

The Impact of English as Language of Learning and Teaching in Primary Schools: A Case Study of the Gauteng Province

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KEYWORDS Assessment. Curriculum. Involvement. Perspectives. Qualitative. Significance

ABSTRACT The objective of this paper was to establish the impact of language of learning and teaching in selected South African primary schools and determine how learners learn in the language they do not speak at home. This research was underpinned by critical discourse analysis. Language policies can be better understood by looking at the social issues of the community as well as the language and type of texts used. Qualitative research was chosen as a relevant research instrument for this paper to gather information. During data analysis the data was organised categorically and coded and the responses were correlated with the prominent and emerging views identified in the literature survey. The findings of this research revealed that African learners are taught in second or third languages while white learners are taught in their home languages.