, it is an outline borrowed by the researcher to build on research enquiry. It is safe to conclude that it is the foundation on which the research is constructed.

Furthermore, Grant and Osanloo (ibid) state that a theoretical framework is something concrete and reliable on which to construct one’s research and to inform the rest of the design. Sinclair (2007) avers that the role of the theoretical framework within the research can be equated to the map in the journey. Thus, it can be used as a guide for rationally developing and understanding the diverse, yet interconnected, parts of the literature review. A research short of the theoretical framework lacks precise direction to the search of appropriate literature and scholarly deliberations of the findings of the research (Imenda, 2014). The following are theories that the current study will use as its guide to connect to the existing knowledge.

2.3.1 Sociocultural Theory

In 1934 Lev Vygotsky founded the sociocultural theory. Vygotsky’s sociocultural theory views human development as a socially mediated process upon which children’s acquisition of their cultural values, beliefs, and problem-solving strategies through collective conversations with more knowledgeable members of the society. He wanted to understand the way people learn in a social environment hence creation of a theory of social learning. According to Kurt (2020), Vygotsky acknowledged that social settings and learning were closely intertwined and was

convinced that learning occurs through interactions with others in our communities: peers, adults, teacher as well as other mentors. Kurt (ibid) hypothesises that Vygotsky's theory emphasises the important role of social interaction in cognitive development, because he strongly believes that community plays a central role in the process of making meaning.

As indicated by Kurt (2020), Vygotsky views that preceding knowledge, such as learned behaviors at home, affect learning in the classroom environment. He further states that Vygotsky puts more emphasis on culture affecting cognitive development. He indicates that culture is significant in learning; language is the root of culture and those individuals learn and develop their role within in the society. Vygotsky established this theory to contradict Piaget's view of universal stages and content of development. Vygotsky supposes cognitive development differs across cultures whereas Piaget indicates cognitive development is mostly universal across cultures. McLeod (2020) adds that according to Piaget (1956) language depends on thought for its development. By way of explanation, thought precedes language.

In contrast, Vygotsky's theory posits that thought and language are initially detached systems since the beginning of life, merging at around three years of age, producing verbal thought. Vygotsky opines that cognitive development results from an internalisation of language. McLeod (ibid) indicates that Vygotsky believes that adults are a fundamental source of cognitive development. Vygotsky views that adults transfer their cultures' tools of intellectual adaptation that children internalise. In contrast, Piaget (1956) stresses the importance of peers, as peer interaction promotes social perspective taking.

Likewise, Vygotsky believes that young children are inquisitive and actively involved in their own learning and the discovery and growth of new information which according to Piaget is referred as schema. Nonetheless, Vygotsky focused more on social contributions to the process of development, whereas Piaget focused on self-initiated discovery (McLeod, 2020). Following an analysis of the principles of these two theories, the present researcher is interested in testing which theory of language development between the two best describes the impact of minority languages on teaching and learning of English, the perceptions of teacher and learners on the use of minority languages on effective learning of English and also to find out if these principles also apply to learners from minority languages background in the process of learning English.

Vygotsky believes that social interaction plays a vital role in learning. Piaget asserts this as he emphasises the importance of peers, since peer interaction promotes social perspective taking.

This means that, for a child to learn effectively he needs to engage all social structures such as being in a conducive environment, a place he is well accustomed to. As a result, learning around people one knows such as peers, adults as well as teachers helps fast-track the learning process. Once interaction occurred, the information is integrated on the individual level. For minority language learners, the language spoken at home by the parents, the peers and the community at large may influence the learning of a new language. It should be noted that influence can be either positive or negative. For instance, a learner from a Xhosa ethnic group can transfer their knowledge of Xhosa language to learn English. This results from the fact that all languages have subjects, verbs, tenses, adjectives, adverb and other grammatical aspects, so if a learner is knowledgeable about their mother tongue's rules, it will be easier for them to acquire English as a second language.

Based on the above-mentioned principles, the present researcher seeks to test the hypothesis that says minority languages impose challenges on both teachers and learners in the process of learning English.

2.3.2 Constructivism Theory

Constructivism can be traced back to educational psychology in the work of Jean Piaget (1896-1980). According to Mascolo and Fischer (2005), constructivism is a learning theory which holds that knowledge is best gained through a process of reflection and active construction in the mind. Which means, the learner must consider the information being taught and based on previous experiences, personal opinions and cultural background, then construct an interpretation. Mascolo & Fischer (ibid) posit that constructivism is divided into two principal camps: radical and social. The concept of radical construction was developed by Ernst von Glasersfeld in 1974. It states that all knowledge is constructed rather than perceived through senses. Glasersfeld (ibid) opines that, learners build new knowledge on the foundation of their existing knowledge.

In explaining constructivists' ideas, Arends (1998) indicates that constructivism believes in personal construction of meaning by the learner through experience, and that meaning is affected by the interaction of preceding knowledge and new events. According to McLeod (2019), knowledge is constructed, rather than inborn, or passively absorbed. The central idea of constructivism is that human learning is constructed and students build new knowledge upon the

foundation of prior knowledge. This previous knowledge affects what new or modified knowledge an individual will build from new learning experiences (Phillips, 1995). McLeod (2019) asserts that learning is an active process rather than a passive process. He indicates that the passive view of teaching outlooks the students as an 'empty vessel' to be filled with knowledge, while constructivism states that students construct meaning only through active engagement with the world. That is, information may be passively received, but understanding cannot be, since it must come from making meaningful connections between previous knowledge, new knowledge and the process involved in learning.

As Dewey (1938) indicates, learning is a social activity since it is something done together, interacting with one another, rather than an abstract concept. For instance, Vygotsky (1978) believed that society plays a central role in the process of making meaning. In Vygotsky's view, the environment in which children grow up will affect how they think and what they think about. As a result, teaching and learning is all about sharing and negotiating socially constituted knowledge.

According to McLeod (2019), all knowledge is personal. He opines that each individual learner has a unique opinion, based upon existing knowledge and values. This means that, the same lesson, teaching or activity may result in diverse learning by each pupil, as their subjective interpretations differ. The constructivists' theory suggests that knowledge can only exist within the human mind, and that it does not have to correspond with any real-world reality (Driscoll, 2000). Learners always try to develop their own individual mental model of the real world from their perceptions of that world. Driscoll (2000) states that as learners perceive each new experience, learners update their own mental models to reveal the new information, and will result in constructing their own interpretation of reality.

According to this theory, knowledge is best gained through a process of reflection and active construction in the mind. This says people actively construct knowledge based on their own understanding about reality. In other words, new information is allied to a previous knowledge. Thus, mental representations are subjective. The mother tongue of learners from marginalised language background may actually be beneficial in their learning of English. For instance, if a teacher provided instructions in English and learners do not understand, he can give the same instructions in the language that learners understand well, then learners will be able to carry out the instructions effectively. As Skutnabb-Kangas (2000, cited in Benson, 2004) states,

“Instruction through the language that learners do not speak has been called ‘submersion’ as it is analogous to holding learners under water without teaching them how to swim.” For this reason, the learner’s learning of L2 depends largely on L1.

Having discussed the doctrines of constructivism, the current researcher seeks to test this theory to see if the existing knowledge of minority languages can improve the learning of English at Mafura Primary School, located in Quthing, Lesotho.

2.4 Summary of the Chapter

This chapter reviewed related literature to the current study together with the theoretical framework guiding the parameter of the present study. The literature discussed minority languages and third language acquisition. Also, literature on the influence of mother tongue in English learning and teachers’ and learners’ perceptions towards how minority languages influence performance of English was discussed.

Sociocultural and constructivism theories of language were discussed because they are believed to be essential to the achievement of the objectives of the study, as well as testing of the hypotheses of the current study.

Chapter 3

Research Methodology

3.1 Introduction

This chapter provides the description of the methodology that was followed in conducting this study. It comprises the research paradigm, research design, in particular emergent design and case study design. The research context, population, sampling and sampling techniques are also provided including the highlight of the sample of the study, data collection and data collection instruments. The instruments were followed by data analysis methods, a pilot study, validity and reliability of the instruments and ethical considerations. To conclude, the summary of the chapter was done.

3.2 Research Paradigm

A research paradigm is a philosophical framework that a research is based on. Willis (2007) defines research paradigm as “a comprehensive belief system, worldview or framework that guides research and practice in a field (p.8)”. Similarly, Lather (1986, cited in Kivunja & Kuyini) explains that a research paradigm integrally mirrors the researcher’s belief about the world that s/he lives in and wants to live in. Lather (ibid) adds that they are abstract beliefs and principles that shape how a researchers see the world, and how they interpret acts happening in the world are established by the research paradigm. It is the conceptual lens through which the researchers examine the methodological aspects of their research project to determine the research methods that will be used and how the data will be analysed.

In the current study a pragmatist paradigm was followed by mixing qualitative and quantitative approaches to better assist solve a problem and get to the truth because pragmatism accepts a flexible approach to answering research problems. As stated by Teddlie and Tashakkori (2009), mixed methods research is an approach most commonly associated with pragmatism as it provides an alternative worldview to those of positivism and constructivism. The authors further indicate that pragmatism focuses on the problem to be researched and the results of the research. According to Lincoln and Guba (1985), a research paradigm encompasses ontology, epistemology and the research methodology. Following this is the discussion on ontology.

3.2.1 Ontology

Ontology is a branch of philosophy whereby people make assumptions trying to make sense of reality or the nature of social phenomenon they are researching (Scotland 2012). Questions such as: “what is reality?”, does a single reality exist within one’s research? are answered. For instance, a question like: Do students of Mafura Primary School use minority languages in the learning area of Linguistic and Literary English (L.L.E) classroom? There are two possible ontologies in response to this question, “yes, the learners of Mafura Primary School use minority languages in the learning area of Linguistic and Literary English (L.L.E) classroom” or “No, the learners of Mafura Primary School do not use minority languages in the learning area of Linguistic and Literary English (L.L.E) classroom”. Another component of research paradigm discussed below is epistemology.

3.2.2 Epistemology

Epistemology is referred to as a theory and philosophy of knowledge. It focuses on how knowledge is acquired from diverse sources. According to Trochim (2000), epistemology is the study of knowledge and justification of how knowledge is obtained. The present study sought to attain knowledge on the influence of minority languages on English learning at Mafura Primary School. Thus, human knowledge as well as comprehension that the researcher can attain in order to extend, broaden and deepen understanding in between the researcher’s field of project is the heart of epistemology (Cooksey & McDonald, 2011). It seeks to discover the relationship between the researcher and what is yet to be discovered. It integrates the validity, parameters, and methods of acquiring knowledge. An epistemological question would be: “how is it possible to know whether learners of Mafura Primary School use minority languages in the learning area of Linguistic and Literary English classroom or not?” This is where the research methodology of the present study is presented.

3.2.3 Research Methodology

An important element of research paradigm is the methodology. Pedamkar (2022) defines research methodology as the approaches and techniques implemented to effectively describe the research. In the present study the researcher decided to adopt a mixed-methods approach. In addition, Keeves (1997) posits that methodology encompasses the research design, methods, approaches and procedures used in a study. On the other hand, Walliman (2011) and Bailey, (1994) refer to research methods as the “instruments and/or tools that researchers employ whilst they administer any form of inquiry or investigation.” The current study used interviews and questionnaires to obtain information concerning the research questions. Furthermore, Dawson (2002) indicates that methodology takes an overview that reflects the ethics, potential risks and problems, as well as the limitations of any approach. In this study, the researcher sought informed consent and assent of the participants, and also kept them anonymous. The discussion of the research design follows.

3.3 Research Design

According to De Vaus (2001) research design is an inclusive strategy that one chooses to integrate the diverse components of the study in a coherent and cohesive way, ensuring that the research problem is effectively addressed. De Vaus (ibid) further indicates that research design establishes the blueprint for the collection, measurement, and analysis of data. Correspondingly, Leedy (1997) defines research design as a plot for a study, providing the comprehensive framework for data collection. That is, the research design sets the boundaries of the research henceforth determining exactly what will and will not be included in the research project. It also describes exactly the nature of the criteria by which that researcher will guesstimate the results and draw conclusions. Subsequently, it can be inferred that the validity and reliability of the study relies on how the researcher collects, measures, analyses and interprets data. For the current study, the researcher chose to merge qualitative and quantitative approaches.

Qualitative approach enriches completeness. The researcher can address a research problem and its sub-problems completely by collecting, analysing and interpreting qualitative data (Leedy, 2016). Moreover, a qualitative research design is good for acquiring in-depth understanding of a specific context. The other reason on the choice of the mixed-methods approach was on the

basis that qualitative design is prone to be more flexible, allowing the researcher to adapt the approach based on what the researcher finds all through the research process (Creswell & Creswell, 2018).

On the other hand, Quantitative method is described as an approach for testing objective theories by studying the relationship among variables which can be measured, naturally on instruments, in order to analyse numerical data using statistical procedures (Creswell, 2014). Moreover, (Mander, 2022) posits that a quantitative study can be conducted faster and easier. With a quantitative method, a much broader study can be done – one which involves more people. It allows the researcher to generalise to a larger population. In the current study, the union of the flexibility of a qualitative method and the fastness of a quantitative method came in handy. Moreover, objectivity and accuracy can be achieved through a quantitative method as there are fewer variables involved (Mander, 2022).

In Creswell's (2014) opinion, mixed-method approach resides in the middle of qualitative and quantitative continuum as it integrates elements of both qualitative and quantitative approaches. In addition, Johnson et.al (2007) explains mixed methods research as a systematic incorporation of quantitative and qualitative methods in a single study for purposes of obtaining a fuller picture and deeper comprehension of a phenomenon. Johnson et al. (ibid) further state that mixed methods can be integrated in such a way that qualitative and quantitative methods keep their original structures and procedures. Then, these two methods can be modified or synthesised to fit the research and cost situations of the study. A merge of these benefits gave the researcher a sense of completeness as qualitative data complemented quantitative data.

Furthermore, the mixed methods approach was chosen because a qualitative approach is meant to assist the researcher understand people as well as the social and cultural context within which they live. For this reason, valid explanations regarding why and how a phenomenon manifests can be provided. Qualitative and quantitative approaches enable researchers to learn first-hand information about the areas they are studying by being actively involved and participating in that area (Slevitch, 2011). In this study, first-hand information was secured as the researcher used only primary instruments for data collection.

Moving forward, (Mander, 2022), posits that conducting a mixed methods approach enables the researcher to enrich the study as qualitative data can be used to depict the findings that were revealed by a quantitative survey. He further adds that mixed method approach gives the

researcher an opportunity to scrutinise the narratives. That is, the hypotheses can be generated from the opinions revealed in qualitative research, then cross-referenced against a wider sample with a quantitative approach. Mixed method allows the researcher to use qualitative data to better understand any unexpected results from quantitative data.

Owing motivation to these definitions, the current researcher decided to merge qualitative and quantitative approaches as it is believed that a combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone as the two approaches complement each other. This choice was made on the basis that the present researcher believed that the study investigating minority languages' influence on English teaching and learning could produce emotional data as well as variables on the extent of the influence. With this said, a mixed method approach was the best choice for the current researcher. An emergent design and a case study design were adopted in this particular study. The discussion of an emergent design follows.

3.3.1 Emergent Design

Emergent design is an assessment that begins with a loose participatory framework, which is applied to outline the roles and interactions of those involved. Nevertheless, it does not prescribe the entire assessment process (Christie, Montrose & Klein, 2005). Pailthorpe (2017) adds that an emergent design has the ability to change to new ideas, concepts, or findings that arise while conducting a qualitative research. The author also states that an emergent design embraces unanticipated information, often adding to the richness of the data. As the researcher takes clues from data, process, and draw conclusions, the study portrays a reflection of fluctuating levels of emergent features within that research process. The researcher of the present study had intended to collect data from Mpapa Primary School and Mafura primary school but could not reach Mpapa Primary due to its inaccessibility as the road had been washed out by rain. As a result, only Mafura Primary was used as a sample school.

Creswell and Creswell (2018) augment that in emergent design, the introductory plan for research cannot be tightly prescribed and some phases of the process may be modified or shift after the researcher has gone to the field and began data collection. Schostak (2008) indicates that in research, emergent format involves suspending judgement towards the important set of

critical reflection. Schostak (ibid) further states that during the process of engaging in the research, the design emerges, moulded by the researchers' engagement with the extensive scene of research under study. Upon arrival at the place of data collection, the present researcher noticed that the learners are forbidden to use their first language, only Sesotho and English were allowed. The researcher then changed the first tool of data collection from observation to questionnaires. Consequently, the research design changed from being qualitative to being a mixed-method.

