

children to watch the news at home in English, ensuring that their children are doing their homework, and ensuring that their children are reading English books at home can have a big impact on the learners' acquisition of English.

5.5 Limitations of the study

The following are the outlines of the limitations of the study:

- This study only focused on forty-seven (47) Grade 8 English FAL learners from two (2) secondary high schools.
- Only four (4) English FAL Grade 8 female teachers were interviewed from two secondary high schools.
- This study only took place at two secondary high schools in the Lejweleputswa area in the Free State, South Africa.

Despite these limitations, the study achieved its goal of determining the challenges that Grade 8 English FAL learners face in the classroom. These challenges that were highlighted indicated that solutions need to be implemented in the form of properly educated English teachers as well as more time allocated to teaching the basic skills of reading, writing, listening, and speaking in English, as well as focusing on English grammar and spelling.

5.6 Suggestions for future research

The following are possible suggestions for future research:

- It could be beneficial to investigate primary school teaching (Grades 1-7), such as what these learners are being taught, what they should be being taught regarding English, and where there are possible challenges or gaps.
- Research English language teaching in secondary high schools for higher grades, such as Grade 9, 10, 11 or Grade 12, which can help the researcher see what gaps are still present in these grades and what challenges these learners face. For example, these learners may still be struggling with English acquisition and may struggle to write coherent essays. Therefore, future research can be done to identify what challenges are leading to these learners' struggle with writing coherent essays.

5.7 Closing statement

In this chapter, the summary, summary of key findings, recommendations, limitations, and suggestions for future research were discussed. These suggestions could help researchers further determine what challenges are present in the teaching of English as a second language. This research also highlights the importance of employing educated English teachers to enhance FAL English teaching for Grade 8 English FAL learners. By being able to complete this study and create these suggestions, an opportunity has been created to enhance the Grade 8 English FAL learner's learning experience in a positive way. Challenges that these learners experience were investigated, and thereafter, suggestions of solutions were created in order to ensure a more effective teaching and learning experience for the Grade 8 English FAL classroom, which will hopefully help future generations to come.

REFERENCES

Abbadia, J. (2022). Research Paradigm: An Introduction with Examples. *Mind the Graph*, <https://mindthegraph.com/blog/research-paradigm/#:~:text=What%20is%20a%20research%20paradigm,research%20methodologies%3A%20positivism%20or%20interpretivism>

Abdimazhitovna, S.Z. (2024). Effective Strategies for Teaching English as a Second Language: A Methodological Overview. *Eurasian Science Review*, 235,1-8, DOI:[10.63034/esr-79](https://doi.org/10.63034/esr-79)

Abraham, O., & Reginald, A. (2016). E-education: Changing the Mindsets of Resistant and Saboteur Teachers. *Journal of Education and Practice*, 7(16),122-126 <https://files.eric.ed.gov/fulltext/EJ1108660.pdf>

Alfehaid, A.F. (2014). The Positive and Negative Effects of Globalization on English Language Teaching and Learning. *Arab World English Journal AWEJ* 5(2), 103-109, chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://awej.org/images/AllIssues/Volume5/Volume5Number2June2014/8.pdf>

Bhandari, M.P. (2023). The fundamental principles of social sciences. *Business Ethics and Leadership*, 7(2), 73-86.

Bhandari, P. (2023). Triangulation in Research: Guide, Types, Examples, *Scribbr*, <https://www.scribbr.com/methodology/triangulation/#:~:text=What%20is%20triangulation%20in%20research,%20Triangulation%20in,the%20validity%20and%20credibility%20of%20your%20findings>

Braun, V., & Clarke, V. (2022). Conceptual and design thinking for thematic analysis. *Qualitative Psychology*, 9(1), 3–26. <https://doi.org/10.1037/qup0000196>

Budiman, J., Ishaka, P., Rohani, R., Lalu, L.M.H., & Slamet, R.J. (2023). Enhancing English Language Proficiency: Strategies for Improving Student Skills. *Journal of Scientific Research, Education and Technology*, 2(3) 1118–1123, <https://doi.org/10.58526/jsret.v2i3.20>

Burrell, W.G. & Morgan, G. (2017). *Sociological paradigms and organizational analysis*. (2nd Ed.) London: Routledge, <https://doi.org/10.4324/9781315242804>

Buseto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, 2(14), 1-10 <https://doi.org/10.1186/s42466-020-00059-z>

Cambridge University Press. (2024). *Meaning of Second Language in English*. In *Cambridge Dictionary*. Retrieved [May 12, 2024], from [\[https://dictionary.cambridge.org/dictionary/english/second-language\]](https://dictionary.cambridge.org/dictionary/english/second-language).

