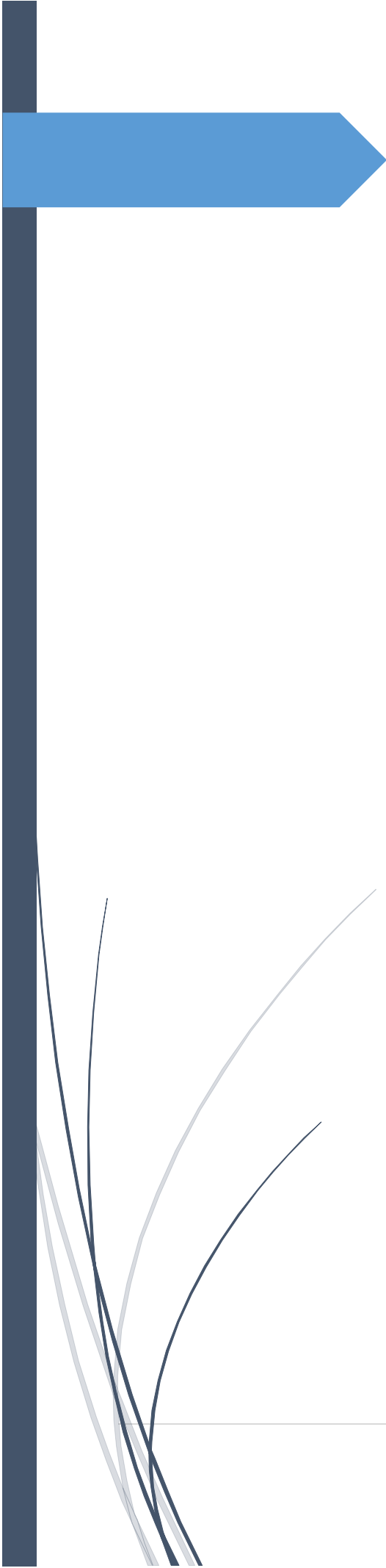




Bachelor of Arts Honours Communication

Research Methodology

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Title:

A South African exploration into the impact
of non-first additional English language
barriers in higher education.

DECLARATION

I Shiné Cornelius, hereby declare that the Research Report submitted for the Bachelor of Arts Honours Communication degree to The Independent Institute of Education is my own work and has not previously been submitted to another University or Higher Education Institution for degree purposes.

SHINE CORNELIUS

18/10/2017

DATE

ABSTRACT

In South African higher education, the most common language used is English. This means that language barriers are present due to the diversity of South Africa.

The following research study was a South African exploration into the impact of non-first additional English language barriers in higher education. The aim of this study was to explore the impacts, effects and solutions to non-first additional English language barriers in higher education.

The study took the form of Qualitative research, in which an Interpretivist approach was employed. Qualitative data was collected through a focus group interview and made use of a thematic analysis method. The data collected indicated that special education and lecturer training was needed to provide the tools and knowledge necessary to assist students. Furthermore, the data found that student motivation and sociocultural impacts had an impact on learning a new language.

The first recommendation made for this study is to further research bilingual education in a higher educational environment. The second recommendation made for this study is to further research into student motivation and how to influence student motivation. The third recommendation made for this study is to further research into the socio-cultural impacts on learning a new language.

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INTRODUCTION

1.1 Title

A South African exploration into the impact of non-first additional English language barriers in higher education.

1.2 Contextualisation

Due to the diversity of South Africa having a total of 11 official languages (Hattingh, 2016), there is often a misunderstanding in the communication process due to individual being multilingualistic. Due to the diversity of the 11 official languages in South Africa, it is difficult for an individual to understand a language they do not speak as each language has different grammatical rules and contains words with different meanings (De Kadt, 2008). In order to create a complete understanding within the educational environment the individual needs to understand the language the content is being taught in (Mortlock, 2016).

Often individuals are examined in languages other than those in which they are taught at home (De Kadt, 2008). In many other cases, teachers attempt to teach in a language that the individual does not fluently understand (Mortlock, 2016). The barriers that are outlined by language is clear, and rigorous efforts are piloted towards implementing mother-tongue education to higher levels and towards the use of bilingual or multilingual teaching methods could go a long way to resolving these problems, but would require resolute governmental action (De Kadt, 2008).

Therefore the research of non-first additional English language barriers was chosen to identify the current language barriers and possible solutions within the South African context. The research hopes to identify the various impacts on the individual as well as possible solutions such as bilingual education, special education and teacher training as well as considering the cultural and parental factors in aiding the solutions.

1.3 Rationale

South Africa is known as the rainbow nation due to its cultural, ethnic and language diversity (Hattingh, 2016). The diversity of South Africa has led to eleven official languages that are spoken by the population and these languages provide unity among the people. Due to this diversity in languages, there are various challenges that can arise in the verbal communication process (Hattingh, 2016). Therefore, language barriers occur, which are prominently shown in the educational environment. Any individuals who are non-first additional English speakers will experience difficulties within the verbal communication process which, therefore, has an effect on the learning process (Banks, 2004). The identification of these circumstances has led the researcher to develop the research topic due to personal experiences within the environment of being a non-first additional English Language speaker.

This research is valuable as it identifies the effects of language barriers in the educational environment. This research is relevant as there are various students in higher education institutions that experience difficulty in the classroom due to non-first additional English language barriers and the high level of academic writing in learning material made use of. This aim of this research is to find better ways to assist non-first additional English language speaking individuals in the educational environment for both spoken and written tasks.

1.4 Problem Statement

According to Statistics South Africa (2012) in the 2011 South African Census only 9.6% of the South African population natively speaks English. Yet, the mode of official language within the South African context is English. What this means is that majority of students that access higher education institutions are often faced with non-first additional English language barriers. Thus, this research report wants to focus on the impact that non-first additional language barriers have on the educational environment and provide prospective solutions to better adjust to the challenging climate of higher education. The first objective of this research report is to identify

common non-first additional English language barriers. The second objective will focus on the impact that these barriers have on non-first additional English students. The final objective aims to identify ways in which to address these barriers. The aim of this research report is to create awareness of the challenges faced by non-first additional English speakers and to provide factual information to encourage governance, and in-turn higher education institutions, to find better ways to address language barriers in the educational environment.

1.5 Purpose Statement

The aim of this study is to explore the impact of non-first additional English language barriers in higher education using a qualitative method with the intention to identify the impacts of the non-first additional English language barriers on students and to identify ways in which to address these impacts.

1.6 Research Questions

- 1) What non-first additional English language barriers occur in an educational environment?
 - a) What non-first additional English language barriers occur from the student's perspective?
 - b) What non-first additional English language barriers occur from the lecturer's perspective?
- 2) What effects does non-first additional English language barriers have in an educational environment?
 - a) What impact does the non-first additional English language barriers have on the students' performance in the lecture room?

3) How can non-first additional English language barriers be controlled and corrected?

a) What actions and measures should be taken to control the non-first additional English language barriers?

b) What actions and measures should be taken to correct the non-first additional English language barriers?

1.7 Objectives

1) To explore the non-first additional English language barriers that occur in an educational environment.

2) To explore the effects non-first additional English language barriers have in an educational environment.

3) To discover how non-first additional English language barriers can be controlled and corrected.

LITERATURE REVIEW

2.1 Research Paradigm

The Paradigm identified for this research study is Interpretivism. Interpretivist's key concept is that people are fundamentally different from objects (du Plooy-Cillers, 2014). Interpretivists argue that people are influenced by the occurring actions that are happening around them in their environment. Within the Interpretivism paradigm, the researcher is part of what is being observed and engages with the research. The research also aims to increase the general understanding of the situation. Furthermore, the research process gathers rich data from which ideas are induced and include the complexity of whole situations, and samples are small numbers of cases chosen for specific reasons (du Plooy-Cillers, 2014).

Interpretivism is relevant to the research due to the researcher closely examining the overall non-first additional English language barriers and engaging with participants to learn about their personal experiences. Interpretivism allows for an in-depth study of phenomena to create a detailed understanding (du Plooy-Cillers, 2014) and by applying Interpretivism to the research of a South African exploration into the impact of non-first additional English language barriers in higher education, there will be an in-depth understanding of these non-first additional English language barriers as well as an understanding of the corrections and solutions that could be formed to improve the current environment where these barriers occur.

Interpretivism will also allow the researcher to engage and attempt to understand how the non-first additional English speaking students feel and get a sense of severity of this research situation. By making use of an Interpretivism paradigm researchers are able to gain the knowledge from firsthand experience and compare these experiences to current data collected to form overall answers to the researcher's questions and objectives.

2.2 Theoretical Foundation

The theoretical framework being made use of for this research is the Theory of Second Language Acquisition and applies five hypothesis that are discussed below (Krashen, 2009).

The first hypothesis is the Acquisition Hypothesis. Krashen (2009) claims that there is a difference between acquisition and learning. Acquisition is 'a subconscious and intuitive process of constructing the system of a language, not unlike the process used by a child to 'pick up' a language'. Learning is a conscious process in which 'learners attend to form, figure out rules, and are generally aware of their own processes (Krashen, 2009).

The second hypothesis is the Monitor Hypothesis. The monitor is the learned system that acts only as an editor or 'monitor', making minor changes and polishing what the acquired system has produced. There are three conditions that are necessary for monitor use. These are sufficient time, focus on form and knowing the rules (Krashen, 2009).

The first condition refers to sufficient time. In order to think about and use conscious grammatical rules effectively, a second language speaker needs to have sufficient time to think about the grammatical rules. The over-use of rules in conversation can lead to trouble which can result in a hesitant style of talking and inattention to what the conversational partner is saying (Krashen, 2009).

The second condition refers to the focus on form. To use the Monitor effectively, time is not enough. The person must also be focussed on form, or thinking about correctness. Even when a person has time, the person may be so involved in what they are saying, that they do not attend to how they are saying it (Krashen, 2009).

The third condition refers to knowing the rules. Linguistics has shown that the structure of language is extremely complex, and claim to have described only a fragment of the best known languages. Krashen (2009) states that students are exposed to a small part of the total grammar of the language, and that even the best students do not learn every rule they are exposed to.

The third hypothesis is the Impact Hypothesis. This hypothesis states that it is important for the researcher to understand language that is beyond the individual's current level of competence. This means that the language that learners are exposed to should be just far enough beyond their current competence that they can understand most of it but still is challenged to make progress (Krashen, 2009).

The fourth hypothesis is Natural Order Hypothesis. This hypothesis states that individuals acquire the rules of a language in a certain order that is predictable. However, this does not mean that every researcher will acquire grammatical structures in exactly the same order. It states rather that certain structures tend to be learned early and others to be learned later (Krashen, 2009).

