

Chronicling the Debates Around the Use of English as a Language of Learning and Teaching in Schools

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Abstract : The ongoing argument over the use of English as a learning and teaching language in schools was examined in this study. The nature of the language proficiency gap is particularly relevant in light of the present emphasis on learning and educational quality in contemporary debates, as well as the education sustainable development goal. As a result, an interpretivist paradigm, a qualitative technique, and a case study-based research design were used in the work. Two school principals, two teachers, two members of the School Governing Body (SGB), and four learners were chosen using purposive sampling from two schools in the Amathole West Education District. The researchers were able to acquire in-depth information on the disputes surrounding the use of English as a language of learning and teaching by using semi-structured interview questions and focus groups. Despite knowing that they do not have the potential to do well in English, teachers found that despite appreciating the value of mother tongue and cultural identity, they prefer to use English as the language of teaching in schools. The findings, on the other hand, revealed that proponents of mother-language-based education argue that learning one's mother tongue is a human right.

Keywords : English first additional language learners, social justice, human capabilities, language proficiency

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