From one point of view, this process is more creative and more likely to yield results and findings that are closer to lived experiences and common realities being researched. Therefore, the present researcher's belief was that what was significant was to learn about the problem not the specific place or individuals. That being the case, this design in the current study was most suitable as it assisted in yielding rich qualitative data. Another design chosen by the current researcher is a case study which is discussed below.

3.3.2 Case Study Design

According to McCombes (2019), a case study refers to a detailed study of a specific subject, such as a person, group, place, event, organisation or phenomenon. McCombes (ibid) adds that a case study is a fitting research design when one wants to gain concrete, contextual, in-depth understanding about a certain real-world subject as it allows one to explore the decisive features, meanings, and implications of the case. For this study, the researcher considered learners, teachers, minority languages, their L2, as well as their environment as cases to be considered.

In a case study, both qualitative and quantitative data are collected to build a comprehensive understanding of a case, the focus of the study (Yin 1984; Stake 1995). The types of qualitative and quantitative data collected are chosen based on the nature of the case, feasibility issues, and the research questions. Miller & Crabtree (1999) opine that one of the advantages of this approach is the close alliance between the researcher and the respondents, while allowing the respondents to tell their stories.

For this reason, the present researcher concluded that through these stories, the participants were able to discuss their sentiments of reality concerning exclusion of minority language and that empowered the researcher to better understand the participants' experiences. Cherry (2021) adds

that case study approach consents researchers to investigate things that are often problematic to reproduce in a laboratory. It also allows researchers to gather a great deal of data in a short period of time. Consequently, the current researcher used this particular approach and it helped the researcher to collect all necessary information within a short period of time.

Moreover, a case study research scrutinises the core features and the surrounding situations of a particular case or cases (Neuman, 2014). Individuals, groups, organisations, movements, events or geographical units can be cases Neuman (ibid). He further states that data gathered on the case is comprehensive, diverse and extensive. By using the case study, the researcher was convinced that the present study complied with the principle of sociocultural theory which is very much interested in close relations between learning and social settings as well as the role played by the communities through interactions. In a nut shell, the present researcher chose to use a case study because as Kumar (2011) opines, “it is a very useful design when exploring an area where little is known or where you want to have a holistic understanding of the situation, phenomenon, episode, site group or community.” In this case, not much literature has been written on minority languages in Lesotho and a case study was a suitable design to explore the phenomenon. Learners and teachers as the cases of this study form its population.

3.4 Population

Population is the subjects with knowledge of the issue or problem under study (Creswell & Creswell, 2018). Likewise, Cooper and Schindler (2001) define population as the total collection of elements about which implications are to be made. The present study explored the phenomenon on learners and teachers in Mafura primary school. The population of current study comprises two hundred and sixty-five learners and ten teachers, which made the total population of two hundred and seventy-five individuals. The choice of the school was made on the basis that in this school there are learners from the minority languages background. Moreover, the present researcher followed the CAP (2009) which states that English should be used as a medium of instruction from Grade 4 up to tertiary, hence the present researcher’s choice of using grade 5 to 7 learners to partake in the study as it is in those grades where English is used as a language of instruction.

As put forth by Cooper and Schindler (2001), the participants are selected from the population on the basis that they are knowledgeable about the problem or an issue under investigation. For this particular study, learners from the marginalised languages and a few from Sesotho background, as well as teachers of Linguistic and Literary English from Mafura Primary School were selected as the participants. Thereafter, the researcher sampled the participants from the total population.

3.5 Sampling

Sampling is a representation of the whole population or universe (Cohen, Manion & Morrison, 2007). Similarly, Kerlinger (1986) defines sampling as picking a portion of a population to represent the entire population. Through sampling, researchers pick participants to administer rich narrations of their experiences and yield rich data to ameliorate researchers' understanding of the phenomenon (Crabtree & Miller, 1992; Hutchinson & Wilson, 1991). In this study, the researcher selected fifty students and four teachers as a sample from the total population. In support of on the choice of the sample, Struwig and Stead (2001) are of the opinion that gathering information from a sample is often more practical and accurate than gathering the same information from an entire universe or population.

Researchers generally apply sampling as it is difficult, if not impossible to be testing the population at large to serve as participants. In the context of this study, out of three school which consists of learners from the minority languages background, Mafura Primary was sampled as an appropriated representative of the sample. Even though a sample is a subset, it is the representative of the entire population and suitable for research in terms of cost-effectiveness and time-convenience (Struwig & Stead, 2001). With reference to principle of time-convenience, the current researcher managed to finish data collection on time because of sampling the population. When conducting a research, various types of sampling techniques are determined by whether the study is quantitative, qualitative or mixed-method. Purposive sampling was used as a sampling technique to select the participants of the current study.

3.5.1 Sampling Techniques

A sampling technique is a definite process by which a researcher selects the subjects of the sample from the larger population (Struwig & Stead, 2001). Purposive sampling involves a conscious selection of participants to include in an interview (Burns & Grove 2001; Polit & Hungler, 1997). In addition, Radhakrishnan (2014) opines that purposive sampling is all about the belief that researcher's knowledge about the population can be used to hand-pick participants. In this study purposive sampling was chosen because of its nature of non-probability. The researcher applied purposive sampling to select the participants of the sample because this kind of sampling technique is selective, judgemental, and subjective.

This kind of sampling requires prior knowledge and purpose in choosing the participants. It involves identifying and choosing individuals or groups of individuals that are especially well-informed about or experienced with a phenomenon of interest (Creswell & Clark, 2011). For this study, the researcher decided what specific characteristics the participants should possess and purposefully scheduled them for interviews while others were asked to fill in the questionnaires. According to Leedy (2016), the quality of the data attained can only be as good as the quality of the sample(s). Based on this technique, the current researcher relied on her own judgement, with the help of the teachers when choosing members of the population to participate in the study.

In purposive sampling, participants who can provide certain anticipated perspective on a topic or issue can be chosen right away (Leedy *ibid*). This is the sampling method used to create a sample purely on the basis and the nature of the study along with the researcher's understanding of the target audience. In this method, only people who fit the research criteria are selected, and the remaining people are set aside. The researcher of the present study selected teachers of the learning area of Linguistic and Literary English, learners from the minority languages background and a few from the major language.

Purposive sampling method may prove to be effective when only a limited number of people can serve as primary data sources due to the nature of research design, aims and objectives. In the current study, a sample of fifty-four participants: fifty students, twenty-three boys and twenty-seven girls and four teachers from Mafura primary school, was chosen. The researcher believed that fifty-four participants could yield a rich mixed-method data. Thus, from the population a sample of the study was selected using a purposive sampling technique.

3.5.2 Sample of the Study

A sample is a group of people, objects, or items that are chosen from a larger population for measurement. According to Hungler (1999), a sample is a subset or a fraction of the entire population selected to participate in the study. In a mixed-method research, researchers are interested on the richness of data sets as well as the quantity of the data. As a result, for convenience, the sample of the present study comprised fifty-four participants among which were fifty students while four were teachers of the learning area of Linguistic and Literary English at Mafura Primary School. More to the point, Creswell (2018) posits that studying the entire case helps the researcher to gather data until saturation point without disposing of certain cases of the population which may also provide rich data. Minority languages, minority languages students and English language teachers were the cases studied in this study, hence the adoption of purposive sampling.

3.6 Data Collection

Data collection is defined as the procedure of collecting, measuring and analysing accurate insights for research using standard validated techniques. Data collection is a process of obtaining and measuring information on variables of interest in an established organized manner that enables one to respond to stated research questions, test hypotheses and evaluate results (Bhandari, 2020). Bhandari (ibid) adds, the hypotheses can be evaluated on the basis of collected data. In most cases, data collection is the primary and most important step for research. According to Cooper and Schindler (2001), data is collected by means of monitoring or interrogation/conversation. For this study, collection of data was carried out at Mafura Primary School where learners were asked to fill in questionnaires while teachers and the researcher engaged in conversations in a form of an interview. Next is the presentation of data collection instruments used in this study.

3.6.1 Data Collection Instruments

Data collection instruments are the tools used by researchers to actually collect data in the research process. A research instrument is a tool used to gather, measure and analyse data. The research questions get answered with the assistance of the research instruments. The researcher needs to determine the instrument to use based on the type of study conducted: quantitative, qualitative or a merge of both methods. According to Ary (2010), the most common research instruments used in qualitative research are observation, interview and document analysis while in quantitative most research instruments are questionnaire, surveys and focus groups. As a mixed methods study, the present study used interviews and questionnaires to collect data. The learners were asked to answer the questionnaires. The questionnaires were followed by interviews with teachers of the learning area of Linguistic and Literary English (L.L.E).

3.6.2 Questionnaires

A questionnaire is set of written questions with a choice of answers, devised for the purposes of a statistical study. According to Richards and Schmidt (2002), a questionnaire is a research tool containing a series of questions used to gather valuable information from respondents. This instrument includes an interview-style format and the questions can be either written or oral questions. Questionnaires are doubtlessly one of the primary sources of obtaining data in any research endeavour. In addition, Richards and Schmidt (*ibid*) indicate that the critical point when designing a questionnaire is that, the researcher should ensure that it is valid, reliable and unambiguous. A questionnaire can appear in three forms:

1. Closed-ended questionnaire
2. Open-ended questionnaire
3. A mixture of closed-ended and open-ended questionnaire

Seliger & Shohamy (1989) opine that closed-ended questionnaires are more efficient due to their ease to analyse. In contrast, Gillham (2000) argues that through open-ended questions, one can drive to a greater level of discovery. As a result, the current researcher decided to include both closed-ended and open-ended questions to complement each other. Questionnaires are one

efficient way of obtaining data from numerous people. The primary advantage of questionnaires is to save time. Within a limited time, numerous people can answer a questionnaire saving the researcher time of moving from one participant to the other. Gillham (ibid) asserts that questionnaires are a time-efficient way of gathering data from many people. For this study, the researcher managed to elicit a lot of information from fifty students within a short period of time which proved that indeed questionnaires save time.

Moreover, practicality is claimed to be one more advantage of questionnaires because they allow researchers to strategically manage their target audience, questions and their format while also gathering large data quantities on any subject (Nunan 1999). Equally important, Lynch (1996) posits that cost-efficiency is another benefit of questionnaires. That is, the researchers do not need to hire evaluators to deliver survey questions. As an alternative, the researchers can place the questions on their website or better yet, just email them to respondents at little to no cost. Thus, the researcher of the present study administered and collected the questionnaires in person.

Questionnaires are also believed to be easily analysed. (Lynch, ibid) avers that closed-ended questions can be easily analysed in a straightforward way. Due to the built-in tools that automate analyses in questionnaires, it is fast and easy to interpret the results. Respondents remain anonymous and that allows them to divulge information without the fear of being known. When taking a questionnaire, respondents are completely anonymous and not subject to stressful time constraints. This helps them feel relaxed and encourages them to provide truthful responses. In the present study, the researcher communicated with the participants that they need not write their names on the questionnaires as a measure to keep their identity anonymous. Again, the participants were told to take as much time as they needed when filling in the questionnaire and that encouraged them to provide honest responses.

Robinson (1991) is of the opinion that a great number of people can be sent questionnaires simultaneously as a time-saving strategy. When similar questions are administered simultaneously to a large number of people, the acquired data are more identical, correct and standard. That is, the researcher can standardise a questionnaire with as many questions as needed about any topic.

In contrast, (Gillham 2000 and Brown 2001) indicate that questionnaires have some weaknesses that need to be kept in mind whenever and wherever they are used. Some questions may cause misunderstanding because of the wording of the questions, and this may affect the respondents'

responses. Another disadvantage of using a questionnaire is that of dishonest answers. The respondents may not always be completely truthful with their answers; some may have hidden agendas whereas others may answer in a way they believe is acceptable to the society. There is also question skipping. Some respondents may leave some of the questions unanswered and that will in turn affect the results.

Fortunately for the current researcher, all questions were all answered and all questionnaires handed in as the researcher collected the questionnaires from the respondents herself. After weighing the strengths and weaknesses of questionnaires, the researcher chose to utilise the questionnaire despite its weaknesses as the strengths outweigh the weaknesses and surely produced rich data in this study. In addition to the questionnaires, interviews were also used to collect data.

3.6.3 Interviews

An interview is a verbal conversation, often face to face, though the telephone may be used, in which an interviewer attempts to elicit information, beliefs or opinions from another person (Burns, 1997). Burns (ibid) adds, “Any person-to-person interaction, either face to face or otherwise, between two or more individuals with a specific purpose in mind is called an interview.” This is to say, interviewing encompasses asking questions and getting answers from participants in order to collect data. Furthermore, Creswell (2012) posits that an interview is a period when researchers question one or more participants and record their answers. The current researcher chose interview as the second tool of data collection because an interview is an interpersonal encounter which could assist the researcher to easily obtain rich data from the subjects. Leedy (2016) adds that interviews have a tendency to be informal and friendly. The author further opines that participants may feel as though they are simply engaging in a friendly chat with the researcher, who is often someone they have come to know and trust.

Interviews are more flexible in that the researcher has control over the order of the questions and can judge the spontaneity of the respondent as well. In addition, the researcher can even establish rapport with the respondents. The primary advantage of the interview as approach to data collection is its resourcefulness. Cooper and Schindler (2001: 295) explain that an interview: “does not require a visual or other objective perception of the information sought by the

researcher. Abstract information of all types can be gathered by questioning others.” For this study, of all types of interviews; face-to-face interview, telephone interview and self-administered inquiry, the current researcher opted for face-to-face interview. The interview comprised questions constructed for the teachers. The interviews had open-ended questions based on the teacher’s perception towards the use of minority languages, their teaching methods, challenges they face as teachers and learners due to exclusion of minority languages in Lesotho school curriculum as well as strategies they use to enhance English learning. The researcher conducted a 45 minutes one-on-one interview with four interviewees. Since the interview was semi-structured, some questions arose as the interview went on. The interviews were held in the principal’s office as it was the only place where the conversation could be done privately. The other reason of the choice of the venue and one-on-one sessions was to provide comfort to the interviewees so that they could feel relaxed and in a position to communicate freely without the fear of what others would think. This method was used to obtain primary data because it allows the researcher to probe the perspectives and views of the subjects on the research topic.

Cooper and Schindler (2001) further explain that the greatest benefit of personal interviewing lies in the deepness of information and details that can be secured. Information collected from a face-to-face interview far exceeds the information obtained from telephone and self-administered studies through intercepts, mail surveys, or computer. In addition, the authors state that the interviewer can also do a number of things to improve the quality of the information received through face-to-face than with another method. When conducting the interviews, the present researcher used semi-structured interview to enhance flexibility, as it combines both the structured and unstructured interview styles, thus providing the advantages of both styles.

In semi-structured interview, the interviewer has more flexibility in terms of adding questions or asking for clarifications. Semi-structured interviews are commonly used to facilitate the collection of personal data, given that the participant feels more comfortable and relaxed. Thus, making the interview more of a discussion than a calculated interrogation of questions and answers. Inspired, the current researcher felt that with the benefits of interview put forward, rich data was obtained as the subjects were also in a relaxed environment. After collecting data, it was then analysed and thematised.

3.6.4 Data Analysis Methods

Data analysis is the process of cleaning, transforming and modelling data to discover valuable information for decision making. According Mouton and Marais (1991), data analysis refers to the process whereby the phenomenon is divided into its components so that it can be better understood. In the view of mixed methods approach, the current study's data was analysed in two distinctive sections in accordance with the two data collection instruments applied in the study. The discussion of collected data from the interviews was thematised according to the research questions. In Finlay's (2021) view, thematic analysis is the study of "patterns and meanings within data". It is about analysing the themes located within the data to identify meaning. Most pre-eminently, this process is driven by the research questions and research aims, so it is not obligatory to identify every possible theme in the data. However, the researchers can rather focus on the key aspects that are related to the research questions.