The final hypothesis is Affective Filter Hypothesis. This hypothesis states that it is easier for a learner to acquire a language when he/she is not tense, angry, anxious, or bored and that performers with optimal attitudes have a lower affective filter. A low filter means that the performer is more open to the input language (Krashen, 2009).

The theory of Second Language Acquisition is applicable to the research problem of the South African exploration into the impact of non-first additional English language barriers in higher education through all five of the mentioned hypotheses. The first hypothesis can be applied to the research by identifying the student's acquisition and learning process towards their home language and English second language and then compare the outcomes, as these outcomes should show to what extent the student experiences certain language barriers.

The second hypothesis can be applied to the research by which the outcomes from the Acquisition hypothesis is refined down to detailed results. Therefore, contexts such as language, grammar, comprehension are assessed over time. This hypothesis encourages the researcher to delve into concepts that emerge in the research study in order to create a deeper understanding of the research and to articulate a more detailed argument, when formulating a final conclusions for the research.

The third hypothesis can be applied to the research by identifying the levels of competence of the languages addressed within the research. This hypothesis will

assist in determining the impact that level of competence of language has on the non-first additional English Language students.

The fourth hypothesis can be applied to the research by making the identification of the grammatical structures being made use of and allowing the researcher to align themselves with the same or similar grammatical structure in order to achieve a mutual boundary when conduct the research.

The final hypothesis can be applied to the research by the identification of the environments that the non-first additional English language students are experiencing the barriers and outline if there are any external factors that are contributing to these barriers.

The theory of Second Language Acquisition is applicable to the research as the theory addresses the concept of language learning and the cognitive process which an individual experiences when attempting to learn a new language (Krashen, 2009). This theory supports the research in terms of identifying potential barriers and provides assisting knowledge to discovering methods of correction for the barriers that were identified.

2.3 Conceptualisation

Barrier: an obstacle to communication, understanding or progress (Freytag, 2012).

For the purpose of this research, barrier refers to a hindrance in communication due to a misunderstanding.

Bilingual: speaking two languages fluently (Tillema, 2013).

For the purpose of this research, bilingual refers to being able to speak more than one language.

Higher Education: education at universities or similar educational establishments, especially to degree level (Matthews & Wrigley, 2016).

For the purpose of this research, higher education refers to education such as degrees, diplomas and higher certificates.

Language Barriers: A barrier to communication between people who are unable to speak a common language (Harzing, 2008).

For the purpose of this research, language barriers refers to the misunderstanding of different languages due to that language not being known.

Language: the method of human communication either spoken or written. Consisting of the use of words in a structured and conventional way (Grolman, 2016).

For the purpose of this research language will refer to the understanding of English as a second additional language.

2.4 Literature Review

Since the first occupation of South Africa by the Dutch in 1652, through successive periods of British rule, the Union of South Africa, and subsequently the establishment of the Republic of South Africa and the Apartheid regime, government failed to recognise South Africa's linguistic diversity (Department of Arts and Culture, 2003). This was advised with the advent of democracy in 1994 and the Constitutional provisions on official multilingualism (Department of Arts and Culture, 2003)

This resulted in language inequality, and the dominance of English and Afrikaans created an unequal relationship between these languages and the African languages (Hattingh, 2016). Although there has been improvements to the language policy, this situation still remains an issue today. Multilingualism is largely promoted by the education departments across South Africa but the result of this is that students are struggling to maintain a non-first additional English language in a higher educational environment (Hattingh, 2016).

In this literature review the researchers focus is to gather as much current information and data on the topic of non-first additional English language barriers that student's experience. The objectives of this literature review is to outline what non-first additional English language barriers occur in an educational environment, what effects non-first additional English language barriers have in an educational environment and how non-first additional English language barriers can be controlled and corrected.

The non-first additional English language barriers that occur in an educational environment.

The non-first additional English language barriers that occur in an educational environment objective focuses on identifying the language barriers the speaker experiences when speaking and learning in an educational environment. The main elements that are focused on in this objective is Language barriers, Translation and Higher Education Linguistics. Language barriers focus on language itself as a barrier to the non-first additional English language students. Translation focuses on the process of translation linguistically and the translation of cultural impact on language.

Higher Education Linguistics refers to the processing of Linguistics in higher educational institutions.

Language Barriers

Professor Miriam Conteh-Morgan author of *connecting the Dots* published in 2002 on Limited English Proficiency. Conteh-Morgan (2002) states that culture, language and interaction barriers are primary issues that need increased attention. Culture is the first barrier to be identified by Conteh-Morgan (2002) which stated that culture shaped the individuals cognitive process in terms of beliefs and methods of speaking such as making use of words which have apposing meanings to others languages. Elmes (2013) concurs with Conteh-Morgan (2002) and states that the relationships between language and culture is largely due to the great difficulty in understanding people's cognitive processes when they communicate (Elmes, 2013). The culture of an individual finds reflection in the language they employ because they value certain things and do them in a certain way, they come to use their language in ways that reflect what they value and what they do (Conteh-Morgan, 2002).

The second barrier identified is language (Conteh-Morgan, 2002). Conteh-Morgan (2002) also believes that as South African native speakers communicate with non-first additional English language learners, they modify their language to accommodate the leaners communicative proficiency and levels of understanding. The researcher concurs with Conteh-Morgan (2002) that there is an existence of modification of communication. Smith (2013) also concurs with Professor Conteh-Morgan and supports the researcher by stating that though individuals gain a new language, it is much easier if the individual is surrounded by native speakers in a natural South African social context and experience the need to communicate. Learners use their language skills as they communicate back, with both groups negotiating meaning, if there happens to be some unclear messages. Some types of learner errors can be self-corrected in this exchange while others would have to be overtly taught.

Through this act of interacting and communicating, learners gain language proficiency or communicative competence. This view is knowing that grammatical rules of a language is not enough because it does not necessarily translate into the

ability to communicate effectively using different registers or in all contexts (Conteh-Morgan, 2002).

The third barrier identified is interaction (Conteh-Morgan, 2002). The individuals' interaction can depend on the individualistic or collectivist culture the individual belongs to (Conteh-Morgan, 2002). Gabrielle Smith (2013) concurs with Conteh-Morgan (2002) by stating that if an individual belongs to an individualistic culture, the individual is taught language through verbal instructions therefore the individual is likely to take part in the interaction process. The researcher concurs with Conteh-Morgan (2002) according to the fact that speakers alter their language style in order to assist the interpretation of the conversation. This aspect is further discussed by Rachel Grant (Masters in Counselling Psychology) and Professor Shelly Wong (2003) who also furthers Conteh-Morgan's (2002) view by addressing the speech of the teacher in the classroom. Grant and Professor Wong (2003) states that the teachers choice of words during explanations, can also has some effect on the non-first additional English language students understanding of content when discussed, which therefore concurs with Conteh-Morgan (2002) in an article titled *Barriers to literacy for language-minority learners* that was published in 2012 on an argument for change in the literacy education profession (Grant & Wong, 2003).

Translation

Professor Daniela Ene and Professor Marian Panainte (2011), authors of *Beyond Language in Translation Theory*, found that there are two major paradigms in which phenomena of translation can be framed. The first being linguistic paradigm which is based on equivalence, textual functionality and the relation between languages. The second being cultural paradigm with a broader view that takes into account the subjectivity of the author, the complex and the fascinating outcome of human experience (Ene & Panainte, 2011).

A linguistic perspective focuses on words and meanings and then on functional and textual views. The more contemporary aspects could not ignore the cultural marks of the source and targeted text, as the anthropological discoveries and the existing cultural studies have recently been the basis for a new vision in translation, stating that the text from the source language must be rendered comprehensively in an

adequate cultural frame for the members of a different linguistic area (Newmark, 2012). Translation is not only a process of language transfer, but a process of communication in a social and cultural context. There is a vital connection between language and culture, language and human behaviour (Ene & Panainte, 2011).

Language becomes an illustration of culture, as much an expression of the individuality of the speaker, who perceives the world through language and successful translation cannot be viewed as a word for word equivalence, as the translator does not translate a text on the basis of the dictionary, but rather on the basis of the whole history of two literatures (Newmark, 2012). Translating is not only connected with linguistic competence, but with intertextual, physiological and narrative competence. The translator is forced at all times to go beyond linguistic competence to the cultural spectrum. Consequently, translations do not constitute a comparison between two languages but the interpretation of two texts in different languages (Ene & Panainte, 2011).

The researcher concurs with Ene and Panainte (2011) in that translation is a process of communication in a social and cultural context. Furthermore, Butvilofsky and Sparrow (2012) strengthens this point by looking at how to train teachers to identify the language context. Professor Sandra Adriana Butvilofsky and Professor Wendy Lynn Sparrow concurs with Ene and Panainte (2011) authors of *Training teachers to evaluate emerging bilingual students' biliterate writing* published in 2012 on the improvement of teacher's assistance to bilingual students in the classroom.

Teachers working in bilingual educational context must be given the opportunity to learn how to recognise and celebrate what their emerging bilingual students can do in both languages (Butvilofsky & Sparrow, 2012). While bilingual programmes use two languages to instruct the student, the goal is to often use the student's home language as a means to attain English language proficiency, instead of developing bilingualism and biliteracy. As a result, teachers in such context focus on each language separately rather than looking at what bilingual students can do across languages and how the languages interact with one another (Newmark, 2012).

Teachers are prevented from understanding how to develop and nurture emerging bilingual students' biliteracy because monolingual English literacy instructions and assessment practice are based upon monolingual English norms (Butvilofsky &

Sparrow, 2012). In order to help teachers support emerging bilingual students, teachers must be provided with a holistic framework so that they are able to deliver more appropriate instruction to foster biliteracy. In addition, assessment tools that are based on a holistic framework are needed to help teachers see what their students are capable of doing in each language (Newmark, 2012).

The researcher believes that a second language student does not understand some content in the classroom as the understood meaning is lost in the translation of the material from the teacher or there are different meanings to words made use of in the translation that contradicts the material. Therefore the researcher concurs with Butvolfsky and Sparrow (2012) that this barrier can come into play in conversation with teachers and classmates, limiting the student's interaction and engagement in class.

Higher Education Linguistics

Language barriers has proven to be a problem all over the world and not only in South Africa. As said by Spolsky (2009) in his online book *Language barriers to education in a multilingual world*, knowing that the problem is there is not enough, but it is a good starting point. Spolsky (2009) also points out four characteristics of university selected languages.

The first being that all the properties of what university linguistics characterise as a standard language is standard and correct and is recorded in dictionaries and grammar books the university make use of (Spolsky, 2009). The second characteristic of university language is that, like a standard language, it is believed to be independent and not a modified version dependant on some other language.