Caufield, J. (2023). How to Do Thematic Analysis: Step by Step Guide & Examples. *Scribbr*, <https://www.scribbr.com/methodology/thematic-analysis/#:~:text=There%20are%20various%20approaches%20to,naming%20themes%2C%20and%20writing%20up>.

Chere-Masopha, J., Khalanyane, T., Tlali, T., & Sebatane, E. (2021). The Role of Teacher Educators in Curriculum Reforms in Lesotho Schools, *International Journal of Learning Teaching and Educational Research*, 20(6), 386-402, <https://www.researchgate.net/publication/353621929>

Coursera Staff, (2023). What is Data Analysis? With Examples, *Coursera*, <https://www.coursera.org/gb/articles/what-is-data-analysis-with-examples>

Davis, M.L., Witcraft, S.M., Baird, S.O., & Smits, J.A.J. (2017). The Science of Cognitive Behavioral Therapy. Academic Press, 51-76, <https://doi.org/10.1016/B978-0-12-803457-6.00003-9>

Department of Basic Education, (2011). Curriculum and Assessment Policy Statement (CAPS), *National Curriculum Statement (NCS)*.

Drew, C. (2023). *17 Research Proposal Ideas*. HelpfulProfessor.com <https://helpfulprofessor.com/research-proposal-examples/#:~:text=Expected%20Outcomes%20and%20Implications%3A%20A,or%20practice%20in%20the%20field>.

Editage Insights. (2020). *How do I Prepare the Limitations of a Proposal?* <https://www.editage.com/insights/how-do-i-prepare-the-limitations-of-a-proposal#:~:text=In%20a%20proposal%2C%20limitations%20are,%2C%20data%2C%20and%20so%20on.>

Emery, H. (2012). A global study of primary English teachers' qualifications, training and career development, London, British Council, *chrome-extension://efaidnbnmnibpcjpcglclefindmkaj/http://amate.pbworks.com/w/file/fetch/64973645/A%20global%20study%20of%20primary%20English%20teachers%20C3%86%20qualifications,%20training%20and%20career%20development.pdf*

Emvula, H.M. (2020). *Common English grammatical writing errors among Namibian Grade 7 learners.* University of the Free State, <https://scholar.ufs.ac.za/items/6073ae1e-5a58-4e88-b2cb-f1bb32a7322e>

- Fecher, B. & Hebing, M. (2021). How do researchers approach societal impact? *PLoS One*, 16(7),: e0254006, <https://doi.org/10.1371/journal.pone.0254006>

Fentari, R. (2025). Integration of Digital Technology in English Language Learning in Elementary Schools: Trends, Challenges, and Opportunities, *International Journal of Educational Technology and Society*, Vol. 2. No. 1, Pages 35-51, <https://doi.org/10.61132/ijets.v2i1.238>

Fesi, L., & Mncube, V. (2021). Challenges of English as a first additional language: Fourth grade reading teachers' perspectives. *South African Journal of Education*, 41(3), 1-11 <https://doi.org/10.15700/saje.v41n3a1849>

George, T. (2022). Types of interviews in research: guide and examples. *Scribbr*, <https://www.scribbr.com/methodology/interviews-research#:~:text=An%20interview%20is%20a%20qualitative,by%20their%20level%20of%20structure.>

GEMET Website, (2021). *General Multilingual Environmental Thesaurus*, <https://www.eionet.europa.eu/gemet/en/search/?query=time+allocation>

Globalstats Academic, (2023). *Data Analysis in Quantitative Research Proposal*. <https://www.en.globalstatistik.com/data-analysis-in-quantitative-research-proposal/#:~:text=Activities%20in%20data%20analysis%20are,to%20test%20the%20proposed%20hypothesis.>

Gowrie NSW. (n.d.). Lev Vygotsky's Theory of Child Development, *Gowrie New South Wales*, <https://www.gowriensw.com.au/thought-leadership/vygotsky-theory>.