The researcher used thematic analysis because Caulfield (2022) opines that it is a good approach to elicit data about opinions, knowledge, experiences, etc. from interviews, transcripts or survey responses. Fitzpatrick (2019) affirms that thematic analysis is appropriate for analysis of data from interview transcripts, and this is one of the data instruments used in the current study. The researcher closely examined data to identify common themes, topics, ideas and patterns of meaning that came up repeatedly. These similar ideas and concepts were coded first.

According to Crosley (2021), a code in thematic analysis is a label assigned to a piece of text. The intention of applying a code is to identify and summarise indispensable concepts with a set of data as an interviewer. In other words, codes are bedrocks for themes. The researcher should code the data into small groups named codes in accordance with their meanings in relation to the research questions before categorising findings into themes. In Braun & Clarke's (2006) opinion, thematic analysis enhances flexibility in the researchers' choice of theoretical framework. The current researcher felt that this method accommodated analysis of data in relation to the theories used in this study. For instance, in the theme "challenges faced by the teachers and students in English learning due to exclusion of minority languages in Lesotho school curriculum", demotivation is one of the challenges. As Ernst Von Glasersfeld (1974), the founder of radical construction states, learners build new knowledge on the foundation of their existing knowledge. This says, if learners from the minority languages background were given a fair chance to interact with their peers and teachers using their languages, they might just defeat the challenge of

demotivation. In addition, Vygotsky, who founded of sociocultural theory in 1934 asserts the idea of interaction as he believes that social interaction plays a vital role in learning.

In quantitative data analysis, the researcher is expected to turn raw numbers to meaningful data through the application of rational and critical thinking. Quantitative data analysis may include the calculation of frequencies of variables and differences between variables. Quantitative information was organised, coded and summarised. That is, after collecting the raw data, the researcher coded questionnaires into numerical values. The analysed data was summarised using descriptive statistics such as frequencies and percentages and presented using tables and bar graphs. When making the results known to a variety of readers, simple descriptive statistics such percentages have a considerable advantage over more complex statistics (Gay, 1996). Again, data collection instruments were tested through conducting a pilot study.

3.7 Pilot Study

A pilot study is a mini-version of a full-scale study or a trial run done in preparation of the complete study. The pilot study is also called a ‘feasibility’ study. It can also be specific pre-testing of research instruments, including observation, questionnaire or interview schedules (Van Teijlingen & Hundley, 2001). One of the benefits of conducting a pilot study is that the researcher might know in advance where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are unsuitable or too complicated.

In the present study, a pilot study was conducted. The researcher had intended to use two schools which has learners from the minority languages’ background to investigate the influence of minority languages on teaching and learning of English. The two schools were Mafura and Mpapa Primary Schools. However, due to inaccessibility because of the washed-out road, the researcher could not reach Mpapa Primary School and used only Mafura Primary School as a place of data collection. Upon arrival at Mafura Primary School, the researcher sought to pre-test the research instruments which were observation and interview. During the observation sessions, the researcher discovered that in as much as there were more learners from the minority languages background than Sesotho-speaking learners, only English and Sesotho were used to communicate, none of the minority languages was used.

Moreover, the researcher further pre-tested interview as the research instrument and the interviews held with two teachers were successful and promising to produce rich data. The two teachers who were part of the pilot study were not included in the sample of the current study. It was in the interviews that the researcher discovered that the learners did not communicate in either IsiXhosa or IsiPhuthi because they were forbidden by their teachers to use those languages at school. That discovery led to the change of research question two which was “what challenges do minority languages impose on both teachers and learners in the learning process of English?” to “what challenges does exclusion of minority languages from Lesotho school curriculum pose on teachers and learners in the learning process of English?”. The reason behind the change of the research question was that the exclusion of minority languages from Lesotho school curriculum definitely brings about challenges. The researcher then decided to change the instruments of data collection and swap observation with a questionnaire because observation did not seem to help answer any of the research questions. Following a pilot study, the instruments used in the study were proven to be valid and reliable.

3.8 Validity and Reliability of Instruments

Middleton (2022) posits that the concepts used to assess the quality of research are validity and reliability. These concepts are imperative because they focus on accuracy and meaningfulness of inferences. The research instruments have to comprehend the true value of what is being measured and also measure the degree to which the research instrument produces dependable results. The discussion of instruments validity and reliability is next.

3.8.1 Validity

Validity according to Mugenda (1999), refers to the accuracy and meaningfulness of inferences based on research results. It is the ability of the instrument to measure what they are intended to measure. A pilot study was conducted and its findings were not included in the discussion of findings of this study. Through piloting, the present researcher was able to determine whether there was any ambiguity in any of the items and ensured that the instruments produced the type of data anticipated to answer the research questions. Observation as an instrument of data collection failed to produce rich results as the minority languages were not used at school. Thus, the researcher replaced observation with a questionnaire which in contrast, yielded rich results.

3.8.2 Reliability

Reliability is defined as the measures of the degree to which the research produces consistent results or data after repeated trials (Mugenda & Mugenda, 1999). According to Gay & Airasian (2001) an instrument is considered reliable to the degree that it consistently measures the characteristic of interest, both over time or from time to time. For the present study, both instruments proved to be reliable as there was consistency in the results. The results from the questionnaires and interviews complemented each other. In addition to the importance of validity and reliability of instruments is the importance of ethical considerations.

3.9 Ethical Considerations

According to Bhandari (2021), ethical considerations in research are a set of tenets that guide the research designs and practices. The author further indicates that it is imperative to consider the importance of ethical research where human participants are involved. Majority of research studies include human participants; as a result, it is inherently important that human research ethics approval is obtained. Bhandari (ibid) adds that researchers must always adhere to a certain etiquette when collecting data from people. It is of great importance that approval be gained before the commencement of data collection from human participants as it is against human research ethics committees to grant approval for research after commencement of data collection.

Clough and Nutbrown (2002: 84) comment as follows regarding ethics in research:

“...in order to understand, researchers must be more than technically competent. They must enter into chattered intimacies, open themselves to their subjects’ feeling worlds, whether these worlds are congenial to them or repulsive. They must confront the duality of represented and experienced selves simultaneously, both conflicted, both real...”

That being the case, the current researcher asked for approval from the National University of Lesotho to go to the field and collect data. A letter was also written to the principal of Mafura Primary School whereby the researcher sought permission to collect data. In addition, consent letters were also written to the participants who were teachers in Mafura Primary School where the researcher wished to collect data from. Lastly, the researcher also requested assent from the teachers to give the students the questionnaires to answer the questions. In Leedy’s (2016) opinion, when conducting any type of research, the usual ethical procedures apply, including protection from harm, voluntary and informed consent, and participants’ rights to privacy concerning anything they might reveal about themselves. As a result, the researcher was obliged to abide by these principles.

Struwig & Stead (2001) add that conducting a research is an ethical project of integrity as well as a structure of morals and rules of behaviour. In their opinion, research ethics provide researchers with the codes of conduct on how to administer a research in a morally acceptable way. In addition, it facilitates learning and monitors researchers to ensure a high ethical standard. These codes address issues such as honesty, objectivity, integrity, respect for intellectual property, confidentiality, social responsibility and non-discrimination. For the present study, the

researcher was honest, objective and also kept the identity of the participants confidential. Informed consent, assent and privacy are discussed as principles of ethical considerations.

3.9.1 Informed Consent

Informed consent is one of the founding principles of research ethics. According to Biggg (2010), informed consent is described as “a precondition for autonomous decision-making.” Its intent is that human participants can enter research willingly with full knowledge about what it means for them to partake, and that they give consent before they enter the research. Informed consent involves two distinct stages; informing the participants about what the research is about, what will be required from them and how data will be used. The second stage entails obtaining the consent of the participants. The researcher gave the participants consents letters to sign after clearly explaining what the research entails and only after they had willingly signed them did the researcher went ahead and collected data. That is, the participants must give explicit signed consent before taking part in the research. In other words, informed consent can be regarded as a contract between the researcher and the subjects. One other principle taken into consideration was assent.

3.9.2 Assent

Assent is a term used to express readiness to participate in research by persons who are by definition too young to give informed consent but old enough to comprehend the proposed research in general, including the possible benefits and the activities expected of them as subjects (Cohen 2000). The researcher verbally requested assent from the teachers to administer questionnaires to the learners. After seeking consent and assent, keeping the identity of the participants private was essential.

i. Privacy

Privacy in research refers to protection of the individual’s right to control access to their participation in a study. In order to obtain reliable information, the participants should be assured the confidentiality of the information they provide (Cohen 2000). In the present study, the participants were advised not to write their names on the questionnaire as a measure of ensuring confidentiality and the names of teachers were hidden, instead, alphabets were used as codes to represent teachers.

3.10 Summary of the Chapter

To sum up, this mixed methods study followed a pragmatic paradigm using an emergent and a case study design with two data collection instruments being interviews and questionnaires. Moreover, purposive sampling was applied to select the participants of the study: four teachers of the learning area of Linguistic and Literary English from Mafura primary school were interviewed, and fifty learners were asked to answer questionnaires. Also, data collected from the interviews was analysed using thematic analysis method while data from the questionnaires was coded and presented using tables and bar graphs. Lastly, principles of ethical considerations were abided by.

Chapter 4

Data Analysis and Discussion

4.1 Introduction

The chapter puts forward data analysis of the data collected, interprets and discusses the findings of the data obtained from the students' questionnaire and the interviews with teachers from Mafura Primary School. Quantitative data is interpreted in relation to the research questions under the following themes: questionnaire return rate and background information of the participants. It also discusses the findings on the perception of teachers and learners on the use of minority languages on effective learning of English, challenges brought about by exclusion of minority languages from the Curriculum and Assessment Policy. Strategies of using minority languages to improve English learning are also discussed. Quantitative data is presented using tables and demographic charts. In relation to qualitative data, interview answers are transcribed and analysed into themes. Lastly, summary of the chapter is provided.

4.2 Data Analysis

As defined by Arora (2022), data analysis is an organised application of numerical and logical procedures that describe the data scope, modularise the data structure, summarise the data representation, demonstrate through images, tables and graphs, and evaluate statistical inclinations, probability data, and derive meaningful conclusions. Researchers are able to induce the fundamental inference from data by eradicating the unnecessary chaos formed by the data itself through analytical procedures. Data is analysed both quantitatively and qualitatively.

According to Arora (ibid), quantitative analysis is an approach of analysing data in terms of numerical statistics. Quantity scales are used to present the data and extent themselves for more statistical manipulation. Qualitative analysis on the other hand, is an approach of analysing non-numerical information such as interview transcripts, notes, videos and audio recordings and text documents (Arora, 2022). Arora (ibid) adds that the questions such as why, what and how are answered in qualitative analysis.

The current researcher used tables and bar charts to analyse quantitative data from the questionnaires filled by the students. The researcher also used thematic analysis method to

analyse qualitative data from the interviews held with teachers in Mafura Primary School. The following section is based on the analysis of quantitative data.

4.3 Analysis of Data Gathered from Questionnaires

A questionnaire is a form comprising a set of questions, specifically addressed to a statistically significant numeral of subjects. It is a way of gathering information for a research project. A questionnaire is defined by the Oxford Advanced Learner's Dictionary as a written list of questions to be responded by a large number of people. The questionnaire is attached on the appendices.

4.3.1 Questionnaire Return Rate

The researcher administered a total of 50 questionnaires in Mafura Primary School on the 3rd May 2022. A total of 50 questionnaires of expected 50 were returned giving the return rate a 100% which was very satisfactory for this study. The fact that the researcher administered the questionnaires to the students herself and waited for the learners to fill them might have been the reason behind the high return rate. The questionnaire return rate is presented in table 2 below.

Table 2: Questionnaire Return Rate

Respondents	Sample	Returned Questionnaire	Percentage
Students	50	50	100%
Total	50	50	100%

Table 2 shows that (50)100% of students were asked to fill the questionnaire and all the 50 students returned the filled questionnaire. According to Baruch and Holtom (2008), 52.7 percent is the average level of response rate.

4.4 Background Information of the Participants

This section explores the background of the participants with reference to gender and age of the participants. It also focuses on the class of the students. The reason behind the age distribution of the participants was to attest that the subjects are of primary school age in Grade 5, Grade 6 and Grade 7. Table 3 sums up the findings.

Table 3: Responses on Age Distribution of the Students Participants

Students' Age	Frequency (f)	Percentage (%)
10-11	14	28
12-13	27	54
14-15	9	18
Total	50	100

Table 3 shows that majority of the respondents (27) which is 54% of the total sample were in the age between 12-13 years while (14) 28% respondents were aged 10-11 years. Few respondents (8) 16% were of age 14-15 years. The findings indicate that all of the respondents are within the primary school going age, in Grade 5, Grade 6 and Grade 7 as a result, their responses can be taken to represent other minority languages speaking learners in Mafura Primary School. It was important to collect data on the age of the participants to ensure that the learners were within the age of primary school learners, particularly Grade 5's, Grade 6's and Grade 7's which were the target population in this study. Thus, they could provide informed views on minority languages' influence on English learning.

4.4.1 Gender Distribution of Students Participants

The reason behind the gender distribution was ensure that both males and females are featured in this study. According to Gu (2013), language and gender refers to the relationship between the language of male and female.

Table 4: Gender Distribution of Students Participants

Students' Gender	Frequency (f)	Percentage (%)
Male	23	46
Female	27	54
Total	50	100

Table 4 demonstrates that the majority of the students who took part in this study were females (27) 54% while (23) 46% were males. Therefore, the two genders were sufficiently represented. According to Lado (1995), both genders have to be considered when conducting a study on language since they show different characteristics in terms of language use.

4.4.2 Grade of the Students Participants

It is in Grade 5, Grade 6 and Grade 7 where primary school learners are taught the learning area of Linguistic Learning English while in the lower grades, the learners are taught what is referred to as English Window. Based on this, learners in former grades are believed to have relevant information. Table 5 below sums up the data.

Table 5: Grade of the Students Participants

Grade	Frequency (f)	Percentage (%)
Grade 5	14	28
Grade 6	10	20
Grade 7	26	52
Total	50	100

Table 5 indicates that (26) 52% of the total sample were from Grade 7, (14) 28% were from Grade 5 while (10) 20% were from Grade 6. These findings illustrate that majority of the sample were from Grade 7 while a few of them were from Grade 6.

4.5 Perception of Teachers and Students on the Use of Minority Languages on Effective English learning.

Research question 1 sought to investigate the perception of teachers and students about the use of Minority Languages on effective learning of English. The participants were asked questions with an intention of acquiring their perception on the use of minority languages on effective learning of English. The study sought to find out the mother tongue of students and the language they practically use to communicate at home. Table 6 below summarises the findings.

Table 6: Students' Responses on their Mother Tongue and Language Used at Home

Responses	Sesotho		IsiXhosa		IsiPhuthi	
	(f)	(%)	(f)	(%)	(f)	(%)
a) Mother Language	4	8	20	40	26	52
b) Language used at home	5	10	20	40	25	50

Table 6 illustrates that (26) 52% of the learners are from the Baphuthi ethnic group with their mother tongue being IsiPhuthi while (20) 40% is from the Xhosa ethnic group, they speak IsiXhosa as their mother tongue. A little percentage of 8 (4) is from the Basotho group and the mother tongue is Sesotho. The findings indicate that 92% of the students are from the minority languages background while 8% are from the Sesotho speaking background. This says there are more learners from minority languages background than those speaking Sesotho in Mafura Primary School. On the question of the language that the learners use at home, (25) 50% of the students said they only speak IsiPhuthi, (20) 40% said they speak IsiXhosa while (5) 10% speak

Sesotho. The reason behind this question was to determine whether the mother tongue of the learners may be the same as the language they used at home as well as at school

Still on the perception of teachers and learners on the use of minority languages on effective learning of English, the students were asked questions that were aimed at finding out whether teachers and learners code-switched. Table 7 presents a summary of findings.

Table 7: Students' Responses on Teachers Code-Switching

Responses	YES		NO	
	(f)	(%)	(f)	(%)
a) Linguistic and Literary English teachers switch languages during class presentation.	50	100	-	-
b) Learners switch languages during class presentation.	50	100	-	-

Table 7 denotes that (50) 100% which is all the learners sampled agreed that their Linguistic and Literary English (L.L.E) teachers code-switched. The findings show that 100% of L.L.E teachers in Mafura Primary School switch languages in the process of teaching. This indicates that L.L.E. teachers believe that first language (L1) serves as a stepping stone in learning a new language. As Inuwa et al. (2014, as cited in Kamisah (2018) put it, interchange from two languages in a single discussion is not an arbitrary phenomenon instead, it is an effective tool. A 100% of students attest that the use of code-switching by L.L.E. teachers is an effective tool.