Micheal Byram, author of *Cultural Studies in Foreign Education* (2009) concurs with Spolsky (2009) and suggested an example that defined this characteristic further. Byram (2009) states that as long as South Africans thought they were speaking a dialect, they were refrained from teaching their own variety; once they knew they spoke the chosen language, they could proclaim its value as a university language. Byram (2009) states that the effects of being in multilingual universities and how

these could be positive and pose as a challenge to single language students who in turn only want to learn more and increase their foreign language knowledge.

Spolsky (2009) pointed out a third characteristic that states that a university language, like a standard language, has historicity and sense that it is associated with some great traditions whether national or religious or intellectual, it is believed to be the language of a culture of major importance, although the culture need not be the one that is most widespread among the population from which the university and universities draws its students (Spolsky, 2009). Furthermore Spolsky (2009) has made relevance to the research topic by outlining that universities rely on society to justify their spoken language and additional languages. A student may live in an area that is known to be English but speaks another language and goes to a university where English is a home language. This is where a student can either be encouraged or discouraged to work on the language barrier they may be facing (Spolsky, 2009).

This allows the fourth characteristic to come into effect. The fourth characteristic of a standard language is validity, the existence of South African native speakers, of people who grow up speaking their language and learn it from their parents. Byram (2009) states that based on the effects of student perceptions by being taught in a foreign language, readers would guess the urgency to state that there are major influences when being taught in a “foreign” language as it could question the student’s beliefs and religious thoughts, thus creating confusion as to what is real. Byram (2009) also stated that there could be major conflicts as the variance of meanings of different words could cause a misunderstanding.

The effects that non-first additional English language barriers have in an educational environment.

The effects that non-first additional English language barriers have in an educational environment objective focuses on the impacts caused by the non-first additional English language barriers. This objective identified various elements to focus on. These elements are behaviour, special education and adjustment. Behaviour focuses the attitude, orientations and motivations toward learning languages. Special education focuses on the methods of dealing with non-first additional English

language students. Adjustment focuses on whether the non-first additional English language student can adjust to the environment.

Behaviour

Professor Zoltan Dörnyei author of *Attitudes, orientations and motivations in learning language* published in 2003 on advances on theories, research and applications of second languages, discusses the willingness to communicate from the motivation of the non-first additional English language student. A recent extension of motivation research involves the study of non-first additional English speakers' willingness to engage in the act of non-first additional English communication. Individuals display consistent tendencies in their preference toward or away from communicating, given the choice (Dörnyei, 2003). Carol Thorne (2009) concurs with Dörnyei (2003) and states that in one's first language, willingness to communicate is a fairly stable personality trait, but the situation is more complex with regard to non-first additional English language use, because here the level of one's non-first additional language proficiency and particularly that of the individual's non-first additional communicative competence, is an additional powerful modifying variable (Thorne, 2009).

What is important is that willingness to communicate and communicative competence are not the same. There are many non-first additional English learners who are very competent non-first additional English speakers yet tend to avoid non-first additional communication situations, whereas some other, less proficient learners actively seek opportunities to engage in non-first additional English talk (Dörnyei, 2003). The notion of willingness to communicate is situated in many ways at the intersection of motivation and communicative competence research (Thorne, 2009). The theory comprises of several layers and includes a range of linguistic and psychological variables, including linguistic self-confidence, both state and trait; the desire to affiliate with a person; interpersonal motivation; intergroup attitudes, motivation and climate; parameters of the social situation; communicative competence and experience; and various personality traits (Dörnyei, 2003).

Special education

Anastasia Liasidou (2013), who has a Masters in Art in Special Education and is the author of *Bilingual and special educational needs in inclusive classrooms* published in 2013 on some critical and pedagogical considerations, discusses the focus that should be placed on understanding and dealing with the disproportional representation of non-first additional English language learners in special education categories. One major problems in meeting the needs of non-first additional English language students is the reported lack of specially trained teachers with dual expertise in special education and Teaching English to speakers of other languages (Liasidou, 2013). Students cannot achieve unless they have access to quality first teaching, an issue that needs to be taken into consideration when discussing the reasons why some groups of students underachieve and are disproportionately placed in special education categories. Within a South African context, this is applicable due to a small number of teachers who are specialised in teaching bilingual higher education (Liddicoat, 2012).

It has been reported that English as a second language learners are taught by the least qualified and experienced educators, an issue that significantly contributes to their educational failure (Liasidou, 2013). Within the South African context, this situation is demonstrated by an educator that is teaching their second language in the context of a first language subject, for example a Zulu speaking educator teaches the subject of English First Language (Liddicoat, 2012). Moreover, there is evidence suggesting that there is a lack of emphasis on supporting students' needs during the pre-referral process, something that can be attributed to factors such as misinterpretation of limited English proficiency as a learning disability, as well as negative and biased attitudes towards a student's ethnic and racial origin (Liasidou, 2013).

Adjustment

Consulting Professor of Management Science and Engineering Sam Savege (2007) author of *Barriers to adjust* published in 2007 on the Needs of Non-first additional Students within a Semi-Urban Campus Community under the headline Academic Life

addresses progressive needs a student would go through when changing university campuses internationally (Savege, 2007). He speaks about how a student would need to adapt and learn the linguistics of the university and its lecturers in order to fully understand and gain knowledge from their new university environment. Savege (2007) also speaks about how this change could be challenging epically if the student needs to learn an entire new language. In South Africa the need to learn a new language is more than likely to occur as some universities cater for other official languages that are not common to all universities such as Xhosa (Liddicoat, 2012). There are also situations where a student travels to a different province and have to learn the new linguistics of their home language. For example the student is Afrikaans and moves to the Western Cape and would have to adapt to the Cape Afrikaans that is spoken (Liddicoat, 2012).

When the student arrives at a new university there are many transitions that the student will need to become comfortable with. During this transition, language barriers in particular can negatively impact students' well-being and their ability to adjust (Savege, 2007). Their English level competency or discomfort about speaking English may impede their interaction with the new community to fulfil their initial needs. To deal with the initial life stress that might lead to academic stress, it has been suggested that orientation programs include attention to a variety of stressors students could face within their environment and ways of coping with these stressors (Savege, 2007).

Within academic life, students face challenges such as non-first additional English language barriers, developing relationships with advisors and professors, and in most cases getting used to teaching and curriculum differences such as the expectation for class discussion or questioning the teacher (Liddicoat, 2012). English language proficiency is an important factor in predicting students' academic achievement. These concerns encompass study techniques, test taking, classroom instruction, and oral communication such as class discussion (Savege, 2007). Research suggests that implementing programs and strategies for dealing with these concerns during the first semester of coursework will enable students to adjust to their new academic life.

How non-first additional English language barriers can be controlled and corrected.

The objective of how non-first additional English language barriers can be controlled and corrected focuses on the actions that can be taken to improve and decrease the impacts of language barriers. This objective focuses on various elements namely Bilingual education, Special education, Teaching training, Parents impact and Cultural impact. Bilingual education focuses on the integration of teaching in more than one language. Special education focuses on providing special education to those non-first additional student. Teacher Training focuses on training lecturers on how to educate a non-first additional English language student. Parent Impact focuses on how parents can assist in the learning process. Cultural impact focuses on how to control the cultural impact on the student learning a new language.

Bilingual education

Doctor Virginia Ganzalez (2012) author of *Assessment of Bilingual/ Multilingual Grade 12 students* published in 2012 on a critical discussion of past, present and future issues, discusses major unresolved challenges in the assessment of multilingual students in public schools. Being a diverse country, South Africa has had to compensate for pupils at schools to be taught in their home languages. This has led to students being exposed to twelve years of being taught in their mother tongue and have only had some exposure to being taught in their second language. Other students have been exposed to a school where two home languages are spoken but still do not receive as much exposure to their second language as their first (Gonzalez, 2012).

Past, present, and future challenges in the assessment of multilingual students are emphasising the need for teacher preparation programs to include training in classroom-based assessments, to use the students' first language for linking assessment to academic competence across content areas, and to use classroom-based assessments representing the students' cultural and socio-economic backgrounds (Gonzalez, 2012). Though much research-based knowledge and derived educational assessment practices have been gained overtime, there are

unresolved challenges still present in the assessment of multilingual/bilingual students.

The researcher feels that more research needs to be conducted on the internal and external factors affecting the assessment of language proficiency and its relations to other cognitive and academic literacy abilities in diverse students. Gonzalez (2012) agrees with the researchers view point and states that researchers need to study the interactions between home and schooling factors, with special attention to teachers' training in assessment issues, such as their cultural and language competence to work with diverse learners, and their beliefs and attitudes. For teachers to better understand the complexity of academic competence, they must become knowledgeable in the multiple external and internal factors affecting assessment.

With adequate training, teachers can use classroom-based assessments as individualised tools that can tap into the language, cultural, and idiosyncratic differences present in multilingual/ bilingual students. Banks (2004) agrees with Gonzalez (2012) about the internal and external factors that contribute to affecting assessments, but disagrees that this situation can be resolved by training teachers to make use of tools within the classroom. Banks (2004) states that teacher training can assist with the process non-first additional language proficiency and can isolate methods of correction but this does not mean that the methods will be successful for all non-first additional English language students. Therefore, the researcher feels that methods of assessment need to be consistently updated to remain effective. Banks (2004) concurs with the researcher by stating that implementation of these methods could implement teaching and assessing in the various languages required and thus the educational environment becomes bilingual in nature.

Special education

Masters in Art in Special Education Anastasia Liasidou (2013), author of *Bilingual and special educational needs in inclusive classrooms* published in 2013 on some critical and pedagogical considerations discusses the complexity of the needs faced by South African non-first additional English language students, it is important that various professionals implicated in the assessment procedures devise and use appropriate instruments for accurate assessment. These instruments and

procedures should not be confined to standardised tests exclusively designed for monolingual students, but rather they should be carefully designed, as to address the students' language related needs (Liasidou, 2013). This dual emphasis can eliminate disproportionate placements for non-first additional English language learners. Moreover, in assessing a student's performance it is important that this is conducted in both languages by means of informal forms of assessment, observations, interviews and linguistic analyses. These assessments should be student-centered and criterion referenced so as to provide valid data with which to devise appropriate and comprehensive educational interventions (Liasidou, 2013)

In addition according to Savage (2007), when students initially encounter academic challenges such as non-first additional English language barriers, developing relationships with advisors and professors, and in most cases getting used to teaching and curriculum differences such as the expectation for class discussion or questioning the teacher, the advisors hold the key for students' success. Thus, assigning one particular member in the department as an advisor to the non-first additional English students helps to accommodate their educational needs.