Harris, R., & Graham, S. (2019). Engaging with Curriculum Reform: Insights from English History Teachers' Willingness to Support Curriculum Change. *Journal of Curriculum Studies*, 51(1), 43-61. <https://doi.org/10.1080/00220272.2018.1513570>

Horne, F. & Heinemann, G. (2003). *English in Perspective*. Oxford University Press.

Hwang, G.H. & Lin, Y.C. (2023). Impact of Gender on Students' Classroom Engagement, Flow Experience and Learning Outcomes When Game-Based Answering Activities are Integrated into the Curriculum, *Asia Pacific Society for Computers in Education*, 82-91

Jansen, D. & Warren, K. (2020). What (Exactly) Is Research Methodology? *Grad Coach*, <https://gradcoach.com/what-is-research-methodology/>

Keat, R. (1979). *Positivism and Statistics in Social Science*. London, *Pluto Press*. 78-86, [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.russellkeat.net/admin/papers/60.pdf](https://www.russellkeat.net/admin/papers/60.pdf)

Kellerman, J., Evans, R., & Graham, M.A. (2021). Perceptions of isiZulu-speaking pre-service teachers' classroom English proficiency. *South African Journal of Education*, 41(1), 1-15, <https://doi.org/10.15700/saje.v41ns1a21>

KENPRO (2012). *Sampling Procedures*. KENPRO. [https://www.kenpro.org/sampling-procedures/#:~:text=Sampling%20is%20a%20process%20or,selected%20\(Ogula%20C%202005\).](https://www.kenpro.org/sampling-procedures/#:~:text=Sampling%20is%20a%20process%20or,selected%20(Ogula%20C%202005).)

Kim, T.P. (2023). Reviewing the Significance of Practice in Learning English as a Second Language: Challenges, Impacts and Strategies. *Journal of Knowledge Learning and Science Technology*, 2(2), 62-67, DOI: <https://doi.org/10.60087/>

Kroll, J.F., & Dussias, P.F. (2017). The Benefits of Multilingualism to the Personal and Professional Development of Residents of the US, *PMC Pubmed Central*, 50(2), Pages 248–259, doi: [10.1111/flan.12271](https://doi.org/10.1111/flan.12271)

Lim, J.M.H., 2021. *Understanding and Interpreting Data on the Learning of English Tenses and Verb Forms: A Research-Based Resource Book for the Teaching of English as a Second Language*. Singapore, Partridge Publishing Singapore.

Litosseliti, L. ed. (2024). *Research methods in linguistics*. London, Bloomsbury Publishing.

Luft, J.A., Jeong, S., Idsardi, R., & Gardner, G. (2022). Literature Reviews, Theoretical Frameworks, and Conceptual Frameworks: An Introduction for New Biology Education Researchers, *National Library of Medicine*, doi: [10.1187/cbe.21-05-0134](https://doi.org/10.1187/cbe.21-05-0134)

Makhathini, F.N., & Mncwango, E.M. (2020). Challenges with the teaching and learning of English in a bilingual classroom. *LWATI: A Journal of Contemporary Research*, 17 (2), 71-85, <https://www.sciepub.com/reference/362467>

Matiso, N.H., 2023. A comprehensive approach to eliminate English second language learners' grammatical difficulties. *International Journal of Learning, Teaching and Educational Research*, 22(10), 306-323.

McCombes, S. (2023). *How to Write a Literature Review Guide, Examples & Templates*. Scribbr. <https://www.scribbr.com/dissertation/literature-review/#:~:text=A%20literature%20review%20is%20a%20survey%20of%20credible%20sources%20on,as%20gaps%20in%20existing%20research.>

McCombes, S., & George, T. (2023). 'How to define a research problem: Ideas & examples,' *Scribbr*, <https://www.scribbr.com/research-process/research-problem/>

McCombes, S. & George, T. (2024). 'What is Research Methodology? Steps and Tips,' *Scribbr*, <https://www.scribbr.com/dissertation/methodology/>

Merriam-Webster Dictionary, (2024). Merriam-Webster Incorporated, <https://www.merriam-webster.com/>

