

**THE ACCESSIBILITY TO ENGLISH AS THE LANGUAGE OF LEARNING AND  
TEACHING IN SELECTED PUBLIC PRIMARY SCHOOLS OF VHEMBE DISTRICT**

by

**SHUMANI ERIC MADIMA**

A dissertation submitted to the University of Venda  
in fulfilment of the requirements  
for the Degree of

**MASTER OF ARTS IN LINGUISTICS**

Department of Communication and Applied Language Studies  
School of Human and Social Sciences

Supervisor: Dr NE Phaswana

Co-Supervisor: Prof EK Klu

May 2016

**UNIVEN LIBRARY**

**Library Item : 20172641**



## ABSTRACT

Language is commonly described as the tool by which a person acquires knowledge and literacy. It stands at the centre of the many interdependent cognitive, affective and social factors that shape learning. The question surrounding the use of language of learning and teaching in schools becomes particularly important in multilingual societies – especially for, educators, learners, parents and policy-makers. School Governing Bodies (SGBs) have been mandated by the South African Schools Act (SASA) to choose a language to serve as the medium of instruction in the South African public schools. Most of the SGBs prefer the use of English as the sole medium of instruction in public schools of Vhembe District. Since English is the preferred language of learning and teaching (LOLT), this study investigated its accessibility by learners in selected public primary schools of Vhembe District. The qualitative research method was used to collect and analyse data. This study project took place in six public primary schools in Vhembe District. The findings of the study revealed that English is not well accessed by learners in public primary schools of Vhembe District.

Key words: Accessibility, Language of Learning and Teaching, Language Policy, Medium of Instruction, School Governing Body