Moreover, advisors' sensitivity to cultural issues and willingness to learn about the culture of their advisee can have a profound impact on students (Savege, 2007). They can encourage students to take additional English as a second Language classes if needed, help them create an initial manageable course load that does not require too much reading or note taking, and help them learn about and deal with the competitive environment of many colleges (Savege, 2007). According to Doyran (2012) institutional practices attempt to increase the lecturer's knowledge of different cultures and encourage consideration of students' culture in lectures aid the students' adjustment to academic life.

Teacher training

Professor Sandra Adriana Butvilofsky and Professor Wendy Lynn Sparrow (2012) authors of *Training teachers to evaluate emerging bilingual students' biliterate writing* published in 2012 on the improvement of teacher's assistance to bilingual students in the classroom discusses current research on training teachers to use rubrics to evaluate student writing includes the examination of students' writing only

in English (Doyran, 2012). Research examining rubric training has focused primarily on investigating whether training ratters to interpret scoring dimensions or criteria on rubrics increases reliability, identifying issues with reliability, such as differences between ratters and determining how training really works to bring ratters to agreement (Butvolfsky & Sparrow, 2012). Furthermore Butvolfsky and Sparrow (2012) found that training focused on clarifying rating criteria had an effect on reliability.

The researcher's view disagrees with Butvolfsky and Sparrow (2012) view that teacher training should be focused on a set criteria. Byram (2009) and Doyran (2012) supports the researcher view and disagreed with Butvolfsky and Sparrow (2012) and did not find training to have an overall effect on the reliability of ratters (Byram, 2009). This study on training participants to use a bilingual rubric is unique in that a holistic view of bilingualism is used as the main theoretical construct for analysing emerging bilingual students' writing abilities (Doyran, 2012). A holistic view of bilingualism acknowledges the bilingual individual's as part of a whole and not as separate from one another, as each language has the capacity to influence the other (Doyran, 2012). Additionally, this perspective recognises that the bilingual draws on either language for various communicative purposes because his or her linguistic, literacy skills and knowledge are shared across both languages and cultures (Butvolfsky & Sparrow, 2012). Because emerging bilingual students draw on their full linguistic ranges, teachers, researchers and test-makers need to attend to and design instruments that address what emerging bilingual students are able to do in both languages.

An important element to examining the development of emerging bilingual students' biliterate writing using a bilingual rubric involves preparing teachers to use a bilingual lens (Butvolfsky & Sparrow, 2012). It requires teachers to conduct a side-by-side analysis of students' writing samples and consider the totality of what students can do as writers or speakers by recognizing abilities that are apparent in one or both languages, understanding concepts influenced by the other language as resourceful and recognizing that certain elements of writing are language specific (Doyran, 2012).

Parent's impact

Professor Angela Flett and Professor Greg Conderman (2001), authors of *Enhance the involvement of parents from culturally and linguistic diverse backgrounds* published in 2001 on gaining engagement from parents to assist in the learning process for second language students assesses the willingness of the student to speak in their second language and how the students' parents have influenced their willingness as they are, in some cultures, forced to speak in their home language as it is disrespectful to speak in a language not understood by the elders. Flett and Conderman (2001) also identify that if the South African non-first additional English language student makes use of English at home their parents feel uncomfortable as most of the time they do not understand English either.

This issue can be resolved by following the frame work identified by Flett and Conderman (2001) enhance parent's involvement. Some of these include teachers ensuring that their oral and written communication is free of jargon or to assist parents who speak a language other than English the lecturer could advise a translator when meeting with parents face-to-face. MacIntyre (2007) agrees with Flett and Conderman (2001) by stating that South African non-first additional English language students will only show willingness to communicate in English when encouraged and motivated, but if the students disapprove, the student is likely to lose a sense of motivation to speak English when given the opportunity and would remain silent (MacIntyre, 2007).

Cultural impact

Margie Owen-Smith (2009) author of *The language Challenge in the classroom* published in 2009 on a serious shift in thinking and action is needed in the classroom on language differences, identifies that at a young age students are engaged in their home language according to their cultural belief and how their home language is usually emphasised in their early years of schooling, making it difficult for the student to engage in the English language or be as fluent in English as they are in their home language.

Owen-Smith (2009) identifies that any student who cannot use the language which he/she is most familiar with which is usually their home language, is disadvantaged and unlikely to perform to the best of his/her ability. It is not just being able to use an effective communication medium in the learning situation that is at stake. A students' self-confidence and sense of self in society are undermined if the home language cannot be used for learning, and these are further undermined by the experience of repeated underachievement. This disadvantage has cognitive, psychological, social and cultural aspects, all manifested in the ongoing failure of the education system (Owen-Smith, 2009).

Conclusion

As discussed above, Non-first additional English language students have various aspects that hinder or contribute to experiencing the impacts of non-first additional English language barriers in higher education. The language barriers that were identified were those of culture, language, interaction and translation. Higher education linguistics are also further discussed. The research has outlined that behaviour, adjustment and special education have an impact on non-first additional English language students' performance in the lecture room. The research also outlined that bilingual education, special education and teacher training can all be taken into consideration to correct the non-first additional English language barriers and that parent and cultural impact is taken into consideration when controlling non-first additional English language barriers. Ultimately, this research aims to create awareness of the non-first additional English language barriers in South Africa and encourage educational institutions with solutions to improve on these non-first additional English language Barriers. With future improvements on the non-first additional English language barriers many opportunities will arise and South African education will take a large step in the right direction into creating a more knowledgeable population.

METHODOLOGY

3.1 Research Design

Qualitative research design relies on linguistics rather than numerical data and employs meaning-based rather than statistical forms of data-analysis (Nieuwenhuis, 2016). Qualitative research is known to be naturalistic and it focuses on natural settings where interaction occurs. Therefore Qualitative research seeks answers to questions by examining various social settings and the individuals who inhabit these settings (Nieuwenhuis, 2016).

Qualitative research is used for this research topic because the data being collected deals with speaking and interpreting emotions of students that are bilingual. By making use of Qualitative research, it will allow the researcher to formulate a deeper understanding of the effects that language barriers have on non-first additional English language students in an educational environment.

The time frame used for this research is cross-sectional. Cross-sectional is used because the data collected for this research will only be collected once from participants at one particular time (Nieuwenhuis, 2016). This is due to the time constraint the research will experience when collecting the data.

This research will also make use of deductive reasoning as the data collected will be applied to the selected theoretical frame work and be coded according to the specific themes covered within that theoretical framework (Nieuwnehuis, 2016). Deductive reasoning allows the researcher to have some background knowledge to sufficiently analyse and compare data results to other results found by other authors.

3.2 Data Collection Method

The data collection method that will be made use of for this research are focus group interviews. The researcher will conduct two focus group interviews with 5 students at a time and ask a series of questions (Appendix E) in order to gain the knowledge to answer the research questions. A focus group interview is defined as a group of

interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group and its interaction as a way to gain information about a specific or focused issue (Oxford Dictionaries, 2010).

A focus group interview is made use of due to the assumption that group interaction will be productive, in widening the range of responses, activating forgotten details of experience and releasing inhibitions that may otherwise discourage participants from disclosing information (Nieuwnehuis, 2016). During the Focus group interview the researcher will voice record the discussion, as well as take notes and capture non-verbal cues. Therefore, a combination of observations and oral data collection will occur.

A focus group interview is suitable for the data collection of this research study due to four key reasons. The first reason is that focus groups can be relatively low cost and provide quick results. The second reason is that focus groups are a flexible assessment tool. Interactions between the moderator and participants allow the moderator to probe issues in depth, address new issues as they arise, and to ask participants to elaborate on their responses. The third reason is that participants may be more comfortable talking in a group than in an individual interview. Interactions can generate more discussion and, therefore, more information. The final reason is that the data is in the respondents' own words. It is easily understood and will provide insights into how respondents think about the topic.

3.3 Population

The targeted population for this research is all individual students in the educational environment that are non-first additional English language speakers. For this research study the accessible population are all 3rd year students who study at Varsity College Durban North that are non-first additional English language speakers.

The population will be identified by population parameters or shared characteristics which are listed as follows:

- The individual must be a student in an educational environment
- The individual must be a non-first additional English language speaker

- The individual must be a 3rd year student at Varsity College Durban North

Units of analysis can be defined as the smallest units of the research study that can be investigated (Pascoe, 2014). The units of analysis for this research study is all individual students that are registered at a Higher Education Institution. The listed population was chosen according to the parameters that meet the objectives of the research topic, as well as the convenient accessibility to the population according to the researcher. A 3rd year population will provide sufficient and valuable data during the focus group for data collection as the population would have 3 years exposure to higher education language and would have gained more experiences in those 3 years.

3.4 Sampling

For the purpose of this research, non-probability sampling is used. Non-probability sampling is defined by Pascoe (2014) as when it is nearly impossible to determine who the entire population is or when it is difficult to gain access to the entire population. Due to the limitation of access to the entire population and the difficulty of identifying individuals who meet the sample characteristics, the sample is taken from the accessible population who are Varsity College Durban North 3rd Year Students.

The sampling method that will be used for this research is purposive sampling, which refers to the researcher choosing the elements that the researcher wishes to include in the sample, based on the set list of population parameters (Pascoe, 2014). The sample size of this research is 5 students that are non-first additional English language speakers from Varsity College Durban North. This sample size was chosen due to the limitation of accessibility to the entire population that fit the population parameters applied.

The reason for making use of the purposive sampling method is due to the research data needing certain population parameters that are needed in order for the data to be relevant to the research and answer the research questions and objectives

3.5 Data Analysis Method

The data analysis method that will be used for this research is Thematic Analysis making use of thematic coding. Thematic coding is a process of data reduction by means of identifying themes. Thematic coding often makes use of deductive coding by using a list of themes known or anticipated to be found in the data, usually derived from the literature review conducted (Bezuidenhout & Cronje, 2015).

By making use of thematic analysis, the researcher is allowed to be flexible and does not have to be connected to any pre-existing theoretical frame work (Braun & Clarke, 2006). The thematic analysis is one of the most effective ways to analyse the data collected as it deals with the student experiences, meanings and reality. It also examines the ways in which events, realities, meanings and experiences are the effects of a range of discourses operating within society (Braun & Clarke, 2006).

Thematic coding is best suited for this research study for the reason that, it is a process of analysing the data, noticing common trends and creating overall themes that the data is presented in, allows the researcher to provide a detailed analysis of the data collected and synthesising overall umbrella concepts that have appeared in the data (Bezuidenhout & Cronje, 2015). These umbrella concepts, in higher education such as bilingual language, student motivation and teacher training, can therefore be aligned and connected to the existing knowledge the researcher gathered in order to formulate an overall result. The results can therefore be categorised according to the selected categories that appear in the gathered knowledge and data. These categories will best describe the overall results of the research study.