Furthermore, learners were also asked if they alternated languages during L.L.E. lesson. (50) 100% of the students agreed that they code-switched during the lesson. The findings showed that learners do code-switch and teachers tolerate it. Moreover, the study wanted to discover from the students the frequency in which teachers switch languages. Figure 2 presents a summary of findings.

Figure 2: Students' Responses on the Frequency of Teachers' Code-Switching

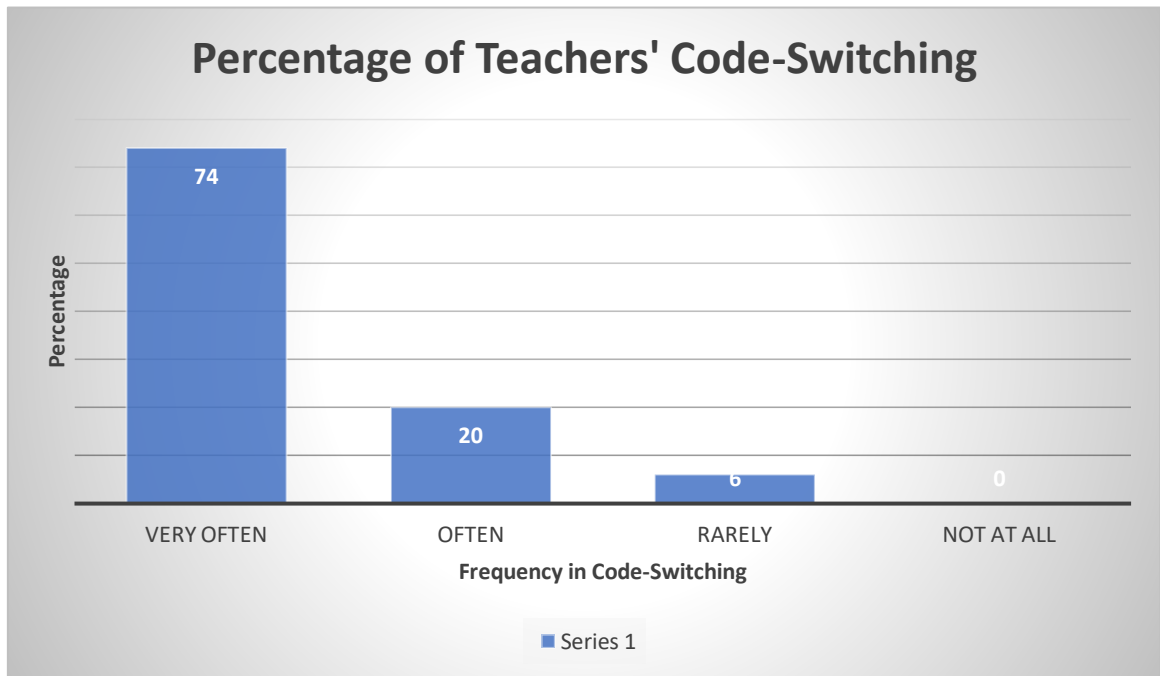


Figure 2 shows that most of students (37) 74% agreed that their teacher code-switch very often, (10) 20% often switch languages while (3) 6% rarely code-switch thus bringing a total percentage of teachers who code-switch to 100%. This denotes a high frequency of code-switching. In addition, with the intention of determining the perception on the use of minority languages on learning of English, the study investigated the frequency of code-switching in students. This has been condensed in figure 3.

Figure 3: Students' Responses on the Frequency of Students' Code-Switching

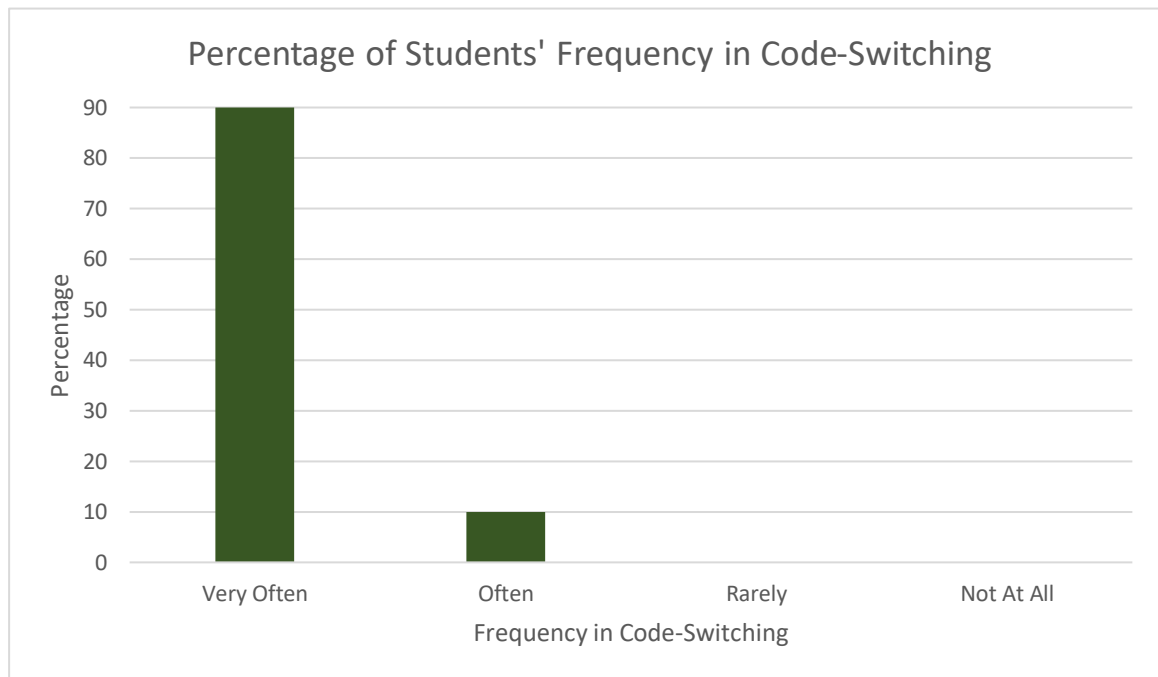


Figure 3 shows that majority of students, (45) 90% switched languages very often while (5)10% often code-switched. The findings indicated a high frequency of code-switching.

Moving on to the question on the language that teachers switch to most, the learners were asked about the language teachers switch from English to and their responses were as follows, table 8 illustrates their responses.

Table 8: Students' Responses on the Language Teachers Switch to Most

Responses	Sesotho		IsiXhosa		IsiPhuthi	
	(f)	(%)	(f)	(%)	(f)	(%)
Language teachers switch to most	50	100	-	-	-	-
Total	50	100	-	-	-	-

Table 8 shows that all the learners (50) 100%, indicated that all the teachers switch from English to Sesotho. The findings indicated that all of the teachers used neither IsiPhuthi nor IsiXhosa during presentation in Linguistic and Literary English classroom. Since teachers do code-switch in class but none of them ever use any of the minority languages, this indicates that teachers do not believe or regard minority languages as languages that can help in effective learning of English. According to Gulzar (2010) cited in Aisha, Sarimah & Seriaznita (2018), code-switching serves many functions such as to emphasise some points, empathy and solidarity with students and facilitate understanding by quoting others' words. Azlan et al. (2013) corroborate that code-switching is used to convey ideas in a specific situation and enhance the solidarity among L1 users. In this study, it is evident that teachers do not consider the solidarity of the learners since learners from the minority languages background are left out while learners from Sesotho background reap the benefits of using their mother tongue. Besides, students were asked about the frequency of their communication in their mother tongue (minority languages). The findings are presented in figure 4 below:

Figure 4: Students' Responses on Communication in Minority Languages

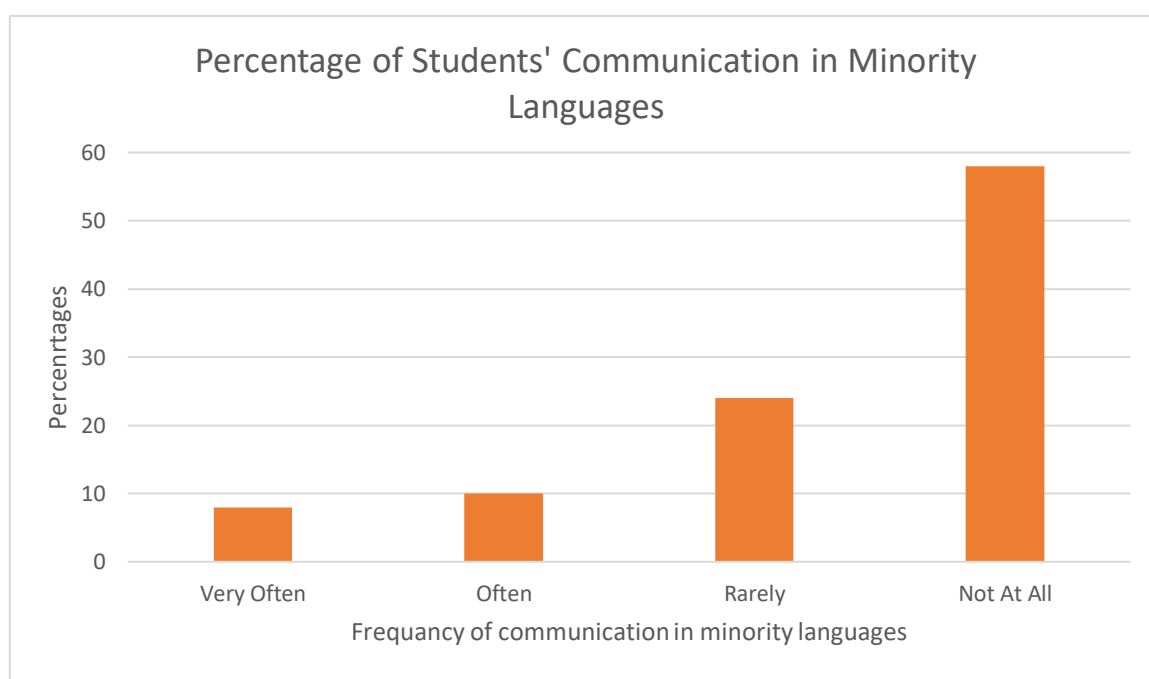


Figure 4 shows that (29) 58% of students indicated that they do not use their mother tongue at school at all, (12) 24% indicated that they rarely use mother tongue in conversations while at school. On the other hand, (5) 10% of the students said they often communicate in their mother

tongue while (4) 8% said they make use of their mother tongue very often at school. This shows that majority of learners do not communicate in their mother tongue and this is against their fundamental human rights and freedoms, particularly freedom from discrimination. As stated in the constitution of Lesotho (2011):

“In this section, the expression ‘discriminatory’ means affording different treatment to different persons attributable wholly or mainly to their respective descriptions by race, colour, sex, language, religion, political or other opinion, national, social origin, property, birth or other status whereby persons of one such description are subjected to disabilities or restrictions to which persons of another such description are not made subject or are accorded to persons of another such description .”

The learners were asked to indicate the extent of their agreement with whether teachers’ use of mother tongue affects their learning of English. Moreover, they were asked whether learners from the minority languages background are always discouraged from using their mother tongue by their teachers.

In the last question on perception of teachers and learners on the use of minority languages on effective learning of English, the learners were asked to indicate the extent of their agreement with whether teachers’ use of mother tongue affects students’ learning of English. They were also asked whether learners from minority languages background were always discouraged from using their mother tongue by their teachers and if they believe that teachers’ code-switching in the classroom helps learners to understand the concept. The findings are presented below in table 9.

Table 9: Students’ Responses of their Perception on Minority Languages’ Use on Effective Learning of English

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teachers’ use of mother tongue affects learning of English.	-	-	-	27	23

Teachers always discourage students from minority languages to converse in their mother tongue at school.	45	5	-	-	-
Teachers' code switching in class helps learners understand concepts.	21	27	2	-	-

Table 9 indicates that (27) 54% of the learners strongly disagree that mother tongue affects students' learning of English, while (23) 46% disagrees. This makes a total of 100% of students who disagree that mother tongue affects students' learning of English. However, a majority of students (45) 90%, together with (5) 10% confirmed that learners from the minority languages are always discouraged from communicating in their mother tongue at school. According to the findings, the learners from the minority languages background are discouraged to converse in their mother tongue. This indicates that teachers disregard minority languages and do not believe that the latter can help in effective learning of English. This denotes that, teachers have low perception when it comes to the use of minority languages on effective learning of English.

A majority of students, (27) 54% together with (21) 42% pointed out that teachers' code-switching in class helps them understand concepts better than when they are solely taught in English. Engku Ibrahim et al. (2013) cited in Aisha et al. (2018) established the opinion that code-switching is part of a conversational strategy that can be used by bilingual speakers effectively to share social meanings that are affected by social variables and morph syntactic structures of one or more languages. An analysis conducted by Engku Ibrahim et al. (ibid) also indicated that teachers portray a positive attitude towards code-switching.

4.6 Challenges Brought by Exclusion of Minority Languages in the Lesotho School Curriculum in the Process of English Learning

This segment seeks to respond to research question 2 which sought to make sense of the challenges brought about by exclusion of minority languages in the Lesotho school curriculum. Challenges addressed in this segment include among others the challenges in reading and writing arising from thinking in the mother tongue. It is essential to consider reading as well as writing since they are part of the language learning skills and their competence equates effective language learning. One other reason is that L.L.E. is evaluated in writing. The responses on students' language of thought are presented below in figure 5.

Figure 5: Students' Responses on Challenges Brought by Exclusion of Minority Languages in Lesotho School Curriculum

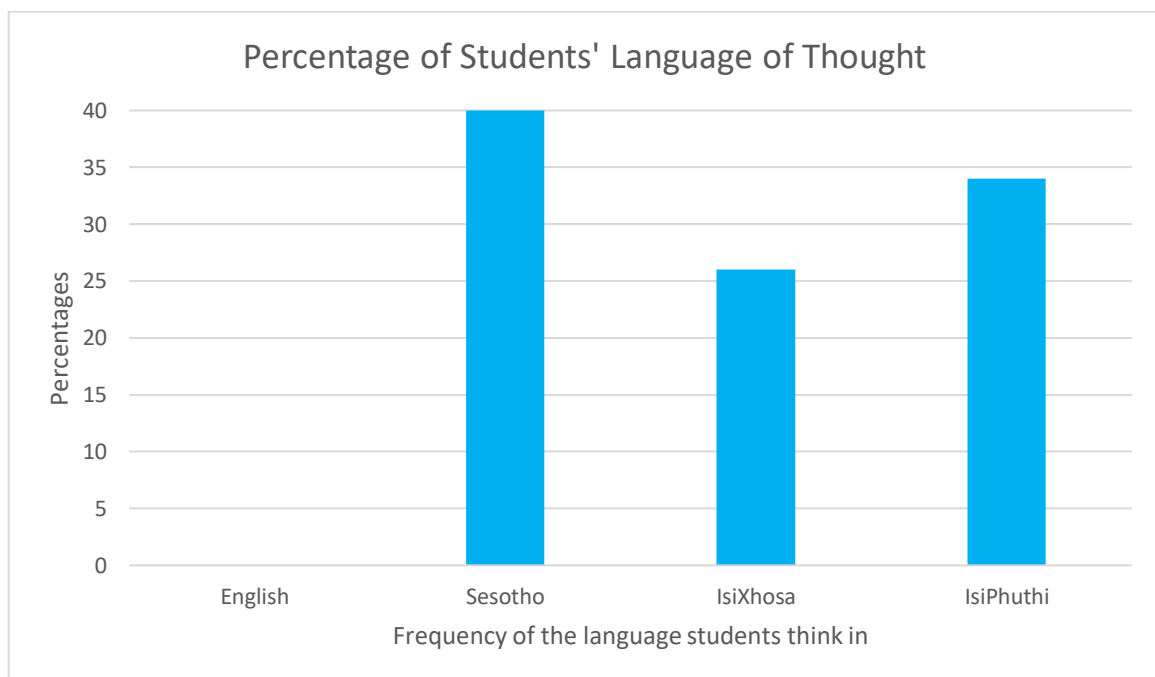


Figure 5 shows that (20) 40% of the students indicated that they actually think in Sesotho, (17) 34% think in IsiPhuthi while (13) 26% thought in IsiXhosa. Thus, none of the students think in English. For this reason, it can be inferred that mother tongue does influence English learning.