Mishra, N.R. (2023). Constructivist Approach to Learning: An Analysis of Pedagogical Models of Social Constructivist Learning Theory. *Journal of Research and Development*, 6(1), 22-29, DOI: <https://doi.org/10.3126/jrdn.v6i01.55227>

Mthembu, B. & Pillay, P. (2021). The Development of Strategies to Teach Listening and Speaking Skills to English Second Language (ESL) Learners in African Society: Insight from the Pinetown District, KwaZulu Natal. *International Journal of Criminology and Sociology*, 10, 1481-1488, DOI: <https://doi.org/10.6000/1929-4409.2021.10.169>

National Library of Medicine, (2022). Quantitative Data, *Network of the National Library of Medicine*, <https://www.nlm.gov/guides/data-glossary/quantitative-data>

Nchabeleng, M.R. (2020). *An exploration of challenges experienced by English First Additional Language learners in essay writing in a selected high school in Sekgosesse West Circuit*, [Dissertation/Thesis, University of Limpopo], <http://ulspace.ul.ac.za/handle/10386/3463>

Ndlovu, T. (2019). Putting the human at the centre : human rights and Literary studies in South Africa, *South African Journal of Higher Education*, 33(2), 107-122, <https://journals.co.za/doi/abs/10.20853/33-2-2801>

Nhlapo, M., Moreeng B., & Malebese, M. (2019). Challenges Facing Implementation of an Integrated Tourism Curriculum: The Experiences of Teachers in Lesotho. *Journal of Education and Practice*, 10(5), 92-101, DOI: 10.7176/JEP

Nndwamato, M.N. (2017). *An analysis of written concord errors among Grade 12 First Additional Language Learners in Vhembe District of Limpopo Province, South Africa*. University of Venda. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://univendspace.univen.ac.za/server/api/core/bitstreams/343fa543-473a-4179-928c-537d146f3eb1/content

Ogula, P. A. (2005). *Research Methods*. Nairobi: CUEA Publications.

Olifant, F.M., Rautenbach, E. & Cekiso, M.P. (2017). Reading Habits and Attitudes of Grade 8-10 English Second-language Learners in Eersterust, South Africa, *Journal for Language Teaching*, 51(2), 33-57, <http://dx.doi.org/10.4314/jlt.v51i2.2>

Oxford Languages, (2024). Oxford University Press, <https://languages.oup.com/dictionaries/>

Palomo-Blázquez, A. (2018). The Benefits of Learning English. *Publicaciones Didácticas*, 102, 553-555 <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://core.ac.uk/download/pdf/235850879.pdf>

Park, Y.S., Konge, L., & Artino Jr, A.R. (2020). The Positivism Paradigm of Research. *Academic Medicine Journal of the Association of American Medical Colleges*, 95(5), 690-694, https://journals.lww.com/academicmedicine/fulltext/2020/05000/the_positivism_paradigm_of_research.16.aspx

Peyman, R., Gholam, R. K., & Parviz, M. (2012). ESP In-Service Teacher Training Programs: Do They Change Iranian Teachers' Beliefs, Classroom Practices and Students' Achievements? *Ibérica*, 24, 261-282. <https://www.redalyc.org/pdf/2870/287024476017.pdf>

Probyn, M. (2009). Smuggling the vernacular into the classroom: conflicts and tensions in classroom codeswitching in township/rural schools in South Africa. *International Journal of Bilingual Education and Bilingualism*, 12(2), 123-136, <https://www.tandfonline.com/doi/full/10.1080/13670050802153137>

Rao, P.S. (2019). The Role of English as a Global Language, *Research Journal of English (RJOE)*, 4(1), 65-79, <https://www.researchgate.net/publication/334282978>

Responsible Conduct in Data Management Website, (n.d.) Data Management, *Responsible Conduct in Data Management*, https://ori.hhs.gov/education/products/n_illinois_u/datamanagement/dmmain.html

Rickford, J. (2005). 2. Using the Vernacular to Teach the Standard. In D. Ramirez, T. Wiley, G. de Klerk & W. Wright (Ed.), *Ebonics: The Urban Educational Debate* (pp. 18-

40). Bristol, Blue Ridge Summit: Multilingual Matters. <https://doi.org/10.21832/9781853597985-004>

Scribbr Website, (2024). What are ethical considerations in research? Scribbr, <https://www.scribbr.com/frequently-asked-questions/what-are-ethical-considerations-in-research/#:~:text=Ethical%20considerations%20in%20research%20are,for%20harm%2C%20and%20results%20communication>

Sirisilla, S. (July 13, 2023). *Research Problem Statement — Find out how to write an impactful one!* Enago Academy, <https://www.enago.com/academy/research-problem-statement/#:~:text=A%20research%20problem%20statement%20is,non%2Dexperts%20in%20the%20field>.