FINDINGS AND INTERPRETATION

4.1 Findings and Interpretation

Due to the diversity of South Africa having a total of 11 official languages (Hattingh, 2016), there is often a misunderstanding in the communication process due to individual being multilingualistic. Due to the diversity of the 11 official languages in South Africa, it is difficult for an individual to understand a language they do not speak as each language has different grammatical rules and contains words with different meanings (De Kadt, 2008). In order to create a complete understanding within the educational environment the individual needs to understand the language the content is being taught in (Mortlock, 2016). Therefore the research of non-first additional English language barriers was chosen to identify the current language barriers and possible solutions within the South African context. The research hopes to identify the various impacts on the individual as well as possible solutions such as bilingual education, special education and teacher training as well as considering the cultural and parental factors in aiding the solutions.

A focus group was conducted and the following participants whose names have been changed for confidentiality purposes, participated in the focus group. The first participant is Linda who is a 20 year old, 3rd year BCOM student who speaks three languages mainly English, Zulu and Sotho. Linda's home language is Zulu but speaks English among her friends. The second participant is Cindy who is a 21 year old, 3rd year BACC student who speaks two languages mainly English and Zulu. Cindy's home language is Zulu but speaks English among her friends. The third participant is Patrick who is 25 year old 3rd year Law student who speaks three languages mainly English, Tswana and Afrikaans. Patrick's home language is Tswana but speaks English and Afrikaans among friends. The last participant is Ntuli who is a 21 year old, 3rd year BCOM student who speaks 4 languages mainly English, Zulu, Xhosa and Afrikaans. Ntuli's home language is Zulu and Speaks Zulu and English among friends.

After conducting the focus group on the topic of a South African exploration into the impact of non-first additional English language barriers in higher education, the data

collected has revealed various themes. These themes include special education, lecturer training, student motivation and sociocultural impacts. The themes listed above will be further discussed in detail below:

Theme 1: Special Education

Special Education refers to the various types of individual assistance the non-first additional English language student could receive. While previous literature specifically speaks about bilingual education, the data collected shows many other types of assistance. In this research study special education is defined as the additional education that can be provided for the non-first additional English language speaking students and briefly assesses the option of bilingual education (Liasidou, 2013). Special education refers to any type of assistance the non-first additional English language student receives other than their original class attendance for their degree. Therefore this refers to completing additional modules such as English or receiving help from lecturers or other staff members. This further refers to the possibility of classes being bilingual. The researcher found when conducting the study that the benefit of additional modules or direct help from lectures is that the non-first additional English language student will be directly exposed to the English language and will be taught the basic language principals and rules and therefore the student will become more familiar with the English language.

Special education firstly refers to providing additional classes such as an English module, an English bridging course or incorporating the English module into Degrees with difficult jargon such as Law. There is made reference to Linda and Ntuli for evidence of this concept below:

Linda: *"...so overall there should be classes to assist them"*

Ntuli: *"or it could be an extra module"*

The researcher found when conducting the study that providing the concept of additional classes within the data was also identified in previous literature by Savege (2007). Savege (2007) stated that in order to equip a learner with the correct tools to successfully learn a new language, the student needs to be exposed to a repetition of that new language with assistance from a fluent speaker.

Secondly, special education refers to a student support team to assist non-first additional language students in areas such as understanding assignments, understanding module content and assistance with preparations for examinations. There is made reference to Ntuli for evidence of this concept below:

Ntuli: *"I actually think VC should have people on hand to assist them... so like student support"*

The researcher found when conducting the study that the participants felt that the additional English module should be included in all degrees in order to assist all students with the language or jargon used within their degree. There is made reference to Patrick for evidence of this concept below:

Patrick: *"I think it should be for every student..."*

Further, special education make reference to bilingual education which the participants felt negatively towards. The researcher found when conducting the study that participants felt that bilingual education would not be beneficial as, English remains the core language of the business world. There is made reference to Ntuli for evidence of this concept:

Ntuli: *"It wouldn't work because at the end of the day, English will be the standard language of business, so whether or not the student speaks English, English is the international business language and the student will have to use English at their future jobs."*

The findings of bilingual education presented in this theme had the opposite outcome of what was identified in the previous literature presented in the literature review. Liasidou (2013) presented on bilingual education and addressing students' language related needs, and stated that bilingual education would be beneficial. The theme of special education also addresses the theory of second language acquisition, which addresses the students' process of learning a second language (Krashen, 2009). The theory of Second language acquisition can be found in the theoretical foundation on page 7.

Overall, for the theme of special education, the researcher found when conducting the study that the participants of the focus group felt, that in order to assist non-first

additional English language students, the additional classes are needed. These classes can be provided as extra modules to complete or an English bridging course. The participants also states that students would also need the assistance from Student Support. The special education theme was also identified in the literature review on where Savege (2007) concluded with similar findings such as additional classes to assist the students with language barriers. Participants also discussed whether bilingual education would be beneficial as presented by Liasidou (2013) but concluded that, bilingual education would not solve the problem at hand. This theme was also addressed in the theory of second language acquisition which is discussed on page 7 of this research study. The theory of second language acquisition refers to the students' ability to learn a new language and the data provided by the study represents and explains method of learning a new language with the assistance of others. The first hypothesis of the theory is that of Acquisition Hypothesis which refers to learning consciously and subconsciously. Additional classes will promote repetition of the language and therefore enhance both the conscious and subconscious learning abilities.

Theme 2: Lecturer Training

Lecturer training refers to training the teachers or lecturers on how they could assist non-first additional English language students when learning English. In this research study lecturer training further refers to the tools and knowledge provided to lecturers in order to assist the non-first additional English language students (Butvolfsky & Sparrow, 2012).

Lecturer training firstly refers to the tools that lecturers can make use of to assist the non-first additional English language students. These could, for example include online translators. There is made reference to Linda for evidence of this concept below:

Linda: *"... a language translator because that will further help those students"*

The researcher found when conducting the study that online translators or translated documentation could assist the lecturer in teaching and interpreting content to further assist the non-first additional English language student. Doyran (2012) discusses in

previous literature, the use of multilingual assessment documents for both the student and the lecturer could be beneficial to assisting the student to understand.

Secondly lecturer training refers to sending lecturers on workshops or courses that will aid them with methods and activities that could assist the non-first additional English language students such as simplifying content and jargon. There is made reference to Patrick and Cindy for evidence of this concept below:

Patrick: *“Well the assist way is to just dumb down the language so like to make it more common...there are a lot of different options in terms of phrases and terms...what I did for James in class...I would write all the questions out in a very simple way...”*

Cindy: *“...what lecturers could do is personally speak to those students that battle and have that common ground while making use of lament terms and speak to each other”*

As defined in previous literature lecturer training which is referred to as teacher training in the literature review, refers to further developing the lecturers abilities and skills to assist non-first additional English language students (Conteh-Morgan, 2002). The theme is also applicable to the theory of second language acquisition when applying the second hypothesis. The second hypothesis of the theory is Motor hypothesis and this includes three conditions that are necessary for the student to learn the new language. These are time, focusing on form and knowing the rules (Krashen, 2009). This hypothesis is applicable to this theme as lecturers will be learning and gaining the knowledge to enforce there three conditions when assisting the non-first additional English language students.

Overall, the researcher found that, for the theme of lecturer training, the participants stated that in order to assist non-first additional English language students, lecturers would need to have the means and tools to assist them. This included an online translator and additional workshops that lecturers can attend to gain the knowledge to assist the non-first additional English language students. This theme makes reference to online translators. This is a concept that the researcher did not take into consideration when conducting research on previous literature. This theme also makes reference to the theory of second language acquisition's motor hypothesis

(Krashen, 2009) which as outlined about have three conditions that need to be met in order to create a perfect environment for the non-first additional English language student to learn in. The theory is further discussed on page 7 of this research study.

Theme 3: Student Motivation

Student motivation refers to the willingness of the student to learn the new language they are faced with and how their motivation can affect their success in learning that new language. In this research study Student motivation refers to the level of motivation the student has towards learning English in order to overcome the language barriers (Dörnyei, 2003).

The researcher found when conducting the study that the theme of student motivation refers to two concepts which are that of asking for help and taking action, and the motivation to attend class. The first concept of asking for help and taking action refers to the student asking for assistance due to their language barrier and being able or confident enough to ask for that help. There is made reference to Linda and Cindy for evidence of this concept below:

Linda: *“it’s quiet hard for some of them to ask a friend for more understanding on a certain topic...”*

Cindy: *“Sometimes if you are the only person who doesn’t understand...and you will feel insecure ...”*

Furthermore the researcher found that the concept of asking for help and taking action, relies on the confidence and motivation of the student. Dörnyei (2003) states in previous literature that, the willingness to engage in the act of learning a new language relies on the students motivation to learn that language. If there is no motivation the student will not be successful in learning that new language.

The second concept is that of the students’ attendance to class. This is where the student makes the decision to attend class and does their best to overcome the language barrier of if they give up and stop attending class. There is made reference to Ntuli for evidence of this concept below:

Ntuli: : *“I actually have an example of that from my first year when I was doing ACBP, there was a guy who came from East London... you could hear even in their voice they didn't even know how to speak English and he would come to class and sit there and he would watch the lecturer and you could see it in his face that he did not know what the lecturer was saying..., it came to a point where in second semester he literally just said screw school because he did not understand what was happening in class...”*

The researcher found when conducting the study that student's lack of attendance to class can be the result of many situations and one of these can be the result of a language barrier. When the student experiences a language barrier, and do not have the motivation to learn the language to succeed, the student will have no interest in attending lectures as they do not understand the content being discussed. Furthermore, Thorne (2009) states that the student needs to be willing to communicate and have a positive attitude towards leaning new languages.

The theme of student motivation was also identified in previous literature as the behaviour of the students. Both Dörnyei (2003) and Thorne (2009) discuss the students motivation towards learning a new language and the data collected, presents similar findings to that of both authors. The researcher found when conducting the study that students who struggle with English tend to be absent from lectures as they feel frustrated because they don't understand the language being taught in. The theory of second language acquisition also identified the theme of motivation. This is represented through the final hypothesis of the theory that refers to how the student emotions like motivation, can affect the student's skill to learn a new language (Krashen, 2009). Krashen (2009) further states that it is easier for a student to acquire a new language when they are not tense, angry, and anxious or bored.