Moreover, students were asked about the challenges brought by thinking in one language and writing in another. The responses on challenges brought by this shifting are summarised below in table 10.

Table 10: Students' Responses on Challenges Brought by shifting between languages

Responses	YES		NO	
	(f)	(%)	(f)	(%)
The language of thought influences the way you pronounce words in English.	35	70	15	30
The language of thought influences the way you write in English.	33	66	17	34

Table 10 illustrates that (35) 70% of the learners stipulated that their language of thought influenced their pronunciation of English words while (15) 30% of the students indicated that their language of thought does not influence the way they pronounced words. The findings indicated that the language of thought influence the way L.L.E. learners pronounce English words in Mafura Primary School. These findings tend to agree with Brown (2007) who states that factors that cause the complications are phonological differences between their native language (L1) and their second language (L2). Brown further states that mother tongue-like accent is brought to the English pronunciation by all native speakers whose English is not their mother tongue.

In addition, table 10 indicates that a majority of students (33) 66% stated that the language they think in influenced the way they write. However, (17) 34% of the students announced that the language they think in does not affect the way they write. The findings showed that Mafura Primary School students' writing is influenced by the language they think in. These findings are in accordance with Corder (1981) who posits that the writing errors found in second language result from first language. The findings are summarised in table 11 below.

Table 11: Students’ Responses on Exclusion of Minority Languages in the Lesotho School Curriculum

Statements	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
Exclusion of minority languages in the Lesotho School Curriculum leads to less participation in L.L.E. class.	27	18	3	2	-
Exclusion of minority languages in the Lesotho school curriculum affects your performance in L.L.E.	24	18	-	8	-

Furthermore, table 11 shows that a greater number of students (27) 54% strongly agree that exclusion of minority languages leads to less participation in the class of L.L.E, (18) 36% are also in agreement that this exclusion does lead to less participation in class. However, (3) 6% were undecided as to whether less participation in class was a result of exclusion of minority languages in the Lesotho school curriculum while (2) 4% disagreed with the statement. Nonetheless, these findings deduce that less participation is a result of exclusion of minority languages in Mafura Primary School. This is in accordance with Jawhar (2018) who posits that first language is used as a source of humour in naturally occurring classroom communications, not as an end in itself. Instead, it is used to simplify interaction and to enhance students’ interactional competence. Tarone (2000) recognises the influence of humour on reducing the level of anxiety related to learning a foreign language. According to Nation (2003), the use of students’ first language in foreign language teaching generates a friendlier atmosphere than the so called “English-only” approach in the classroom. Nation (ibid) argues that a suitable use of first language affords a familiar and effective way for the learners in order to engage with the learning materials, which will save time and keep the learner motivated.

Besides, table 11 also shows that (24) 48% together with (18) 36% of the students indicated that exclusion of minority languages in the Lesotho school curriculum affected their performance in

L.L.E. These add up to a total of 84% of students who agrees with the statement. However, (8) 16% of the students opposed that the exclusion of minority languages in the Lesotho school curriculum affected their performance in L.L.E. The findings indicate that exclusion of minority languages in the Lesotho school curriculum affect the performance of Mafura Primary School learners in L.L.E. This concurs with Mangubhai (2005) who argues that the language barrier is one of the most important learning difficulties learners face in the target language classroom.

The students were also asked about other challenges they face due to exclusion of minority languages in the Lesotho School Curriculum. The students indicated that one other challenge is lack of competence in both English and Sesotho. Since teachers' code-switch from English to Sesotho a lot, without using any of the minority languages, this hinders their English learning process. Table 12 below presents the summary of the findings.

Table 12: Students' Responses on Competence in English and Sesotho

Responses	Competent		Not Competent	
	English	Sesotho	English	Sesotho
Learners' responses in competence in English and Sesotho	-	14	-	36

Table 12 shows that a larger number of the students (36) 72% indicated that they are not competent in Sesotho. While (14) 28% learners confirmed that they are competent in Sesotho. This concludes that learners from minority languages background attending at Mafura Primary School are not competent in Sesotho. These findings indicate that exclusion of minority languages affects students' performance in learning English due to lack of competence. This is in accordance with Chomsky (1977), who argued that "...experience is the source of knowledge." According to Kukkonen (2020), competence by Chomsky, refers to the native speaker's knowledge of his language, the system of rules, his ability to produce and understand. Dubois and Rothwell (2004, cited in Tapani and Salonen 2019) add that competence is linked to underlying features that allow an individual to attain exceptional performance. Performance, on

the other hand, is the study of the system of rules the study of actual sentences, of the actual use of the language in real-life situation. Competence enables people to generate all possible grammatical sentences whereas performance is the transformation of this competence into everyday speech. As a result, the subject matter in linguistics is competence not performance.

In addition, table 12 illustrates that all the students (50) 100% signify that they are not competent in English. This shows that Mafura Primary School students are not competent in English.

4.7 How can Minority Languages Improve English Learning

This section seeks to respond to research question 3 which intended to find how minority languages can improve English learning. Table 13 summarises students' responses.

Table 13: Students' Responses on strategies to improve English Learning

Responses	YES		NO	
	(f)	(%)	(f)	(%)
Does punishing students for conversing in mother tongue help improve English learning?	37	74	13	26
Does English competitions contribute to improvement of English learning	45	90	5	10
Are there enough learning resources in your school?	35	70	15	30

Do learning resources contribute to improvement of English learning?	50	100	-	-
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Table 13 shows that (37) 74% of the students indicated that when they are punished for communicating in mother tongue, they try their best to communicate in English to avoid being punished again. Thus, there is improvement in English learning. Conversely, (13) 26% of the students stated that being punished for using mother tongue does not help them improve their learning of English. These findings alludes that when students are punished for communicating in mother tongue, they stop using it and as a result, improve their learning of English. This concurs with Prince (2013), who opines that positive punishment works by bestowing an aversive consequence after an undesired behavior is displayed, making the behavior less likely to occur in the future. In this case, learners speak in mother tongue (behavior) and the teachers instruct them to clean the classroom alone for the whole week (aversive stimulus). These findings expressly imply that the use of mother tongue negatively influences English learning.

Moreover, table 13 shows that (45) 90% of the students indicated that English competitions contribute to the improvement of English learning whilst (5) 10% of the students indicated that competitions do not help them learn English better. These findings imply that the importance of students' involvement in English competitions serves as a strategy to improve English learning. Furthermore, learners were asked questions regarding the resources of English learning.

Furthermore, table 13 shows that (35) 70% of the students noted that their school has sufficient English learning resources whereas (15) 30% of the learners stated that their school does not have sufficient English learning resources. These findings indicate that learners in Mafura Primary School have access to learning materials that they can use to learn English. In addition, table 13 also shows that (50) 100% of the learners indicated that the learning resources that are available in their school contribute to the improvement of their English learning. According to these findings, accessibility of English learning resources contributes to improvement of English learning.

In general, there was an opinion that learners from minority languages background should be allowed to use their mother tongue languages at school to enhance their learning as well as to motivate and appreciate their languages and their cultures. There was also call for teachers to learn these languages so that they give the students the same opportunity when teaching since they code-switch a lot with the aim of ensuring that students understand the concepts better. Students were of the opinion that encouragement for conversing in English would be very helpful in their learning process. They also believed that frequent verbal compliments from teachers can also extrinsically motivate them to communicate in English. On top of verbal compliments, rewards for those who converse in English are essential. Moreover, students also felt that resourceful charts, story books and newspapers written in English can also help. Finally, the students felt that activities such as spelling bee, debate and others that were put on hold due to Covid 19 should be held again.

4.8 The Data from Questionnaires

Findings are the outcomes of the research based on the data collected. The findings' section shows what the author found after data analysis. The findings of this study are put down into themes which emerged from the analysis of data from interviews. A theme is a major and sometimes repeated idea that appears in a written work. The themes that emerged in the current study are aligned with the research questions.

The first research question aimed at finding out the perception of teachers and learners on the use of minority languages on effective learning of English in Mafura Primary School. The present study reveals that 90% of the learners would like use minority languages to learn English. While 54% of the learners disagreed and 23% strongly disagreed that their teachers' use of mother tongue affects their learning, which brings the total percentage to 100%. This indicates that learners have a positive attitude towards the use of minority languages in effective learning of English. Nevertheless, 90% of the learners indicated that teachers forbid them from using minority languages at school. This implies that teachers do not see value in using minority languages to effectively learn English. Therefore, it can be concluded that teachers have a negative attitude towards the use of minority languages in effective learning of English.

The second research question aimed at finding out the challenges brought about by exclusion of minority languages in Lesotho school curriculum. The study found out that exclusion of minority languages in Lesotho school curriculum posed challenges in developing writing and reading skills. 70% of the learners indicated that their mother tongue influences their pronunciation of English words while 66% of the learners stated that their mother tongue, which is their language of thought influenced the way they write. Other challenges included less participation in class and poor performance in English.

The third research question sought to find out how minority languages can help improve English learning. The study revealed that code-switching worked in the best interest of the students; therefore, its usage will continue. About 74% of the learners agreed that punishment helped improve English learning. Moreover, the learners acknowledged the need for continuation of competitions. Reading story books is another identified strategy. 100% of the learners agreed that learning resources contribute to the improvement of English learning.

4.9 Analysis of Data Gathered from Interviews

An interview as described by Easwaramoorthy and Zarinpoush (2006), is a conversation for obtaining information. The authors further indicate that interviews are an apposite method when there is a need to gather in-depth information on people's opinions, thoughts, experiences, and feelings. That is, this method enhances the rapport between researcher and respondents due to repeated contacts and time spent with the respondents. Also, the corresponding understanding and confidence between the two will lead to in-depth and accurate information. The data presented below was obtained from the interviews with teachers of Mafura Primary School

The first question sought to find out the total number of students in the school and also the number of students from the minority languages background in Mafura Primary School.

The second question was meant to find out if the teachers know these minority languages. The importance of this question stems from the fact that most learners do not speak Sesotho at all in their families but their mother tongue. As a result, when they begin school the only language they know is their mother tongue. The researcher was interested in knowing whether teachers are able to assist such learners.

Question three required to find out if teachers and learners use minority languages during the presentation of the lesson of Linguistics and Literary English (L.L.E.): If they do use them, to what extent and if they do not use them, why they do not use them. The aim was to test if teachers apply the maxim of teaching ‘from known to unknown’.

Question four wanted to find information on teachers’ perception on the use of minority languages on effective learning of L.L.E.

Question five desired to find out information on learners’ perception on the use of minority languages on effective learning of English.

Question six aimed at finding out the teaching methods that L.L.E. teacher use to incorporate learners from the minority languages background during presentation of the lesson.

The purpose of question seven was to provide information on the challenges that exclusion of minority languages from Lesotho school curriculum imposes on both teachers and learners on daily teaching.

From question eight, the purpose was to obtain information on the impact of exclusion of minority languages in the Lesotho school curriculum on the learners’ willingness to learn English.

Question nine sought to find out if minority languages can improve effective learning of English in public primary schools.

Question ten aimed at finding out if L.L.E. teachers would be willing to go for training of minority languages.

Question eleven was meant to find out the strategies that teachers apply to extrinsically instil motivation to the learners to enjoy learning English and the question read: what techniques do you apply to extrinsically motivate the learners to enjoy learning English?

Question twelve sought to provide information about the participation of parents from minority languages background in their children’s learning of English. The question is as follow: are parents from minority languages background supportive in the learning process of their children. If they are, what do they do to ensure that their children effectively learn English?

4.9.1 Participants' Responses from the Interviews

In response to interview question one, all four teachers responded that there are two hundred and sixty-five learners in the school, of which one hundred and fifty-nine are learners from minority languages background. This response from the teachers confirms that Mafura Primary School offers education to children from the minority languages background.

In response to the second question, teachers W, Y and Z shared the same sentiments regarding the ability to communicate using any of the minority languages.

Teachers W, Y and Z: We are ten teachers in this school but nine of us are unable to speak fluently in any of the minority languages. However, since we have been teaching in this school for many years, we are able to produce a few sentences.

Teacher X responded by saying that he speaks all three languages fluently; Sesotho, IsiPhuthi and IsiXhosa. The response of teacher X is below: "I am from the Baphuthi ethnic community. I grew up in this community and even attended school here at Mafura Primary. Therefore, I do speak IsiPhuthi, IsiXhosa and Sesotho fluently." The responses from the three teachers indicated that teachers from Mafura Primary are not well equipped to assist learners from minority languages background, especially those who do not know Sesotho at all.

In response to the third question, teacher W said:

"Since I do not know these languages, I do not use them when I teach rather, I use Sesotho for clarity of instructions, better understanding of concepts as well as enforcing discipline in class. But the students' seldom use them. For instance, in the lesson where they are learning about animals and their young ones, the learners from minority languages mention the young in their language because they do not know what that young one is in neither English nor Sesotho."

Teacher X on the other hand, indicated that at times does use the minority languages if the learners still do not understand even after code-switching from English to Sesotho. "I do use the minority languages, especially IsiPhuthi as it is my mother tongue, if the learners do not understand because at times even if I try to code-switch from English to Sesotho some learners are left behind as some do not fully understand Sesotho. But the languages I use most in class are English and Sesotho."

Teacher Y mentioned that she does not use any language other than English and Sesotho during the lesson as seen in response below: “The students are prohibited to communicate in any language other than English and Sesotho here at school. Therefore, in class it is unacceptable to use IsiXhosa or IsiPhuthi. I only use English, or switch to Sesotho if the students do not understand or when I exemplify.” Teacher Z responded that she does not use any of the minority languages. Her response is as follows: “I do not use IsiXhosa or IsiPhuthi at all in my teaching because I do not know them but I frequently use Sesotho when my students do not understand what I need them to do.”

The responses from teachers W, Y and Z indicate that they apply code-switching a lot, switching from English to Sesotho. However, according to Benson (2004) code switching functions best when all parties are competent speakers of the languages involved, but in submersion classrooms it is more of a coping strategy for dealing with a foreign language as a medium of instruction and does not necessarily contribute to second language learning. In this case, code-switching from English to Sesotho only benefits students who speak Sesotho because most students from the minority languages are not competent in Sesotho. Thus, the use of code-switch technique does not contribute to English learning.

The fourth question was responded as follows: teacher W stated that minority languages are languages like any other language and believes that they can help. The answer is as seen below: “I believe IsiXhosa and IsiPhuthi can be helpful like Sesotho is in helping students to understand the concepts. However, the problem is that we, I, do not know them. Therefore, I am not able to use them.”

Teacher Z also replied:

“The CAP (2009) speaks of two languages; Sesotho and English, and is silent about these other languages but I believe that just like we normally code-switch from English to Sesotho, the IsiXhosa and IsiPhuthi speaking learners would learn better if their languages were also used. Just like us, they do not understand some of Sesotho words and fail to understand the concepts in the process. The main problem remains, we teachers are unable to converse in these languages as a result we are unable to incorporate them in our teaching-learning process.”

Teacher Y had a different opinion with other teachers as he is against the use of minority languages to ensure effective learning of English. Below are his thoughts: “Code switching from

English to Sesotho seems to be helping the learners understand the concept because every learner has to learn Sesotho and end up understanding English language well.”

Last is the response of teacher X:

“Mother tongue is important to L2 acquisition so I believe those languages could help us a lot because most learners would participate in class because they would feel free to express and share their knowledge in the language, they understand best if they fail to express themselves in English. Being a Mophuthi, I sometimes use them and achieve objectives of the day.”

The responses designate that the participants are fully aware of the importance of minority languages as the mother tongue to majority of their students. They believe that mother tongue is the stepping stone of acquisition of a new language. According to Watkins et al. (2002), learning is a philosophical activity which permits the learner to rely upon previous experience to understand and evaluate the present, so as to shape future action and express new knowledge. That is, in order to learn effectively, the learner must relate new experience to existing meaning and may accommodate and assimilate new ideas. In this case, existing meaning would be the minority languages which are the mother tongues of these learners while the new experience would be learning English as a second language. In order to learn and understand the concepts of L2 the learners need to rely on their L1.

