

**Teachers' Experiences with English as the Language of Learning  
and Teaching in the East London Education District****Tantaswa Mkohlwa and Jane-Francis Afungmeyu Abongdia***University of Fort Hare, South Africa***KEYWORDS** Language of Learning and Teaching. IsiXhosa. Learners. Home Language. East London District

**ABSTRACT** This study investigates the teachers' experiences with English as the language of learning and teaching of isiXhosa learners. It critically examines the teachers' practices and experiences towards English as the sole language of learning and teaching (LoLT) at two primary schools in the East London District of South Africa. The study is guided by the fact that most learners use their mother tongue (isiXhosa) in classrooms as well as outside classrooms. Theoretically, this study is underpinned by the constructivist view of language learning and English as an international language. The study makes use of the qualitative research method with a case study design. The data collected was analyzed using discourse analysis. The findings suggest some instrumental motivations to use English as LoLT. Some of these motivations include studying abroad, business with foreign investors, and integrative motivations as the learners might be able to communicate with people from different countries.