Overall, the researcher found that, for the theme of student motivation, the participants of the focus group identified two concepts of student motivation and stated that the success of learning the new language will rely on the student's motivation to learn that language. The first concept was that of asking for help and taking action. This included the student's confidence to ask for help and the student's

motivation to learn the new language. The second concept was that of the student's class attendance and how the student's motivation affects the class attendance due to the language barrier the student is experiencing.

Theme 4: Sociocultural Impacts

Sociocultural impacts refers to how the student's parent and culture has an effect on the language they speak and new languages that they learn. In this research study, sociocultural impacts refers both the cultural and parental impacts on the non-first additional English language student (Flett & Conderman, 2001).

The first concept of cultural impacts refers to how culture and society influences the motivation to learn a new language. The researcher found when conducting the study that today's society has changed how culture influences bilingualism. Owen-Smith (2009) states in previous literature that there had been a serious shift in thinking on language differences in a cultural setting and further stated that student's home languages are no longer the primary language of their culture. There is made reference to Cindy and Patrick for evidence of this concept below:

Patrick: *"Not really, well for me specifically there is no such, because in our family we mainly speak Tswana, we have part of the family that speaks Xhosa and some speak Zulu but in my immediate family at home, for example my little sister doesn't know any other language but English and it wasn't really my family that put her in that kind of situation because of education that she got, she never really grew up the same ways as we all did, so I feel like it's the kind of family you are raised in."*

Cindy: "Yes well that has happened, especially with our generation, it is sad to know that we are losing our traditional language and cultural identities and we don't realise that we have become homogenised cultures we have all become one culture and it's sad."

The researcher noticed that the cultural impact has had an overall shift from when home languages of culture were strictly adhered to, to today's society were

languages are more focused on popularity of a language. Owen-Smith (2009) stated that language the student speaks depends on the language they were raised with. At a young age students were engaged in their home language according to their cultural belief and how their home language is emphasised in their early years of schooling.

The second concept refers to parental impact. Furthermore, due to society changing, parents rule and tradition are no longer the same. The parent's impact now relies on the family's household rules. There is made reference to Ntuli for evidence of this concept below:

Ntuli: *"It all stems back to your family and the family structure"*

The researcher further noticed that the parental impact follows on how involved the parent is, in the students schooling career. This was supported by Flett and Conderman (2001) when they stated that parent involvement in the past was just oral and written communication, parents today place more effort in taking part in schooling activities where necessary. MacIntyre (2007) added that if the parents disapproved of a certain language, the student would lose motivation to learn the language regardless of the consequences.

As defined in previous literature sociocultural impacts is referred to as separate themes of both cultural impacts and parental impacts. Although the data reflects on the previous literature the data collected portrays a past and present concept where traditions used to have impact but in today's society tradition is no longer a major impact. The theory of second language acquisition can also be applied to the theme if sociocultural impacts through the fifth hypothesis that is defined in the theory. This is the Affective Filter Hypothesis and is defined as how the emotions of the student will affect the openness to learning a new language and in the past tradition, culture and parental impacts would affect the students emotions towards learning a new language. The cultural and parental impact affects the student's openness to learning a new language as their cultural belief and their parent's enforcement of that belief will go against learning that new language. Macintyre (2007) supports this and states that culture has a large impact on a person's linguistic abilities.

In conclusion to the theme of sociocultural impact, the participants of the focus group stated that there were both past and present situations, where tradition of cultures in the past would affect learning new languages and in the present, it was also stated that in today's society tradition no longer has a larger impact on the learning of new languages. Participants stressed that due to today's society cultural home languages were being lost and that less and less traditional activities were being conducted. MacIntyre (2007) agreed with this and stated that traditions were becoming extinct due to the social development of society today, and along with these changes, is the loss of traditional home languages.

4.2 Trustworthiness

Trustworthiness of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Connelly, 2016). The goal of qualitative research is to promote understanding (du Plooy-Cilliers, 2014). Since qualitative researchers do not use numbers as evidence, they use different criteria to determine the trustworthiness, or credibility, of research findings (du Plooy- Cilliers, et al., 2014). For the purpose of this research study it was essential to ensure that the content researched and reported on was trustworthy, in order for the content provided to be deemed a credible source.

Trustworthiness is divided up into four main concepts. The four requirements are credibility, transferability, dependability and confirmability (du Plooy- Cilliers, et al., 2014).

Credibility is the accuracy with which the researcher interpreted the data that was provided by the participants (du Plooy- Cilliers, et al., 2014). For this research study the researcher ensured that sufficient time was spent with respondents before the focus group was conducted, to ensure they understood the nature of the research so that the correct information was given.

Transferability is the ability of the findings to be applied in a similar situation and deliver similar results, which lends itself to generalisability (du Plooy- Cilliers, et al., 2014). For the purpose of this research study, in order to ensure transferability, the researcher has reported on the findings and ensured that the information was stated

correctly. This research study can also be applicable to similar studies should the focus be on the same research problem.

Dependability is the quality of the process of integration that takes place between the data collection method, data analysis and the theory generated from the data (du Plooy- Cilliers, et al., 2014). The researcher has ensured that the integration of the data collected and the data analysis is unbiased, detailed sufficiently and that all areas of analysis was covered.

Confirmability is how well the data collected support the findings and interpretation of the researcher (du Plooy- Cilliers, et al., 2014). To ensure confirmability the researcher would like to do this study again should the researcher continue on to do a Masters degree.

CONCLUSION

5.1 Final Conclusions

Objective 1: To explore the non-first additional English language barriers that occur in an educational environment.

The non-first additional English language barriers that occur in an educational environment objective focused on identifying the language barriers that the speaker experiences when speaking and learning in an educational environment. The researcher found when conducting the study that the main elements identified in previous research that were focused on in this objective was Language barriers, Translation and Higher Education Linguistics.

Language barriers focused on language itself as a barrier to the non-first additional English language students. Previous research conducted by Conteh-Morgan (2002) and Smith (2013) identified three language barriers. These were that culture shaped the individuals cognitive process in terms of methods of speaking, that language is modified according to the speaker preference and that language is influenced by the interaction between sender and receiver.

Translation focused on the process of translation linguistically and the translation of cultural impacts on language. Previous Research conducted by Ene and Panainte (2011) stated that translation was a linguistic perspective that focused on words and their meanings and furthermore on the functional and textual views of translation.

Higher Education Linguistics refers to the processing of Linguistics in higher educational institutions. Previous research conducted by Byram (2009) and Spolsky (2009) identified four characteristics' of higher educational institutes. These characteristics were that language is standard and correct and is recorder in dictionaries and grammar books, that standard language is independent and not modified on some other languages, that the language has historicity and sense that is associated with national and intellectual traditions and finally that a standard language is valid.

After identifying the language barriers from previous literature, it has been made clear that there are language barriers present in higher educational environments. The researcher recommends that future research be conducted on the impact of non-first additional English language barrier students in other educational environment such as primary, high school and organisational apprenticeships

Objective 2: To explore the effects non-first additional English language barriers have in an educational environment.

The effects that non-first additional English language barriers have in an educational environment objective focused on the impacts caused by the non-first additional English language barriers. This objective made use of previous research and identified various elements to focus on. These elements were behaviour, special education and adjustment.

Behaviour focused on the student's attitudes, orientations and motivations toward learning new languages. The data collected concluded that the student's willingness to learn a new language depended on their motivation to learn that language. This theme was divided into two concepts, which the first was asking for help and taking action, where it was found that if the student's confidence to ask for assistance was not strong the student, would not take actions and therefore is not motivated to learn the language. The second concept was that of class attendance , where it was found that if a student had a lack of motivation to learn the language, the student would give up attending lectures as the student would not be benefiting from being in class as they do not understand the content being discussed. The researcher recommend that future research be conducted into the motivation of students as this research study only covers motivation briefly.

Special education focuses on the methods of dealing with non-first additional English language students such as bilingual education. Furthermore there was a discussion on multilingual documentation to assist students in the learning process. The data collected showed that the participants disagreed with the concept of bilingual education. The researcher found that the participants felt that the non-first additional English language student would need to understand English in the work environment

and that they would benefit from learning English in school first. The researcher recommends that further research be conducted on how effective bilingual education is at a higher educational institute as this research study only covers bilingualism briefly.

Adjustment focuses on whether the non-first additional English language student can adjust to the environment. The data collected showed that non-first additional English language students would need to adjust to their environment due to the language barrier they would be facing. The researcher found that the participants made a clear indication that the non-first additional English language students would struggle and be uncomfortable in their new class environment.

After identifying the effects of language barriers from previous literature and data collected, it has been made clear that there are major effects that language barriers have in higher educational environments. The researcher recommends that future research be conducted on how severe these effects are in a higher educational environment.

Objective 3: To discover how non-first additional English language barriers can be controlled and corrected.

The objective of how non-first additional English language barriers can be controlled and corrected focuses on the actions that can be taken to improve and decrease the impacts of language barriers. This objective focused on various elements namely Bilingual education, Special education, Teaching training, Parents impact and Cultural impact.

Special education focuses on providing additional education to those non-first additional English language students. The data collected referred to the theme of special education where the research study stated that students should receive additional classes and a student support department to assist when necessary. The researcher found that participants felt strongly about non-first additional English language students receiving additional class to assist them on improving their understanding and speech of the English language.

Teacher training focuses on training lecturers on how to educate a non-first additional English language student. The data collected referred to the theme of lecturer training where the research study stated that lecturers should go on training to be provided with the needed tools such as an online translator and workshops to gain the knowledge needed, to assist non-first additional English language students. The researcher found that the participant felt that it would be more help to the non-first additional English language student, if the lecturer had the knowledge and tools to assist the student efficiently as they would be prepared for language barrier issues.

Parent impact focuses on how parents can assist in the learning process. The data collected referred to the theme of sociocultural impacts, which combines both the parent and cultural impacts. This research study found that in the past traditional languages would have prevented the student from learning a new language, but in today's society, cultural traditions as strict as language preferences has depleted and the more popular language is made use of. The researcher recommends that future research be conducted into the socio-cultural impact on language as this research study only covers socio-cultural impact on language briefly.

5.2 Ethical Implications

Ethics are your moral or professional code of conduct that sets a standard for your attitudes and behaviour (du Plooy- Cilliers, et al., 2014). It is crucial for ethics to be considered in any research study because they can potentially affect the stakeholders in research (du Plooy- Cilliers, et al., 2014). In order to remain ethical the researcher complied with the following process:

Before conduction the research study, the researcher applied for Ethical Clearance and provided a gatekeepers letter (Appendix D) for permission to make use of the intended population, Varsity College 3rd Year Students, for data collection.

The ethical issues that were taken into consideration with regards to participants were informed consent, collecting data from participants, avoiding harm, anonymity and deception (du Plooy- Cilliers, et al., 2014).