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines, *Journal of Business Research*, Volume 104, Pages 333-339, <https://doi.org/10.1016/j.jbusres.2019.07.039>

Sreekumar, D. (2023). What is Research Methodology? Definition, Types, and Examples, *Paperpal by Editage*, <https://paperpal.com/blog/academic-writing-guides/what-is-research-methodology>

Stevens, E. (2023). Quantitative vs qualitative data: What's the difference? *Career Foundry*, <https://careerfoundry.com/en/blog/data-analytics/difference-between-quantitative-and-qualitative-data/#:~:text=At%20the%20same%20time%2C%20quantitative,can%20lack%20depth%20and%20context>.

Stevens, S. (2024). What is data analysis? Examples and how to get started. *Zapier*, https://zapier.com/blog/data-analysis-example/?utm_source=google&utm_medium=cpc&utm_campaign=gaw-row-nua-evr-search_nb_desktop_blog_prospecting_developing1_developing2-ads&utm_term=&utm_content=1028631&utm_ads_campaign_id=19622168382&utm_ads_adset_id=157760468828&utm_ads_ad_id=659058345728&qad_source=1&qcl_id=CjwKCAjwpbi4BhByEiwAMC8JnfNC0Vorjeb85Tusw-jB07HJ-3yUSqWkxwqreVlqTQosYUvMRzrNYhoCSG8QAvD_BwE

Suhrman, L., Sari, M., Amaliah, A., Sasabone, L., & Rahmawati, I.N. (2023). Enhancing English Language Acquisition: Strategies for Effective Classroom Implementation. *Global International Journal of Innovative Research*, Pages 254-259.

Taherdoost, H. (2020). Different Types of Data Analysis; Data Analysis Methods and Techniques in Research Projects, *International Journal of Academic Research in Management (IJARM)*, 9(1), 1-9, ISSN: 2296-1747

Taherdoost, H. (2022). Designing a questionnaire for a research paper: A comprehensive guide to design and develop an effective questionnaire. *Asian Journal of Managerial Science*, 11(1), 8-16.

Titos, C. (2022). *Grammatical errors made by learners in writing descriptive essays: A Case Study of Mmakgabo Senior Secondary School, Koloti Circuit, Limpopo, South Africa*, [Dissertation, University of Limpopo], <http://ulspace.ul.ac.za/handle/10386/3463>

Verosha, G.K. (2023). An investigation into the reasons for the grammatical errors made by junior secondary level second language learners in writing English. *Humanising Language Teaching*, 1-8 <https://www.hlomag.co.uk/aug23/an-investigation-into-the-reasons>

Weller, S.C., Vickers, B., Bernard, H.R., Blackburn, A.M., Borgatti, S., Gravlee, C.C., & Johnson, J.C. (2018). Open-ended interview questions and saturation. *National Library of Medicine*, 13(6): e0198606. <https://doi.org/10.1371/journal.pone.0198606>



Yuen, C.L., & Schlote N. (2024). Learner Experiences of Mobile Apps and Artificial Intelligence to Support Additional Language Learning in Education, *Sage Journals*, 52(4), 507-525, <https://doi.org/10.1177/00472395241238693>

Zhang, C. (2021). The advantages and disadvantages of learning a second language early. *Atlantis Press, Advances in Social Science, Education and Humanities Research*, 631, 32-37 <https://www.atlantis-press.com/proceedings/sdmc-21/125968656>

Zondo, R.W.D. (2022). The adoption of innovative approach in research proposal development in the Management Sciences of the Higher Education sector. *International Journal of Special Education*, 37(3), 8257-8269, <https://orcid.org/0000-0003-0214-860X>