Moreover, in response to question five, teachers shared the same sentiments concerning the learners’ perception on the use of minority languages to learn English. Teachers W, Y and Z believe that the learners from the marginalised languages would appreciate using their mother tongue to learn L.L.E. “Sometimes they feel out of place when we switch from English to Sesotho. When they perform badly in tests, they blame the languages used in class.”, teacher W indicated. Teacher X also explained, “based on the fact that I seldom use IsiPhuthi and IsiXhosa in class, the reaction I get whenever I used them indicate that the learners believe that they can learn better if their mother tongue is used. Participation is good and the concepts are better understood.”

Furthermore, to question six teacher W responded by saying:

“I use the same methods I would use even if the classroom was full of Basotho’s students, methods such as probing, group discussion and demonstration and many more. I personally like grouping because the learners feel free to communicate with their peers more than with the

teacher, and that is where they even make use of their mother tongue to explain to one another. In most cases, the content passed through group discussion is understood better.”

Teacher X said that they do not teach learners based on their language background as seen in the response below:

“We treat and teach learners the same way regardless their ethnic background. In my understanding, English is foreign to all these students therefore they should all be catered for the same way. The teaching methods that I use include grouping, probing and discovery. My personal preference lies on grouping and demonstration as learners hardly forget what they did and saw unlike what they were told. Besides, the learners enjoy a lot when employing these methods and English learning is enhanced. For instance, we normally group learners after delivering content on prepositions. They use drawings and words to show understanding of the concept.”

This can be supported by (10 steps to overcome language-learning barriers, 2020), organising good learning resources have the ability to solve certain language barrier. They simplify learning for the students. Teacher Y explained that there are a number of teaching methods that can be employed to improve English learning. In his response he said:

“Teaching is not easy, it is very challenging therefore one has to use a several methods, depending on the concept being taught to facilitate learning. In class, I normally use group discussion, discovery and probing using the visual teaching aids to enhance learning. I have charts, pictures and magazines in my class that I use when teaching topics noun, verb, preposition etc. in Linguistic Literary English. Some of the pictures are drawn by the students themselves”

Teacher Z on the other hand indicated that learners, whether from minority background or not need various methods and strategies to help them learn English. “All our learners, whether from minority languages or not, need learner-centred methods so that they can understand better. As they say, ‘seeing is believing’ methods and strategies such as grouping, discovery, using visual aids and also switching languages have been really helpful.”

The responses from the teachers indicate that learner-centred teaching methods are the best as they have several benefits such as improving participation, enhancing performance, developing problem-solving skills as well as making learning more enjoyable (Timothy, 2015). Different techniques together with corresponding teaching methods help learners understand the concept

better. Accuracy in approach selection improves student learning achievement (Uspayanti, 2020).

Moving forward, in response to question seven, teacher W said:

“We encounter communication problems. Learning is a two-way street, that is, there has to be communication between a teacher and the learner. However, we come across problems whereby learners do not participate in class because they do not understand the language used in class. Similarly, teachers do not know minority languages, thus there is a language barrier problem. We also have the problem of translation. When the learners try to answer in English, they tend to translate sentences word-for-word and distort the meaning of what they intended to say. The other problem arises when the learners read. Their pronunciation of words is the problem, especially for Basotho and Baphuthi. One last problem is that of spelling. They write words as bad as they pronounce them.”

Teacher X presented his responses as follows: “Due to lack of understanding, learners from the minority languages background experience multiple failures resulting in low self-esteem which also leads to negative attitude towards English learning. Teachers also fail to help them pass because we do not know their languages so we cannot code-switch to any of them. For instance, if learner 1 keeps on scoring below basic results which is below 20% in English, the self-esteem of such a learner will be knocked down and that may lead to negative attitude towards English.”

Teacher Y also responded by stating the challenges as follows:

“Wrong pronunciation of words, incorrect spelling, word-for-word translation. We have reading sessions whereby each learner reads at least one sentence. This is where we mostly hear mispronunciation of words. When they report what they heard during the reading session, we come across misspelled words. These learners think in one language and try to answer in another language. Keeping quiet if they do not know the answer in English is yet another challenge we face on daily teaching because learning is hindered. This is a result of language barrier between the teacher and minority languages learners.”

Teacher Z explained that exclusion of minority languages in Lesotho school curriculum is a problem by itself and it further imposes challenges upon them as teachers as well as learners. In her response, she said, “the fact that we teach learners from diverse languages but only one of those languages is included in Lesotho school curriculum is a problem. The exclusion of those

other languages poses problems such as pronunciation, spelling, high failure rate and high drop-out rate.”

The responses from the teachers indicate that exclusion of minority languages from Lesotho school curriculum has posed a lot of challenges for teachers as well as students.

Translation is not wrong in linguistics as long as one follows proper principles of translating. However, Harbord (1992) states that translation creates the problem of over simplification because many cultural and linguistic nuances cannot be directly translated in English. For instance, some Sesotho proverbs cannot apply in English at all and vice versa. Trying to translate them will change the total meaning of the proverb. For example, '*Ho ja koto*' means 'to dress elegantly', if translation principles are not followed but when the phrase is translated word for word 'to eat knobkerrie', the meaning will be destroyed. Harbord (ibid) adds that use of L1 may become a habit that both learners and teachers may resort to whenever a difficulty is encountered. L1 may sometimes be misleading when learning English language. In spite of the existence universal rules governing language systems, languages differ more or less.

Question eight was responded as follows, the teachers indicated that the learners are demotivated not just to learn English but schooling in general. They are demotivated to a point that some drop-out of school. Teacher W said: “Learners skip school because they claim that they are being converted to being Basotho by using Sesotho and forced to forget the important part of their being which is their language; their identity.”

Teacher X:

“For years our students who are from the minority languages background have been demotivated as their performance is always bad. I think the fact they are not allowed to use their languages here at school might be one of the sources as at times they struggle to understand neither English nor Sesotho which are the languages used at school. On International Mother Tongue Day, every learner was allowed to converse in their mother tongue. Learners from the minority languages were so excited that even the ones who never participated in class took part in class activities. That was enough proof that the demotivation is caused by being competent in neither English nor Sesotho.”

Teacher Y: “Some learners try their best to learn English while some do not even put an effort as they refuse to communicate in English at all. Learners laugh at one another when they

mispronounce English words and some lose their confidence resulting in being demotivated to try once again. In class they would rather keep quiet instead of answering because they will have to use either English or Sesotho and not their mother tongue.” Teacher Z corroborates the responses of the three teachers that the learners are demotivated to learn English as well as going to school. The answer for teacher Z is as follows: “The learners are very demotivated by not using their languages because they are competent in neither English nor Sesotho.”

From the responses above, it is clear that one’s language plays a vital role in one’s life as it is one’s identity. Inclusion of these languages in Lesotho school curriculum will enhance intrinsic motivation in the learners from the minority languages background. Robert (2021) defines language as “a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.” Robert (ibid) adds that the functions of language include communication, the expression of identity, play imaginative expression and emotional release.

Exclusion of minority languages from Lesotho school curriculum deprives learners of their right to express their identity and in turn demotivates the learners to learn English. This says, if learners from the minority languages were able to use their languages to learn English, they would be intrinsically motivated to learn English. According to Santos-Longhurst (2019), in intrinsic motivation theory, intrinsic motivation is when one is motivated by personal satisfaction or enjoyment instead of external factors like reward or punishment. Santos-Longhurst (ibid) opines that in intrinsic motivation one does the activity because it is internally rewarding and its goals come from within and the outcomes satisfy one’s basic psychological needs for autonomy, competence and relatedness. So, to the learners from the minority languages, the opportunity to use the mother tongue to learn English would intrinsically motivate them to long for competence in English.

When responding to the ninth question, all four teachers indicated that they believe that minority languages can indeed improve effective learning of English in public schools. Their responses are presented below:

Teacher W:

“IsiXhosa and IsiPhuthi can improve effective learning of English because the learners know their mother tongue and are somehow competent in it, therefore the competence in L1 can be

used to aid learning of L2. Just like we are currently using Sesotho to clarify the instruction and assist in understanding the concepts, those languages can also be used to effectively learn English.”

Teacher X:

“IsiXhosa and IsiPhuthi can indeed improve effective learning of English because there are some instances whereby code-switching from English to Sesotho when students do not understand the concept does not help because the students who speak IsiPhuthi and IsiXhosa would still do not understand. However, when the teacher instructs other learners to tell those learners what is being said in their L1, the learners seem to understand the concept.”

Teacher Y also expressed his opinion:

“IsiXhosa and IsiPhuthi can help to effectively learn English. One’s language is important in learning a new language. One can use rules from L1 that are similar to those in L2 to learn L2. For instance, English and Sesotho may not be identical but they both have the subject-verb-object (SVO) sentence structure, so a Mosotho learner may map the sentence structure from Sesotho, a language that he is competent in to the structure in English which the language that he is learning. In this case I believe a Xhosa or Mophuthi learner may also apply the same technique.”

Teacher Z shared the same sentiments expressed by other three teachers as she said; “I believe IsiXhosa and IsiPhuthi are languages like any other language, therefore its competence can help in learning another language.”

The responses above indicate that minority languages are mother tongue to most learners in this school just like Sesotho is, and the use of Sesotho in learning English helps the learners understand the concepts better. Therefore, it is believed that minority languages can also help improve effective learning of English. Dunn (2001) posits that literacy learning is language learning. Additionally, Gonzales (2006) states that cultural and linguistic variables act as mediating factors that assist semantic and cognitive developmental processes in bilingual children. This means that the cultural and linguistic variables of minority languages may help semantic and cognitive developmental processes of learners from minority languages background.

This is in line with the constructivism theory. As the concept of radical construction developed by Glaserfeld in 1974 indicates, all knowledge is constructed and learners build new knowledge on the foundation of their existing knowledge. Cummins (1991, 1996) posit that transfer of linguistic and cognitive skills is facilitated in bilingual programs. That is, once learners have basic literacy skills in L1 and communicative skills in the L2, they can begin reading and writing in the L2, effectively transferring the literacy skills they have acquired from the familiar language. In this case, the Grade 5 to 7 learners from minority languages possess the basic literacy skill in their L1. As a result, they can transfer those acquired skills to learn the new language which is their L2.

In response to the tenth question; if given an opportunity, would you be willing to go for a short course to learn the minority languages, the teacher W, Y and Z replied they would grab that opportunity. “We struggle to help the learners from the minority languages background but if we know the language teaching them will not be as challenging as it is.” Teacher X explained that he is a Mophuthi by birth and he knows IsiXhosa so he does not need training but would appreciate the opportunity on behalf of his colleagues.

Presentation of teachers’ responses on the eleventh question:

We normally hold competitions such as debate and spelling bee with other schools and amongst ourselves (between classes or within the class) and the winners are rewarded for their performance. We also have emoji stickers that we put in the learners’ exercises when they obtained 80% and above. Those rewards seemed to help a lot as there’s a healthy competition amongst students, everyone wants to get a sticker or any reward offered for best performance in English. We also give Sesotho speakers cards to learners to give to whoever they hear speaking Sesotho at school and punish the Sesotho speakers. The problem encountered here is that learners from the minority languages neither communicate in English nor Sesotho and refuse the card stating that they communicated in IsiXhosa or IsiPhuthi not Sesotho. Sesotho speakers receive punishments such as digging or cleaning the classroom for the whole week as the strategy to decrease Sesotho speaking around the school premises and enhance English speaking.

From the answer provided by all four participants it is clear that learners need a little push from their educators in order to learn English as it was discovered that they are low on intrinsic motivation and extrinsic motivation usually help in complementing the intrinsic motivation. Operant conditioning is a form of behavior modification that uses rewards or punishments to

increase or decrease the likelihood that specific behaviours will recur (Meadows-Fernandez, 2018). In this case, the learners are being rewarded for best performance so that they keep aiming to perform better than the previous time. Also, the Sesotho speakers are given punishment as the strategy to decrease the likelihood of Sesotho speaking.

Lastly, in response to the twelfth question: are parents from minority languages background supportive in the learning process of their children. If they are, what do they do to ensure that their children effectively learn English? Respondents' answers are presented below:

Teacher W:

“Parents are not supportive at all. In actual fact, they promote the demotivation of students as they contribute to skipping school of learners. With regard to learning effectively, they pose questions such as ‘why are our children forced to communicate in that language, they do not know, it is not their language.’ Education is often referred as ‘a three-legged pot’; the parents, learners and the teachers. If one of the supposed legs fail to carry out duties, education is compromised. If parents were educated and knew English, it would influence the children’s learning.”

Teacher X: “Parents support neither the teachers nor their children. When children are given homework, they do not get assistance from parents as well as the members of the community. So, learners do not do their homework and that hinders the work of teachers as well as children’s learning.”

Teacher Y said: “The problem here is that most parents in this community are not educated so they are not aware of the importance of education. They say that as long as their children are able to read and write it is enough. So, they do not care if they go to school on daily basis or not.” Teacher Z is agreeing with the three teachers that parents are not supportive. “Parents complain when their children are punished for Sesotho speaking and they do not help with school work.”

The responses from the participants imply that the education of these learners is in the hands of the teachers and the learners only, the parents are not part of it. The education history of the parents seems to contribute as one of the challenges that teachers and learners face in the process of learning English.

4.10 The Data from Interviews

The data below is presented through the thematic analysis method and it is thematised according to the research questions.

4.10.1 Teachers' and Students' Perception towards the Use of Minority Languages in Effective English Learning.

Perception is the way people regard, understand and interpret something. According to Oxford Advanced Learner's Dictionary (2015) perception refers to "an idea, a belief or an image you have as a result of how you see or understand something". The current study had hypothesised that teachers and learners had a negative perception towards the use of minority languages on effective learning of English. This was based on the recognition that researchers such as Iversen (2017) and Verge (2021) focused most on the perception of the learners. When analysing teachers' perception regarding the use of minority languages on effective learning of English, it is of great importance to take into consideration the teachers' competence in minority languages.

With regard to the teachers' competence, the study showed that all participants except one, were incompetent in both of the minority languages spoken in that area; IsiXhosa and IsiPhuthi. The findings disclosed that all participants advocated positive attitude with respect to the use of minority languages on effective learning of English and regarded them beneficial. However, due to the incompetence in those languages, teachers could not code-switch to any of them. One of teachers whose mother tongue is IsiPhuthi reported that code-switching to either IsiPhuthi or IsiXhosa enhanced participation in class and concept understanding.

Another teacher claimed that minority languages are as important to learning as Sesotho is because they are all mother tongue languages to the students and they can all help facilitate learning. Teacher Z: *"I believe IsiXhosa and IsiPhuthi are languages like any other language, therefore its competence can help in learning another language."* Benson (2004) reinforce that view as he claims that in mother tongue-based programs L1 is used as a medium of instruction to teach the beginning reading, writing as well as academic content. He opines that the second or foreign language teaching should be done systematically so that students can moderately transfer skills from the known language to the unknown one.

The findings of the current study corroborate the findings put forth by Iamroz (2018) that teachers consider L1 helpful towards third language (L3) learning. He indicated that one teacher reported that she took a one-year course of L2 pedagogy in order to enhance her teaching competence. The findings of Iversen (2017) stated that learners had a negative perception on the use of L1 as they esteemed English greatly. In addition, Verge (2021) study also revealed that learners from minority languages background had a negative perception towards writing. Contrary to the findings of Iversen (2017) and Verge (2021), the findings of the current study revealed that learners have a positive perception towards the use of minority languages on effective learning of English.

4.11 Challenges Faced by Teachers and Students in English Learning due to Exclusion of Minority Languages in Lesotho School Curriculum.

This section presents the findings on challenges faced by teachers and learners as a result of exclusion of minority languages in Lesotho school curriculum. According Collins dictionary, a challenge is a situation that is new and difficult which requires great effort and determination. Oxford Advanced Learner's Dictionary (2015: 235) defines a challenge as "a new or difficult task that tests somebody's ability and skill". That is, a matter that poses a difficulty and requires to be solved. The current study had hypothesised that teachers and learners face challenges in the process of English learning as a result of exclusion of minority languages in Lesotho school curriculum. The findings of the current study confirmed that hypothesis. The findings discovered the challenges listed below:

4.11.1 Literacy Skills

Reading and writing are part of literacy skills necessary for language learning. These skills are inclusive of awareness of the sounds of language, awareness of print and the connection between letters and sounds. Vocabulary, spelling as well as understanding are also regarded as literacy skills (Bainbridge, 2020). Correspondingly, teacher W explained that the learners have a reading problem, as pronouncing English words is problematic. Misspelling of English words is also a challenging factor. Teacher W said: "...*the other problem arises when the learners read. Their pronunciation of English words is the problem... they write English words as bad as they*

pronounce them.” It is evident that the learners are unaware of the relationship between the letters and the sounds. That is, they are unfamiliar with the relationship between how the sounds are pronounced and how the letters are written. Children who are read to on a daily basis, and wrapped up in rich talk about books and numerous activities in which they partook thrive. In contrast, children who are less exposed to books face tougher learning challenges in school and beyond (Campbell et al. 2002; Dickson, McCabe, & Essex 2006; Neuman & Celano, 2006).

