

English Language Proficiency as a Predictor of Academic Achievement among Primary English First Additional Language Learners in South Africa**Madoda Cekiso¹, Baba Tshotsho² and Rose Masha³***¹Tshwane University of Technology, Department of Applied Languages, South Africa
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E-mail: rmasha@ufh.ac.za***KEYWORDS** Proficiency. Academic Performance. Mother Tongue. Language of Instruction. Dominant Language

ABSTRACT The main purpose of the study was to investigate the impact of English language proficiency on learners' academic achievement in Mathematics, Economic and Management Science and Natural Science. The learners' performance in the four mentioned subjects was measured through their end of the year (2013) results. A purposeful sample of 215 Grade 8 learners was used in this study. The results indicated that there was no relationship between learners' English proficiency and their academic performance in Mathematics and EMS. The only relationship the study revealed was between the English language proficiency and learners' academic performance in Natural Science, although it was not significant. It was concluded that there was no alignment between the current structures of the English language subject offered and the language proficiency required for academic success in Mathematics and EMS.