ANNEXURES

ANNEXURE A: FRIC OUTCOME

 <p>Central University of Technology, Free State</p>	<p>FACULTY OF HUMANITIES</p> <p>FACULTY RESEARCH AND INNOVATION COMMITTEE (FRIC)</p>
<p>DATE: 02 October 2024 SUBJECT: OUTCOME OF FRIC APPLICATIONS REFERENCE: FRIC 24.11</p>	
<p>Dear Applicant</p> <p>The LS262b form for Marks T was presented at the FRIC meeting, which was held on Friday, 20 September 2024 referenced 24.11</p>	
<p>FRIC OUTCOME</p> <p>3.3.7. Marks T - <u>D. FRIC 11.24.17</u>, Approved.</p>	<p>RESOLUTION – FHUM_FRIC 17.24.11</p>
<p>Kind regards,</p> <p>Signature:</p> 	
<p>Prof. Modise, M A Assistant Dean: Research, Innovation, & Engagement: Faculty of Humanities Chairperson of the FRIC</p>	
<p><i>N.B:</i> This letter is issued for ethical clearance purposes, and it should <u>only</u> serve as evidence of the approval of the submission from the FHUM FRIC Committee.</p>	
<p>FRIC: Humanities • Private Bag X20539 • Welkom • SOUTH AFRICA • 9460• Tel: +27 57 910 3791 • E-mail: mamodise@cut.ac.za • Website: www.cut.ac.za</p>	

ANNEXURE B: ETHICAL CLEARANCE



3 April 2025

Mrs T. Marks
224028608@stud.cut.ac.za
Communication Sciences
Degree: Master of Communication in Language Practice
Risk Category: Low
Approval Number: CUT/HREC 2024/000468
Approval Date: 3 April 2025
Expiry Date: 2 April 2026

Project title: Guidelines to Master Challenges: Investigating the Problems of Grade 8 Learners Studying English as a Second Language.

Dear Mrs Marks,

This letter serves to notify you that your application for study for the title mentioned above was reviewed by the CUT Human Research Ethics Committee (CUT HREC). I am pleased to inform you on behalf of the CUT HREC that the study has been approved, and you have been granted ethical clearance for your project.

Your ethical clearance number, to be used in all correspondence, is **CUT/HREC 2024/000468**.

The ethical clearance number is valid for research conducted for one year from the date of issuance. Should you require more time to complete this research, please apply for an extension using the Clarivate Converis System or contact the Research Ethics Office for assistance.

We request that any changes that may take place during your research project be submitted to the HREC for approval to ensure we are kept up to date with your progress and any ethical implications that may arise. This includes any serious adverse events and/or termination of the study.

All data collected by CUT applicants must be stored in a secure and encrypted storage cloud that has restricted access to only those researchers involved in the study. Please contact Ms Dora Ackerman (dora@cut.ac.za) on how to store data on the secure CUT SharePoint.

Kind regards

Laetus O.K.
Lategan



Digitally signed by Laetus
O.K. Lategan
Date: 2025.04.03 20:40:03
+02'00'

Prof. Laetus O.K. Lategan
CUT HREC: Chairperson
Human Research Ethics Committee
Research Development Office
T: +27 (0)51 507 4328 | E: REIC@cut.ac.za

1

ANNEXURE C: INTERVIEW QUESTIONS

Grade 8 English First Additional Language (FAL) Teacher Interview Questions

The aim

The aim of this questionnaire is to determine what challenges, such as errors with tense usage and pronoun errors, that Grade 8 learners face in the English FAL classroom so that solutions can be found.

Ethical considerations

Participants can participate in the study voluntarily. A participant can also decide to leave the study at any time without any consequences. To further protect the participants of this study, all data collected will remain anonymous, and no personal data will be collected. Participants will **not** be paid for participating in the study.

Questions

1. What do you like about teaching learners, especially English as second language?
2. What are the challenges faced by Grade 8 learners in English as a second language, specifically in tenses and pronouns?
3. What could be the challenges faced by Grade 8 educators in teaching English as a second language?
4. Do you think the time allocated for English as second language is adequate? If yes, please elaborate, if not, what can you suggest?
5. In what way can the above-mentioned challenges be addressed to yield better results or understanding by learners?