The findings of the current study reveal that learners lack reading and writing skills. They encounter spelling and pronunciation problems. Both their spelling and pronunciation are influenced by mother tongue, mostly Sesotho as the language they use at school. They pronounced English words as if they are speaking Sesotho. This challenge was common in the interviews with all interviewed teachers. For instance, a word such as ‘honour’, is pronounced as ‘hona’ by the learners, as a result they misspell the word. It is clear that the students are unfamiliar with the relationship between the letters and sounds in the word ‘honour’. The word has two syllables, the first syllable comprises a consonant [h], a vowel [o] and another consonant [n], but that first syllable has a vowel sound [ɒ]. According to teacher Y and Z pronunciation errors occur in almost every reading session. Again, spelling mistakes are noticed when the learners are asked to write at least one sentence from the read sentence.

The findings of the current study are in accordance with those of Verge (2021) where the participants had reduced language skills and lack of knowledge in orthographic rules. In support, Weigle (2002) indicates that one has to have a certain level of language knowledge and understanding in order to pass a written message appropriately.

4.11.2 Students’ Demotivation

The findings for this study featured students’ demotivation as one of the challenges posed by exclusion of minority languages in Lesotho school curriculum. Correspondingly, Kolobe & Matsoso’s (2021) findings also confirmed that the subjects believe that the marginalisation of home languages contributes to their low educational morale. Motivation is the process that initiates, guides, and sustains goal-oriented behaviors. It is what triggers one to take action (Cherry, 2022). In addition, Cherry (ibid) state that motivation involves the biological, emotional, social, and cognitive forces that activate behavior.

In contrast, Dörnyei and Ushioda (2013) define demotivation as “special external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action”. Similarly, teacher W explained that learners from minority languages background are demotivated by the exclusion of their languages from Lesotho school curriculum as they claim to be ‘converted’ to being Basotho by using Sesotho and forced to forget their languages.

Factors that influence demotivation towards the target language are both external and internal. Dörnyei (2001) defines demotivating factors as outward forces that have negative effects on language learning motivation of students and ultimately eliminate willingness to participate in language learning activities.

1) Teacher-related factors of students’ demotivation

According to Quadir’s (2017) findings, teachers have the strongest impact on students’ demotivation. Quadir (ibid) adds, teachers’ instructional style, teachers’ behavior in the classroom and the competencies of the teacher were determined to have authoritative effects on students’ motivation. Similarly, the findings of this study disclosed that the instructional style of L.L.E. teachers in Mafura Primary School demotivates learners as they seem to frequently use code-switching. Thus, high frequency of code-switching from English to Sesotho causes students’ less participation, leading to demotivation of learners from minority languages background because their mother tongue was excluded during classroom presentation.

According to teacher Y, ‘the students are forbidden to communicate in any language other than English or Sesotho while at school.’ The findings prove that learners from the minority languages background are denied their freedom to express themselves in their mother tongue at school. As a result, their learning process is negatively impacted as they are demotivated. These findings are analogous to Iversen’s (2017) who discovered that learners from the minority languages in Norway schools were not allowed to converse in their mother tongue in class. Candlin and Mercer (2001, as cited in Dörnyei and Ushioda, 2013), suggested that it is crucial to remember that language acquisition or teaching cannot occur in a classroom that is far removed from social structures and beyond the reach of influences that students might carry along with them in the learning process.

2) Learner-related Factors of students' demotivation

Beside teacher-related issues, learner-related factors can also lead to demotivation. According to Tran and Balduaf (2007), negative self-esteem experiences of failure and negative attitude towards English are indicated as possible sources of learner-related demotivation. Teacher X explained that learners from minority languages background fail English numerous times and that lowers their self-esteem and end up having a negative attitude towards English learning. He made an example of one learner whom he said she scored below 20% every time a test is written. He indicated that such learner may experience low self-esteem which may result in negative attitude towards learning the target language. Kaivanpanah and Ghasemi (2011, as cited in Han, 2019), claim that any failure to learn a second language may largely be a result of the presence of demotivating factors on the part of learners.

It has been proven by the findings that learners from the minority languages background are demotivated. Exclusion of minority languages from Lesotho school curriculum as well as negative attitude towards English learning are major sources of demotivation in learners. Accordingly, the findings of Kolobe and Matsoso (2021) revealed that the learners from marginalised background felt deprived off both their linguistic and educational right hence their lack of educational motivation. According to the interviewed teachers, the learners from the minority languages background are demotivated by a number of factors. In contrast, Iamroz's (2018) findings revealed that 80% of the multilingual students were motivated to learn English.

4.11.3 Parents' Attitude

Every parent is responsible for the education of their child. Failure to do so is violation of the child's rights. As per The Convention on the Rights of the Child: article 28, "all children have the right to an education." That is, every child deserves a chance to learn. According to Garcia and Thornton (2014, cited in Ntekane, 2018), involvement of family in learning aids to improve student performance, reduce absenteeism and bring back parents' confidence in their children's education. In addition, the authors state that learners with parents or caregivers who are involved in learners' education, earn higher grades and test scores, possess better social skills and portray improved behavior.

The findings show that parents of learners in Mafura Primary School are not involved in their children's education and have a negative attitude towards learning, including English learning. Similarly, Iamroz's (2018) findings stated that parents' language preference was mother tongue over English. This indicated that they had a negative attitude towards English. Teachers indicated that most parents are not educated, and if they were and knew English, it would influence their children's learning. What teachers considered to be most challenging was parents' attitude towards education.

“Parents are not supportive at all. In actual fact, they promote the demotivation of students as they contribute to skipping school of learners. With regard to learning effectively, they pose questions such as ‘why are our children forced to communicate in that language, they do not know, it is not their language. Education is often referred as ‘a three-legged pot’; the parents, learners and the teachers. If one of the supposed legs fail to carry out duties, education is compromised. If parents we educated and knew English, it would influence the children’s learning.”

According to Hornby and Lafaele (2011), parental involvement is a substantial component in education and can also be accomplished through home-based parental involvement like listening to the child as they read, assisting them in completing their homework as well as activities done at school.

4.12 Methods and Strategies Used by L.L.E. Teachers to Improve English Learning as L2 to Learners from Minority Languages

This section presents the findings on the strategies or methods that are used by L.L.E teachers to improve English learning as L2 to learners from minority languages. This theme sought to tackle the third research question; how can minority languages improve English learning. However, the findings revealed that minority languages are not used at school therefore they could not be used to improve English learning. Teacher implement different methods and strategies to ensure improvement in English learning. Teaching strategies are methods and techniques that a teacher employs to support his or her learners throughout the learning process (Anilkumar, 2021).

Teaching strategies also refers to the “approaches or tactics that a teacher chooses and employs to convey learning content”. In addition, a teaching strategy is a plan of action that includes the use of methods and the use of diverse resources (Julda, Egar & Musarokah, 2022). In other words, it is a learning ability that has organised to meet specific objectives (Muhammad & Uno (2015:5-6). Goodwin (2018) added that it is important to have various of teaching techniques in one’s toolbox. According to Ismail et al. (2020), “teachers must develop knowledge and skills by adapting to the latest innovations in the teaching and learning process in order to generate more skilled, talented, creative, inventive and successful students who can participate in the globalization period”.

In that order, teacher X explained that as teachers they bank on grouping and demonstration. She says these teaching methods are prompted generally by learners’ creativity and talent. She explained that in her experience they hardly forget what they saw and did unlike what they were told. She made an example of the topic on prepositions whereby learners were asked to sit in groups portray their comprehension of prepositions through drawings and sentences. After completing the task, they had to present it to the class. Teacher X explained that some strategies which according to her are the ones that they frequently used included discussion group, using visual materials, code-switching and positive punishment.

1.12.1 Group Discussion

Discussion refers to an activity which comprises written or spoken expression of different opinions in a given situation (Cashin, 2011). Moreover, Brookfield and Preskill (2005) explain grouping as an interchangeably serious and playful effort by a group of two or more to share views and participate in a mutual and reciprocal critique. The findings prove that teachers are aware of the benefits attained from discussion method. It enhances participation of students and concept comprehension. Blumberg (2008) posits that, communications during this activity would inspire students to share ideas and experiences which run alongside with what is learnt from the teacher. This method was practised by teacher X when teaching the topic of prepositions. She explained that she grouped the students after teaching the concept of preposition. She assigned them a task whereby they used drawings and words to depict their understanding of the concept. The learners would discuss the concept and reach a mutual agreement before presentation of the concept. This method is in line with the principle of Vygotsky’s theory of Sociocultural. The principle claims that social settings and learning were

closely intertwined. It also states that learning occurs through interactions with others such as peers, adults, mentors, and teachers in our communities (Kurt, 2020).

1.12.2 Code-Switching

The present study is based on Iamroz (2018) findings which discovered that teachers from the mainstream schools seemed to acknowledge the benefits that come from prior language learning. Similarly, the findings of this study show that code-switching enhances better understanding of the concepts. These findings are in line with the Jean Piaget's theory of Constructivism. Arends (1998) indicates that constructivism believes in personal construction of meaning by the learner through experience, and that meaning is affected by the interaction of preceding knowledge and new events. Learners rely on their knowledge of their L1 to construct new knowledge of L2. Teachers explained that they frequently code-switched to aid the learners to understand the concepts better. According to De Angelis (2007); Falk and Bardel (2010); and Hammarberg (2001) cited in Iamroz (2018), the closeness of grammatical rules in two languages make it easier to transfer linguistic knowledge from L1 to L2. However, just like in Iamroz (2018) study, the participants in the current study are not able to use the minority languages in their teaching, and preferred to continue code-switching from English to Sesotho.

1.12.3 Using Visual Materials

Learning is a multifaceted process and can be strengthened with different teaching or learning resources because they stimulate, encourage as well as focus learners' attention for a while during the instructional process. Visual aids are tools that aid to make an issue or lesson clearer or easier to comprehend and know. Such visual aids are pictures, models, charts, maps, videos, real objects etc. Teacher Y explained that he tackles the challenges of teaching through varying the teaching methods and techniques. Assigning the learners to make visual aids as evaluation helps teachers to see if the learners understood the concept. According to Jain (2004), there is a maxim that says "if we hear we forget, if we see we remember, and if we do something we know it". That is, the use of visual aids makes teaching-learning process more effective.

The findings of the current study reveal that teachers are aware of the importance of using a variety of pictures in combination of words to help students from the minority languages in understanding concepts more effectively. These results are in accordance with Sociocultural theory of Vygotsky which opines that, children learn better through the interaction with the

environment around them. The principles of this theory posit that, children are curious and enthusiastically involved in their own learning and discovery, and develop a new knowledge through interaction with the world around them. Thus, learners interact through their own discoveries.

1.12.4 Positive Punishment

Positive punishment is a behavior modification procedure (Pietrangelo, 2020). Pietrangelo (ibid) adds that it enhances an unwanted consequence following an undesirable behavior. Teachers indicated that they use Sesotho-speaking cards to improve English-speaking. They also pointed that they punish Sesotho speakers. *“We also give Sesotho speakers’ cards to give to whoever they hear speaking Sesotho at school and punish Sesotho speakers”*. The findings revealed that teachers believed in operant conditioning. Positive punishment is recognised as a technique that enhances English speaking, leading to English learning. In the same way, Atetwe (2013) identified punishment of students as a strategy since it facilitated improvement in performance of English. McLeod (2018) states that B. F. Skinner was very interested in learning that occurred through operant conditioning. McLeod (ibid) defines operant conditioning as a technique of learning where the significances of a response determine the possibility of it being repeated. Vinney (2018) posits that operant conditioning happens when an association is made between a specific behaviour and a consequence for that behavior. In a nut shell, operant conditioning revolves around teaching strategies.

1.12.5 English Club

An English club is a place where language learners can use English in a casual setting. The learners come together to do activities to improve their English learning. Woods (2005) cited in Kusriandi (2015) states that verbal communication skills depend on listening skills of which listening requires reading and writing skills because skills are interdependent. That is, oral skills cannot be separated from other skills. The findings of this study highlighted the need for an English club establishment as a strategy to improve English learning. Teachers responded; *“we normally hold competitions such as debate and spelling bee with other schools and amongst ourselves (between classes or within a class) ...”* this proves that English clubs do help improve English learning.

1.12 Data Analysis as per Sociocultural and Constructivism theories

The data of the present study aligns with both theories. Sociocultural theory believes in interaction. The researcher discovered that the principles of this theory are 100% true as one cannot teach learners without interacting with them. Moreover, during the learning journey, the learners interact amongst themselves as peers. For instance, in the English club, as the learners debate or engage in the spelling competition, they are interacting. One other principle of sociocultural states that social settings and learning are related. The participants indicated that group discussion method of teaching enhances learning as learners are in the environment that is conducive and comfortable for learning and they also assist one another when discussing.

Furthermore, the principles of constructivism theory also proved to be 100% true because no learner is an empty vessel. Constructivism theory believes in building knowledge based on prior knowledge. The participants indicated that they use code-switching a lot as a strategy for learning, this shows that they believe that the language that the learner have already acquired is beneficial in acquiring the second language.

1.13 Complementation of Quantitative and Qualitative Findings

In the research process, the two datasets have been obtained and analysed separately. The researcher first reported the quantitative statistical results from the questionnaires and the qualitative findings from the interviews. The researcher further portrayed how the two approaches complement each other.

Research question one sought to find out the perception of teachers and learners towards the use of minority languages in effective English learning. The quantitative findings revealed that 90% of the learners believe that the use of minority languages can play a big role in enhancing effective learning of English. They indicated that the use of mother tongue does not affect their English learning instead, it helps them understand the concepts better. Moreover, quantitative data revealed that 100% of the students indicated that teachers discourage the use of minority languages at school and only use Sesotho when they switch languages.

Similarly, qualitative data revealed that learners have a positive perception towards the use of minority languages on the effective learning of English. The qualitative findings revealed that teachers have an understanding that the use of minority languages can effectively assist in learning English. However, the fact that teachers do not know these languages cannot go unnoticed. These findings revealed that teachers and students highly regard minority languages as an asset because the learners can refer to

their knowledge of L1 which is mostly important in learning L2. These findings fit the principles of constructivism theory well as it indicates that learners depend on their L1 to construct new knowledge of L2.

The second research question aimed at finding out the challenges brought by exclusion of minority languages in Lesotho school curriculum. The quantitative and qualitative findings of the current study revealed that indeed exclusion of minority languages in Lesotho school curriculum posed challenges to both teachers and learners. This is proved by lack of literacy skills in the learners. 70% of the learners indicated that they encounter pronunciation problems as their pronunciation is influenced by their mother tongue. In addition, 66% of the learners indicated that they face problem of writing the spelling English words incorrectly as a result of poor pronunciation. The learners' reading and writing skills are affected, evidently due to lack of knowledge of the relationship between letters and sounds of English. As Bainbridge (2020) indicates, literacy skills include consciousness of the sounds of the language, consciousness of print and the connection between the former and the latter.

One other challenge revealed by the statistics was that learners from minority languages perform poorly in L.L.E. because of exclusion of their mother tongue in Lesotho school curriculum and end up being demotivated. Kaivanpanah & Ghasemi (2011, cited in Han, 2019), claim that any failure to learn L2 may basically be the consequence of the demotivating factors on the part of learners. Students' demotivation was discovered as a challenge in the narratives. The present researcher discovered that students' demotivation can be triggered by a number of factors such as teachers' frequent code-switching from English to Sesotho. The learners participate less as a result of demotivation. Little participation was also identified as a challenge resulting from exclusion of minority languages in Lesotho school curriculum.