Informed consent refers to the participant knowing that they are taking part in a research study and clearly understand what is required of them. For this research study the researcher has provided participants with an information sheet (Appendix A) with all the required information about the research on it, as well as provided a consent form (Appendix B) for the participant to sign prior to the conduction of the focus group.

Collecting data from participants refers to the researcher prioritising the physical and psychological comfort of participants (du Plooy- Cilliers, et al., 2014). The researcher has ensured that the participants were in a comfortable environment where they could answer the researcher's questions openly, as well as informed individuals of how their identities and personal information will be protected.

Avoiding harm refers to ensuring that the participants is not harmed emotionally, psychologically or physically during the process of conducting the research (du Plooy- Cilliers, et al., 2014). During the process of conducting the research the researcher has ensured that the participants were not harmed in any way as a result of the research being conducted.

Confidentiality refers to the promise that the researcher will not make use of the participant's names at any stage and will not be able to match their identity with their responses (du Plooy- Cilliers, et al., 2014). The researcher has ensured that the responses and respondents have no connection of identification at all. The researcher has ensured that even though a recording has be made of the focus group, confidentiality has been practiced, as stated in the recording consent form (Appendix C) provided to the participants prior to the focus group interview.

Deception refers to the researcher to avoid deceiving participants by telling them the research is about one thing when it is about another and giving them the general purpose of the researcher but leaving out the details (du Plooy- Cilliers, et al., 2014). For the purpose of this research, the researcher has ensured that the participants were fully aware of all the details of the research and explain exactly what the research was about by providing the participants with an information sheet with all the relevant information about the research (Appendix A).

The ethical issues taken into consideration with regards to the researcher are falsifying information, distorting results, misusing information and ensuring ethical research (du Plooy- Cilliers, et al., 2014).

Falsifying information refers to deliberately fabricating or changing data, which is always unethical (du Plooy- Cilliers, et al., 2014). The researcher has ensured that all the findings reported are true and valid. The researcher has also ensured that no false information was used or added to the findings to consolidate the research findings.

Distorting results refers to changing or tweaking the results because the researcher wants to emphasis certain aspects to the research study (du Plooy- Cilliers, et al., 2014). The researcher has ensured that all the results of the data are the original outcomes, even though the results were not what was required or expected.

Misusing information refers to any information collected from participants for research purposes may not be used for any other purposes unless you have the participants' permission to do so (du Plooy- Cilliers, et al., 2014). The researcher has ensured that the information provided by the participants will only be used for the purpose of the research and not for any other purposes.

Using inappropriate research methods refers to methods that are either harmful to participants or highly unsuited for the researcher's purpose or results (du Plooy- Cilliers, et al., 2014).The researcher has utilised a focus for collecting the data from participants and were not harmed. The researcher also ensured that the questions asked were ethical.

5.5 Limitations of the study

The limitations of the study are those characteristics of design or methodology that impacted or influenced the interpretation of the findings from your research (du Plooy-Cilliers, et al., 2014). The following limitations were identified for this research study:

The first limitation identified was that the researcher only had access to a small number of participants. Due to the required population parameters that participants need, there was only a small number of participants that were able to contribute to the research study due to the researcher not having the required resources to access a larger population.

The second limitation was that there was limited time to conduct the study due to the deadline of the final report. The researcher's final report on the research study needed to be completed in 8 months and therefore the research study was restricted from a full in-depth analysis.

The third limitation is that not all the participants were available at the same time to participate in the focus group. Therefore the researcher conducted the data collection with those participants that were available to the researcher.

The fourth limitation is that the research study was only conducted at Varsity College Durban North due to a time constraint. Thus the population sample is small and the result will not reflect on all the outcomes a larger population sample would provide.

The fifth limitation is that there was no financial budget for conducting this research study. Due to the research study being conducted at an honours level there was no budget provided to conduct the research with a larger population.

The sixth limitation is that this research study was only conducted within the South African context and can therefore not be generalised and thus cannot be applied to other research studies unless being addressed in a South Africa Context.

The final limitation is that the research study was solution driven and only briefly discussed the problem of language barriers. Therefore further research into objective 1 of occurring language barriers should be conducted.

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ANNEXURES

A) Information Sheet

EXPLANATORY INFORMATION SHEET AND CONSENT FORM FOR PARTICIPANTS

To whom it may concern,

My name is Shiné Cornelius and I am a student at Varsity College Durban North. I am currently conducting research under the supervision of Danille Janse Van Vuuren about the impact of non-first additional English Language Barriers in higher education. I hope that this research will enhance our understanding of the language barriers non-first additional English language speakers' experience, as well as to identify potential solutions to these language barriers.

I would like to invite you to participate in my study. In order to explain to you what your participation in my study will involve, I have formulated questions that I will try to fully answer so that you can make an informed decision about whether or not to participate. If you have any additional questions that you feel are not addressed or explained in this information sheet, please do not hesitate to ask me for more information. Once you have read and understood all the information contained in this sheet and are willing to participate, please complete and sign the consent form below.

What will I be doing if I participate in your study?

I would like to invite you to participate in this research because you are an individual who experiences non-first additional English Language barriers. If you decide to participate in this research, I would like to conduct a focus group interview in which I would like you to participate in. The focus group interview will take approximately one hour of your time. It will be scheduled at a time that it is convenient for both of us, and will take place at a location that is convenient to you. I will be asking you questions about your experiences on non-first additional English language barriers.

You can decide whether or not to participate in this research. If you decide to participate, you can choose to withdraw at any time or to decide not to answer particular interview questions.

Are there any risks/ or discomforts involved in participating in this study?

Whether or not you decide to participate in this research, there will be no negative impact on you. There are no direct risks or benefits to you if you participate in this study. You might, however, indirectly find that it is helpful to talk about your experiences on non-first additional English language barriers as it could assist in providing solutions. If you find at any stage that you are not comfortable with the line of questioning, you may withdraw or refrain from participating.

Do I have to participate in the study?

- Your inclusion in this study is purely voluntary;
- If you do not wish to participate in this study, you have every right not to do so;
- Even if you agree to participate in this study, you may withdraw at any time without having to provide an explanation for your decision.

Will my identity be protected?

I promise to protect your identity. I will not use your name in any research summaries to come out of this research and I will also make sure that any other details are disguised so that nobody will be able to identify you. I would like to ask your permission to record the interviews, but only my supervisor and I will have access to these recordings. Nobody else, including anybody at Varsity College Durban North, will have access to the focus group interview information. I would like to use quotes when I discuss the findings of the research but I will not use any recognisable information in these quotes that can be linked to you.

What will happen to the information that participants provide?

Once I have finished all of the interviews, I will write summaries to be included in my research report, which is a requirement to complete my Bachelor of Honours -

Communication. You may ask me to send you a summary of the research if you are interested in the final outcome of the study.

What happens if I have more questions about the study?

Please feel free to contact me or my supervisor should you have any questions or concerns about this research, or if there is anything you need to know before you decide whether or not to participate.

You should not agree to participate unless you are completely comfortable with the procedures followed.

My contact details are as follows:

Name: Shiné Cornelius

Cell No: 073 595 4966

Email: naynay.cornelius@gmail.com

The contact details of my supervisor are as follows:

Name: Danille Janse Van Vuuren

Email: danillejvv@gmail.com

B) Example of a Consent Form

Consent form for participants

I, _____, agree to participate in the research conducted by Shiné Cornelius about The impact of non-first additional English Language barriers in higher education.

This research has been explained to me and I understand what participation in this research will involve. I understand that:

1. I agree to be interviewed for this research.
2. My confidentiality will be ensured. My name and personal details will be kept private.
3. My participation in this research is voluntary and I have the right to withdraw from the research at any time. There will be no repercussions should I choose to withdraw from the research.
4. I may choose not to answer any of the questions that are asked during the research interview.
5. I may be quoted directly when the research is published, but my identity will be protected.

Signature

Date

C) Recording Consent form

Consent form for audio-recording/ video recording

I, _____, agree to allow Shiné Cornelius to audio record my interviews as part of the research about 'the impact of non-first additional English Language barriers in higher education'.

This research has been explained to me and I understand what participation in this research will involve. I understand that:

1. My confidentiality will be ensured. My name and personal details will be kept private.
2. The recordings will be stored in a password protected file on the researcher's computer.
3. Only the researcher, the researcher's supervisor and possibly a transcriber (who will sign a confidentiality agreement) will have access to these recordings.

Signature

Date

D) Example of Measurement Instrument

Focus Group Questions:

1. How many languages do you speak?
2. What is your home language?
3. How well can you communicate in English, both speaking and writing?
4. What non-first additional English language barriers do you experience?
5. What kind of impact do these language barriers have?
6. How well are you able to communicate with your lecturer in class?
7. How often do you participate or engage in class discussion?
8. How often do you engage with your surrounding class members?
9. How do you think higher education institutes can assist you in overcoming your non-first additional English language barriers?
10. What do you think higher education institutes can do to assist those in the future with non-first additional English language barriers?

E) Gatekeepers Letter/ Permission Letter



RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH ON OR ABOUT SITES AND/OR OFFICES
OF THE INDEPENDENT INSTITUTE OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher
Surname and Initials:	Cornelius S
First Name/ s:	Shiné
Title (Prof / Dr. / Mr. / Mrs. / MS):	Ms
Student Number (if relevant):	13011986
ID Number:	951207 0060 087

1.2	Private Contact Details
Home Address	Postal Address (if different)
77 Watsonia Road	P.O. Box 21226
Grosvenor	Brighton Beach
Bluff	Bluff
Postal Code: 4052	Postal Code: 4036
Tel: N/A	
Cell: 073 595 4966	
Fax: N/A	
E-mail: naynay.cornelius@gmail.com	

2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	Purpose of the Research (Place cross where appropriate)	
	<i>Undergraduate Study – Self</i>	
	<i>Postgraduate Study – Self</i>	✓
	<i>Private Company/ Agency</i>	
	<i>Private Research by Independent Researcher</i>	

2.2	Full title of Research Project/ Dissertation
	A South African exploration into the impact of non-first additional English language barriers .
	Higher education.

2.3	Value of the Research to your field of study
	As I am doing a Bachelor of Arts Honours in Communication. My research deals with languages which is a form of verbal communication. My research deals with Language in education which is vital, specifically in the Educational environment thus this research study will contribute not only to the Field of Communication but to the Field of Education as well.