ANNEXURE D: QUESTIONNAIRE QUESTIONS

Grade 8 English First Additional Class Questionnaire

The aim

The aim of this questionnaire is to determine what challenges, such as errors with tense usage and pronoun errors, that Grade 8 learners face in the English FAL classroom so that solutions can be found. The university through with this study is being done is Central University of Technology Welkom. The contact number for the university is 051 507 3911. The supervisor of this study is Dr Hlohlolo from the CUT Welkom campus. His contact number is 063 594 8743.

Completing this questionnaire should take between 10 and 15 minutes.

Ethical considerations

Participants can participate in the study voluntarily. A participant can also decide to leave the study at any time without any consequences. To further protect the participants of this study, all data collected will remain anonymous, and no personal data will be collected. Participants will **not** be paid for participating in the study.

Biographic Information

Please fill in the following information:

Age:	
Gender:	
Ethnicity:	
Home Language:	

Question 1

Do you struggle with English grammar, such as correct pronoun usage and tense usage, in the classroom?

Most of the time	Sometimes	Rarely	Never
------------------	-----------	--------	-------

Question 2

Does your teacher spend time helping you correct grammatical errors?

Most of the time	Sometimes	Rarely	Never
------------------	-----------	--------	-------

Question 3

Do all learners have access to prescribed textbooks for Grade 8 FAL English class?

Yes, all learners have the prescribed book	Most learners have the prescribed book	Only some learners have the prescribed book	No learners have the prescribed book
--	--	---	--------------------------------------

Question 4

Does your teacher allocate time to read through other media material such as newspapers, magazines or brochures?

More than twice a week	Once a week	Once every two weeks	Never
------------------------	-------------	----------------------	-------

Question 5

Do all learners have access to dictionaries?

Yes, all learners have access to dictionaries	Most learners have access to dictionaries	Only a few learners have access to dictionaries	No learners have access to dictionaries
---	---	---	---

Question 6

Does your teacher read aloud or use audio during your lessons?

Yes, for 1 hour weekly.	Yes, for 30 minutes weekly.	Rarely	Never
-------------------------	-----------------------------	--------	-------

Question 7

Are there visual aids, such as posters and flash cards, on the classroom walls?

Yes	No
-----	----

Question 8

Write down anything you would like to add regarding your experience learning English as a second language.

ANNEXURE E: EDITOR'S LETTER

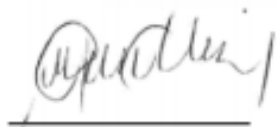


Marieta Grundling (MBA)

9 Akasia Street
Vierfontein Ontwikkelingsgroep
2615
081 354 1596
edit@profeditmba.co.za
12 June 2025

To Whom It May Concern

This serves to confirm that the thesis: **GUIDELINES TO MASTER CHALLENGES: INVESTIGATING THE PROBLEMS OF GRADE 8 LEARNERS STUDYING ENGLISH AS A SECOND LANGUAGE** by Tiffany Marks was edited. The language, presentation, referencing system (both in-text and against the Reference List), were checked and corrected.



M Grundling
12 June 2025

ANNEXURE F: DATA ANALYST LETTER

Dr Hangwelani Magau

Lecturer/Researcher in Applied Mathematics]
Central University of Technology
Magau.hangwie@gmail.com
0731170839

14 May 2025

To Whom It May Concern,

Subject: Confirmation of Data Analysis

I hereby confirm that I conducted a statistical analysis of the dataset titled **“Cleaned_Questionnaire.xlsx”**, which captures responses from Grade 8 learners regarding their challenges with English as a second language. The data includes demographic information (such as age, gender, ethnicity, and home language) and responses to a series of structured questionnaire items.

The analysis involved:

- Cleaning and organizing the dataset.
- Generating descriptive statistics (mean, median, mode, standard deviation).
- Producing frequency distributions, pie charts, and bar graphs for each questionnaire item (Questions 1 to 6).
- Separately analyzing responses to Question 7.
- Visualizing demographic data using bar charts.
- Computing reliability metrics (including Cronbach’s Alpha) to assess internal consistency of the questionnaire items.

The results provide a clear overview of the learners’ perceptions and challenges related to English language learning. All analysis was performed using MATLAB, incorporating both statistical and graphical methods to ensure comprehensive insight.

Please feel free to contact me should you require further details or clarification regarding this analysis.

Sincerely,

Hangwelani Magau

Lecturer , Department of Mathematical and Physical Sciences