Added on the challenges revealed by the quantitative data is parents' negative attitude towards education. Garcia and Thornton (2014, cited in Ntekane, 2018) posit that family's involvement in learning has benefits like improving learner's performance, reducing absenteeism and boosting parents' confidence in their children's education. The study revealed that parents have a negative attitude towards education, in particular English speaking.

The third research question aimed to find out how minority languages can improve English learning. The researcher had hypothesised that minority language can improve effective learning of English and the findings highlighted that L.L.E. teachers do not use any of the minority languages for effective learning of English. However, they use various methods and strategies to improve English learning.

The quantitative findings revealed that L.L.E teachers do use some strategies to help learners from minority languages learn English as L2. Teachers use code-switching to help the minority language background learners to understand the concepts. However, the study revealed that teachers cannot code-switch to any of the minority languages because they do not know them.

The findings also revealed that 70% of the learners believed that positive punishment does help them communicate in English. Thus, practising English speaking actually improves English learning. This study discovered that teachers believe in operant conditioning as they used punishment to Sesotho speakers to reduce the possibility of speaking Sesotho again. The use of punishment results in learners speaking English to avoid being punished. As a result, English learning is enhanced. Furthermore, the findings of the study discovered that reading story books is another strategy used by teachers in Mafura Primary School frequent reading helps improve pronunciation of English words.

In addition to the findings of quantitative data, the findings of the qualitative data revealed that L.L.E. teachers use group discussion since it allows the learners to communicate amongst themselves and enhances participation. Also, the present study revealed that teachers make use of visual materials. Based on Jain (2004) maxim, ‘if one hears they forget, if one sees they remember and if one does the action they know’, teachers incorporate visual aids as strategies. Lastly, the results of quantitative analysis revealed that punishing students for Sesotho speaking enhances English learning as students avoid Sesotho-speaking in fear of being punished.

4.14 Summary of the Chapter

The results presented in this chapter demonstrate teachers and learners’ perception towards the use of minority languages on effective learning of English, challenges that exclusion of minority languages poses on teacher and learners in the process of learning English, and methods and strategies used by L.L.E. teachers to improve English learning. The findings of the current study have shown that all participants are aware of the benefits of minority languages as mother tongue to most of the learners in Mafura Primary School. The language diversity in the classroom poses challenges to both teachers and students. The lack of knowledge of minority languages influenced teachers’ instruction hence code-switching to Sesotho. The L.L.E. teachers are willing to undergo training of the minority languages so that they can be in a better position to effectively assist minority language learners in English learning. The learners stated that mother tongue influence their English learning positively.

Moreover, with regard to the challenges faced by L.L.E. teachers and learners in English learning as a result of exclusion of minority languages in Lesotho school curriculum, the findings revealed that L.L.E. teachers and learners face a number of challenges. Literacy skills, students' demotivation and parents' attitude are listed as challenges faced by L.L.E. teachers and learners.

Lastly, in accordance with the methods and strategies used to improve English learning, the findings highlighted that, teachers apply various methods and strategies in an effort to assist the learners to improve English learning. L.L.E. teachers used group discussion, code-switching, visual aids as well as punishment to enforce effective English learning.

Chapter 5

Conclusions and Recommendations

5.1 Introduction

The aim of this chapter is to present the conclusions drawn from the results of the analysis of collected data from the questionnaires and interviews and the recommendations for further research.

5.2 Conclusions

This study set out to investigate the influence of minority languages on English learning in public primary schools. The current researcher noted that there is less literature on minority languages, especially in Lesotho. Lesotho, as one of the countries with minority languages is aware of the existence of these languages as the Curriculum and Assessment Policy (2009) states that from Grade one to Grade 3 mother tongue should be used as language of instruction. The state is aware that not only does Lesotho have Sesotho as mother tongue, but it also has IsiPhuthi, IsiXhosa and IsiNdebele. Nevertheless, in practice that is not the case. Not only are the learners from the minority languages background not taught in their mother tongue, but they are also discouraged to communicate using their mother tongue at school. Learners, inclusive of learners from marginalised languages, are taught in either English or Sesotho. This practice led to the current researcher's curiosity in investigating the phenomenon, more especially because English is not only an official language in Lesotho, but also a language of instruction from Grade four to tertiary.

The aim of the study can be restated as follows: to investigate minority languages' influence on English learning. This aim was tested through addressing the objectives of the study which were:

1. To investigate the perception of teachers and learners towards the use of minority languages on effective learning on English.
2. To find out the challenges that exclusion of minority languages in Lesotho school curriculum poses on both teachers and learners in the process of learning English.
3. To investigate how minority languages can improve effective learning of English.

To achieve the above objectives of the study, a problem was formulated on analysis of how minority languages as mother tongue, influence teaching and learning of English, especially if those languages are not used at all at school. Pursuing the study's objectives, the research had the research design that consisted of the following major features: self-administered questionnaires distributed to the subjects and interviewees who were purposively selected.

The findings indicated that the first two objectives were achieved whereas the third objective was not. In accordance with the first objective, which sought to find out the perception of teachers and learners on the use of minority languages on effective learning of English, the objective has been attained by answering the research question which brought about teachers and learners' perception regarding the use of minority languages on effective learning of English. The present researcher had hypothesised that both teachers and learners have a negative perception regarding the use of minority languages on effective English learning.

The basis of the hypothesis was the findings of Verge (2021) and Iversen (2017) which indicated that learners have a negative attitude towards the use of minority languages. The findings of the current study contradict that hypothesis because the findings on the first objective revealed that both teachers and learners regard minority languages as an asset in English learning. Thus, the present study concludes that teachers and learners have a positive perception towards the use of minority languages on effective learning of English as they encourage integrating these languages in teaching and learning of English.

The second objective of the current study was to investigate the challenges faced by teachers and learners during the process of English learning due to exclusion of minority languages in Lesotho school curriculum. The achievement of the objective was attained through answering the research question which revealed the challenges that teachers and learners face during teaching and learning of English as a result of minority languages' exclusion from Lesotho school curriculum.

Based on Kolobe and Matsoso (2021) findings, which state that marginalisation of minority languages enhances low educational morale in students, the current study had hypothesised that teachers and learners encounter some problems during the process of English learning as a result of exclusion of minority languages in Lesotho school curriculum. The findings of the current study revealed that teachers face a challenge of negativity towards English learning and education as whole from the parents. This finding is in line with that of Iamroz (2018) as it

indicated that parents have a negative attitude towards English learning. The findings equally reveal that students encounter challenges such as lack of literacy skills and students' demotivation. For instance, frequent alternation of languages from English to Sesotho is proved to make learners less eager to learn because they are not competent in any of the languages.

This finding aligns with the theory of constructivism. Arends (1998) opines that constructivism believes in individual construction of meaning by the learner through involvement, and that meaning is affected by the interaction of prior knowledge and new events. The present study concludes that exclusion of minority languages from Lesotho school curriculum poses challenges to teacher and learners in the process of learning English. That is because students' demotivation is considered a serious problem in learning English for minority languages students. Moreover, lack of literacy skills poses a huge challenge as there is no way one can learn any language lacking those skills. Lastly, parents' negative attitude towards English learning and education in general is yet another problem.

While addressing the third objective which sought to find how minority languages can be used to improve effective learning of English, Atetwe's (2017) findings, revealed that mother tongue has a negative influence on the performance of English. The current study had theorised that minority languages can add value to the improvement of English learning in public primary schools. This objective was meant to be accomplished with the research question that said "how can minority languages improve English learning in public primary schools?"

However, the findings of the current study failed to reveal how minority languages can be used to improve English learning in public primary schools. Participants of the current study indicated that they do not use minority languages, nonetheless the methods and techniques they use have proved to improve English learning. In addition, the current study partially agrees with the literature because the analysis of the results indicated that code-switching can be used even though teachers stated that they do not know any of the minority languages.

Implications of principles on Vygotsky' Sociocultural theory as well as Piaget' Constructivism theory which guided the parameters of this study were successfully related to the findings of this study. Consequently, the study concludes that all learners learn through interacting with others as claimed by Vygotsky in Sociocultural theory. Furthermore, the present study also concludes that learners, inclusive of those from the minority languages background can benefit from their knowledge of mother tongue in learning English as a second language. This aligns with Piaget's

principles of constructivism as put forth by Mascolo and Fischer (2005) which claims that knowledge is best gained through a process of reflection and active construction in the mind.

In conclusion, the non-practical Lesotho education policy which indicated that mother tongue should be used as a medium of instruction in the lower grades 1 to 3, and English be the medium of instruction from grade 4 up to tertiary, triggered the interest to conduct the present study. Confronted by the realisation that there are learners who only speak either IsiPhuthi or IsiXhosa at home, but are expected to converse using Sesotho or English while at school is a challenging situation. Besides, little literature has been written on the phenomenon of minority languages as a real problem in relation to learning. That being the case, the current researcher took it upon herself to carry out an investigative study on the influence of minority languages on English learning in public primary schools. The study concludes that mother tongue plays a pivotal role in second language learning, which might enhance learning in general as all subjects except Sesotho are taught in English. This led to the belief that if used, minority language can positively influence English learning.

5.3 Recommendations

The present study serves to continue the journey paved by the fore researchers on the phenomenon of minority languages. As a result of little literature on this phenomenon, doors are open for plentiful possibilities for future research as there were limitations that the present researcher encountered when conducting this study. The present researcher collected data from only one school in Quthing district due to inaccessibility of the second school and time constraints. Consequently, the present researcher recommends an increase in the number of sampled schools. There are only few schools in the outskirts of Quthing, Qacha's Nek, Mohale's Hoek and Botha-Bothe offering education to learners from minority languages background. With that being said, more research should be carried out in other parts of the country as way of understanding the concept more, maybe also include IsiNdebele and sign language and not only focus on IsiPhuthi and IsiXhosa.

In the present study, only teachers were interviewed, future researchers may also interview the students as their experiences and opinions were not fully explored. Furthermore, the present researcher also feels that it is high time the state implements the recommendations proposed in

the Expert Report on Constitutional Reforms (2019), that is including IsiPhuthi, IsiXhosa, sign language and other indigenous languages in the list of official languages of Lesotho. This will prompt Ministry of Education and Training (MoET) to ensure the practicality of CAP (2009) and also ensure inclusion of the above-mentioned languages in Lesotho school curriculum

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APPENDICES

THE NATIONAL UNIVERSITY OF LESOTHO

FACULTY OF HUMANITIES

Telephone: +266 22340601

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P.O. Roma 180,

Lesotho.

25th April 2022

The Principal

Mafura Primary School

Quthing 700

Dear Sir/Madam

RE: PERMISSION TO COLLECT DATA

I would like to ask for permission to collect data from teachers as well as students at your school. This data collection is for my MA thesis entitled: Minority Languages' Influence on Teaching and Learning of English in Public Primary Schools: A Case Study on Grade 4-7 Learners.

My Name is Ntsoaki Mphomeli. I am a final year Master of Arts student at the National University of Lesotho in the programme English Language and Linguistics under the supervision of Prof. Kolobe and Dr. Mokhathi-Mbhele. I wish to have a recorded interview with your teachers on matters relating to my topic. I also wish to have observation sessions during the learning area of Linguistic and Literary English lessons.

I pledge to keep the participation in this study both anonymous and confidential and purely academic. All names of the involved participants will be coded random letters of alphabet. The participants will be briefed on data collection procedures. They will be asked to sign a consent form as a required ethical measure in the study of this nature.

Your approval to conduct this study will be highly appreciated. Thank you in advance for your interest and assistance with this research.

Yours Faithfully

Ntsoaki Mphomeli

Supervisor's Names _____

Signature _____

THE NATIONAL UNIVERSITY OF LESOTHO

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P.O. Roma 180,

Lesotho.

25th April 2022

TO WHOM IT MAY CONCERN

Dear Respondent

You are invited to participate in an academic research study conducted by Ntsoaki Mphomeli, MA student from The National University of Lesotho enrolled in the programme of English Language and Linguistics.

The purpose of this research is to investigate if minority languages do influence teaching and learning of English and to explore to what extent do teachers use minority languages in English classroom.

Please note the following:

1. This is an anonymous research interview and observation as your name will not appear on the analysis. The answers you give will be treated as strictly confidential as you cannot be identified in person based on the answers you give.
2. Your participation in this research is very important to me. You may, however, choose not to participate and you may also stop participating at any time without negative consequences.
3. Please answer the interview questions with utmost honesty. In an observation session, please act as natural as possible.
4. The results of the research will be used for academic purposes only. I will provide you with a summary of findings on request.
5. Please contact my supervisors, Prof. Kolobe on +26658691956 or ma.kolobe@nul.ls and Dr. Mokhathi-Mbhele on +26659055489 or masmbehe@gmail.com if you have any questions or comments regarding the study.

Please sign below to indicate that:

- You have read and understood the information provided above.
- You give your consent to participate in the study on a voluntary basis.

Respondent's signature

Date

Students' Questionnaire

Please respond to the following questions by ticking the chosen answer

Section A: Personal information

- a. Your gender, Male () Female ()
- b. Your age, 10-12 () 13-14 () 15 and above ()
- c. Indicate your class, Grade five () Grade six () Grade seven ()

Section B: Perception of Learners on the Influence of Minority Languages on Effective Learning of English.

- a) Which language is your mother tongue?
Sesotho () IsiXhosa () IsiPhuthi ()
- b) Which language do you practically use at home?
Sesotho () IsiXhosa () IsiPhuthi ()
- c) Which language does your teacher of Linguistic and Literary English use in class?
English () IsiXhosa () IsiPhuthi () Sesotho ()
- d) Do teachers of Linguistic and Literary English switch languages when teaching in the class?
Yes () No ()
 - a) If yes, how often?
Very Often () Often () Rarely () Not at all ()
 - b) Do you switch languages during communication in class?
Yes () No ()
 - c) If yes, how often?
Very Often () Often () Rarely () Not at all ()
 - d) Which language do they switch to most?
Sesotho () IsiXhosa () IsiPhuthi ()
- a) How often do speak in your mother tongue when at school?
Very Often () Often () Rarely () Not at all ()
- b) To what extent do you agree with the following statements? Tick appropriately

Statement	Strongly agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
i. Teachers' use of mother tongue affects students' learning of English.					
ii. Teachers always discourage students from minority languages to converse in their mother tongue at school.					
iii. Teachers' switching of languages in classroom help in understanding concepts.					

Section C: Challenges Brought by Exclusion of Minority languages in the curriculum and assessment policy on learners when learning English.

a) Which language do you think in?

English () Sesotho () IsiXhosa () IsiPhuthi ()

b) Does the language you think in influence the way you pronounce English words?

Yes () No ()

c) Does the language you think in influence the way you write in English?

Yes () No ()

a) What other challenges are brought about by exclusion of minority languages in the curriculum assessment policy?

To what extent do you agree with the following statements? Tick appropriately

statements	Strongly agree 5	Agree 4	Undecided 3	Disagree 2	Strongly disagree 1
i. Exclusion of minority languages leads to less participation in L.L.E classroom.					
ii. Exclusion of minority languages affects your performance in L.L.E.					

Section D: Strategies to Improve English

a) In your school, what is being done to improve effective learning of English?

b) Do the learning resources for English available in your school influence effective learning of English?

Yes () No ()

c) In your opinion, do you think minority languages can improve effective learning of English?

Yes () No ()

d) If yes, explain briefly how minority languages can improve effective learning of English.

INTERVIEW QUESTIONS

What is the total number of students in Mafura Primary School? How many learners are from the minority language background in your school?

Are there teachers from the minority languages background in your school?

Do you and your learners make use of minority languages during the lesson of Linguistic and Literary English Language? If yes, to what extent? If not, justify why?

What is your opinion on the use of minority languages on effective learning of English Language?

Based on your experience, how do you think the learners from minority languages feel about the use of minority languages on effective learning of English?

Which method(s) do you use in teaching learners from the minority languages background L.L.E.?

What challenges does exclusion of minority languages pose on teachers and learners in your daily teaching?

What challenges does your learners face as a result of exclusion of minority languages in Lesotho school curriculum?

Can minority languages improve effective learning of English Language at public primary schools? If yes, how? If not, justify why?

If given an opportunity, are you willing to go for training to learn these languages?

What techniques do you apply to extrinsically motivate the learners to enjoy learning English?

Are parents from minority languages background supportive in the learning process of their children? If they are, what do they do to ensure their children effectively learn English?