2.4	Proposed date of completion of study / project and submission of research findings to IIE
Completion date:	18 October 2017

2.5	Student and Postgraduate Enrolment Particulars (if applicable)
Name of institution where enrolled:	Varsity College Durban North
Degree / Qualification:	Bachelor of Arts Honours in Communication
Faculty and Discipline / Area of Study:	Humanities
Name of Supervisor / Promoter:	Danille Janse Van Vuuren

2.6	Employer (where applicable)	
Name of Organisation:		
Position in Organisation:		
Head of Organisation:		
Street Address:		
Postal Code:		
Telephone Number (Code + Ext):		
Fax Number:		
E-mail:		

3. PROPOSED RESEARCH METHOD/ S

(Please indicate by ticking the appropriate block whether the following methods would be utilised)

3.1 Questionnaire/ s (If Yes, supply copies of each to be used)

			✓
--	--	--	---

3.2 Interview/ s (If Yes, provide copies of each schedule)

YES		NO	✓
-----	--	----	---

3.3 Workshop/ s / Group Discussions (If Yes, Supply details)

YES	✓	NO	
A Focus Group Interview will be conducted			

3.4 *Standardised Tests (e.g. Psychometric Tests)*

YES		NO	✓

3.5 *If other methods are being utilised please specify*

YES		NO	✓

3.6 *Name/ s of sites/ offices to be researched*

Name/ s of sites/ offices
Varsity College Durban North

3.6 *Are the participants to be involved in groups or individually?*

Participation	
Groups	✓
Individually	

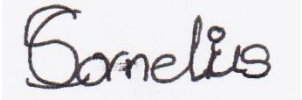
3.7 *Average period of time each participant will be involved in the research activities
(Please indicate time in minutes)*

Participant/ s	Activity	Time
5 Participants	Group Discussion	60 min
5 Participants	Group Discussion	60 min

CONDITIONS FOR CONDUCTING RESEARCH IN IIE INSTITUTIONS

Permission may be granted to proceed with the above study subject to the conditions listed below being met and may be withdrawn should any of these conditions be flouted: [Additional Conditions may be added by the committee these are the standard conditions for any application]

1. The panel has not considered the merits, accuracy or ethical considerations of the proposal as that is up to the institution and its ethical committee that you are registered, or, the evaluation panel of Celebrate Teaching and Learning. Approval is only granted on the basis this has been approved by your institution, or the evaluation panel of Celebrate Teaching and Learning. The only merits examined are the use of The IIE as a sample.
2. A copy of this letter must be forwarded to the relevant person/ s at brand or IIE CAT that would be involved, this letter indicates that the researcher/ s have been granted permission by The Independent Institute of Education to conduct the research study.
3. Research may only be conducted in such a way that the normal programme of the site/ offices is not interrupted. The principal/ manager must be consulted about an appropriate time when the researcher/ s may carry out their research at the sites that they manage.
4. The researcher will only use this data for research purposes.
5. The researcher will not be permitted to refer to The IIE/ brands or use The IIE/ brands name, logo, brand or any other identifiers in any way. The IIE/ brand need to be referred to in a generic manner, for example 'An HE provider, an educational brand of an HE provider'.
6. Should the researcher wish to publish this research or in any way make the results public this committee will need to approve the request.
7. The researcher is responsible for supplying and utilising his/ her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/ or the offices visited for supplying such resources.
8. No names may be used within the research and the research must be entirely voluntary.
9. Written permission must be obtained from the principal/ school of business manager of the sites/ offices and agreement from the national office of the brand that is going to be part of the sample before any research begins.
10. The researcher will need to obtain informed consent in writing from all of the participants in his/ her sample since this study is not done on an anonymous basis so as to ensure the ethical treatment of all participants. Records of this must be kept for a minimum of 5 years. *[Only a condition on studies that use known participants]*

DECLARATION BY THE RESEARCHER	
1. I declare that all statements made by myself in this application are true and accurate.	
2. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.	
Signature:	
Date:	06/06/2017

DECLARATION BY SUPERVISOR / PROMOTER / LECTURER	
I declare that: Danille Janse van Vuuren	
1.	Is enrolled at the institution/ employed by the organisation to which the undersigned is attached.
2.	That the research proposal and or study has been approved by the ethical committee of the institution.
3.	The questionnaires / structured interviews / tests meet the criteria of: • Educational Accountability • Proper Research Design • Sensitivity towards Participants • Correct Content and Terminology • Acceptable Grammar • Absence of Non-essential / Superfluous items
Surname:	Janse van Vuuren
First Name/ s:	Danille
Institution/ Organisation:	IIE Varsity College, Durban North
Faculty/ Department:	HBA
Telephone:	0762409728
Fax:	
E-mail:	danillejvv@gmail.com
Signature:	 Danille Janse van Vuuren
Date:	06/06/2017

Please note: This form (and all other relevant documentation where applicable) should be completed and forwarded electronically to research@iie.ac.za.

ADvTECH House
Inanda Greens
54 Wierda Rd West
Wierda Valley
2196

P.O. Box 2369
Randburg 2125

Tel: (011) 676 8021
Fax: (011) 783 2574

REF: R0617
Enquiries: research@iie.ac.za
14 July 2017

REQUEST FOR RESEARCH TO BE CONDUCTED ON AN IIE SITE/S

Dear S Cornelius,

The committee considered the evidence of your application and have **approved** this request - on condition that you strictly adhere to the conditions stipulated below. This approval is based on the assumption that the information you have provided is true and factually correct. Approval is granted for:

Initial and Surname:	S. Cornelius
Student number:	13,011,986
Institution where registered:	The IIE
Qualification:	Bachelor of Arts Honours in Communication
Year in which research will be conducted:	2017
Year in which you aim to graduate:	2018
Supervisor:	Danille Janse Van Vuuren
Title of study:	A South African exploration into the impact of non-native English language barriers in higher education.



Directors: RJ Douglas (UK), JDR Oesch (non-executive), A Isaakidis (non-executive) **Company Secretary:** JDR Oesch (Acting)



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CONDITIONS TO BE FULFILLED IN RELATION TO RESEARCH

Permission is granted to proceed with the above study subject to the conditions listed below being met and may be withdrawn should any of these conditions be flouted.

Please note: The panel has not considered the merits, accuracy or ethical soundness of the research or proposal as that has already been done by the campus ethics committee. The only merits examined are the use of The IIE as a sample. Permission is granted subject to the following conditions:

1. A copy of your final report must be submitted to the library.
2. The researcher(s) will need to obtain informed consent in writing from all of the participants in his/ her sample if not anonymous.
3. A copy of this letter must be forwarded to the relevant person(s) at the brand or The IIE Central Academic Team that would be involved in the study.
4. Research may only be conducted in such a way that the normal programme of the site/ offices is not interrupted.
5. The principal/ manager must be consulted about an appropriate time when the researcher(s) may carry out the research at the sites that they manage.
6. The researcher(s) will only use this data for research purposes.
7. The researcher(s) will not be permitted to refer to The IIE/ brands or use The IIE/ brand's name, logo, brand or any other identifiers in any way including questionnaires, surveys, interviews, proposal, research reports, etc. The IIE/ brand needs to be referred to in a generic manner, for example 'An HE provider; ... an educational brand of an HE provider; ... etc.'
8. Should the researcher(s) wish to publish this research or in any way make the results public, such as publishing the results on social media etc., this committee will need to approve the request first.
9. The researcher is responsible for supplying and utilising his/ her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/ or the offices visited for supplying such resources.
10. No names or identifying information may be used within the research and the research must be voluntary.

The Independent Institute of Education Pty Ltd, its associated companies, employees, contractors, representatives and directors, are indemnified against all claims which may arise in connection with or as a result of any loss, damage or injury to you as a researcher entering into an agreement with a participant in the course of your research, provided that such loss, damage or injury is caused by the gross negligence or intentional act(s) or omission(s) of The Independent Institute of Education Pty Ltd, its associated companies, employees, contractors, representatives and directors.

Wishing you the very best of luck with your study.

Yours sincerely,



Marla Koonin
Research and Development Manager
The Independent Institute of Education
+27 11 676 8021

F) Ethics Clearance Letter



ADvTECH House
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54 Wierda Rd West
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2196

P.O. Box 2369
Randburg 2125

Tel: (011) 676 8021
Fax: (011) 783 2574

28 June 2017

Student name: Shiné Cornelius

Student number: 13011986

Campus: Varsity College Durban North

Re: Approval of Bachelor of Arts Honours in Communication Proposal and Ethics Clearance

Your research proposal and the ethical implications of your proposed research topic were reviewed by your supervisor and the campus research panel, a subcommittee of The Independent Institute of Education's Research and Postgraduate Studies Committee.



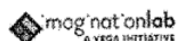
Your research proposal posed no significant ethical concerns and we hereby provide you with ethical clearance to proceed with your data collection.



There may be some aspects that you still need to address in your proposal. If this is the case, feedback will be provided to you in writing. You will need to address these aspects in consultation with your supervisor.



In the event of you deciding to change your research topic or methodology in any way, kindly consult your supervisor to ensure that all ethical considerations are adhered to and pose no risk to any participant or party involved. A revised ethical clearance letter will be issued in such instances.



We wish you all the best with your research!



Yours sincerely,



Daniëlle vanse Van Vuuren
Supervisor

Leigh de Wet
Campus Postgraduate Coordinator



Directors: RJ Douglas (UK), JDR Oesch (non-executive), A Isaakidis (non-executive) **Company Secretary:** C Koopman

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G) Originality Report



RESM8419_2017_HBA1_VCDN1 - RESM8419_VCDN1

Assignment 5 - POE

Shiné Cornelius

on Mon, Oct 16 2017, 2:23 PM

33% highest match

Submission ID: 1e5109b4-3851-4a07-bda2-ab0170e3f281

Attachments (1)

RESM 5 Final.docx 33%

Word Count: 18,160 Attachment ID: 182616908

RESM 5 Final.docx

ABSTRACT

In South African higher education, the most common language used is English. This means that language barriers are present due to the diversity of South Africa.

THE FOLLOWING STUDY WAS CONDUCTED ON A SOUTH AFRICAN EXPLORATION INTO THE IMPACT OF NON-FIRST ADDITIONAL ENGLISH LANGUAGE BARRIERS IN HIGHER EDUCATION. The aim of this study was to explore the impacts, effects and solutions to non-first additional English language barriers in higher education.

The study took the form of Qualitative research, in which an Interpretivist approach was employed. Qualitative data was collected through a focus group interview and made use of a thematic analysis method. The data collected indicated that special education and lecturer training was needed to provide the tools and knowledge necessary to assist students. Furthermore the data found that student motivation and sociocultural impacts had a big impact on learning a new language.

The first recommendation made for this study is to further research bilingual education in a higher educational environment. The second recommendation made for this study is to further research into student motivation and how to influence student motivation. The third recommendation made for this study is to further research into the socio-cultural impacts on learning a new language.
