



University of Venda

**THE INFLUENCE OF ENGLISH AS A LANGUAGE OF LEARNING AND TEACHING
ON HIGH SCHOOL LEARNERS' ACADEMIC PERFORMANCE IN MATHEMATICS
IN VHEMBE DISTRICT**

by

LIVHUHANI CATHRINE MAKHUVHA

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Promoter: Dr MP Mulaudzi

Co-promoter: Prof MW Lumadi

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ABSTRACT

The purpose of this study was to investigate the influence of English as a language of learning and teaching on the performance of learners in high school Mathematics. The main focus of the study was on how English as a language promotes the learning of Mathematics and performance of learners in the subject. The fact that English is used as a language of learning and teaching of Mathematics has been identified as a problem, since most of the learners and some teachers are not proficient in the language. A mixed-methods approach was employed in the collection of data. Quantitative and qualitative data were collected and analyzed. Four curriculum advisers were interviewed. Twenty-four Mathematics educators and 132 learners responded to the questionnaires. The empirical findings revealed that learners do not perform well in Mathematics due to their weakness in the English language. Learners fail to grapple with Mathematics as teaching is done in the English language. The study recommends that Mathematics teachers should synchronise the teaching of content and the development of English language skills. Furthermore, it was recommended that English teachers should be supportive in the development of Mathematics language skills. Of equal importance is that teacher training institutions should infuse programmes that help educators in the teaching of Mathematics in English as second language.

Key words: Academic performance, First language, Language of learning and teaching, Second language.