

**SELF-ESTEEM ENHANCEMENT FOR ENGLISH SECOND LANGUAGE
LEARNERS IN THE FOUNDATION PHASE**

BY

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DECLARATION

I, Thokozani Mbese declare that this dissertation is my own work and has not been submitted previously for any degree at any university and this dissertation does not have text, tables copied from the internet unless acknowledged, and the sources being detailed in the dissertation and in the references.

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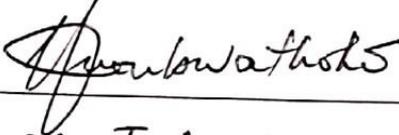
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STATEMENT BY SUPERVISOR

As a candidate's supervisor I approve this dissertation for submission

Signed: 
Date: 23 July 2020

DEDICATION

I dedicate this dissertation to my late grandmother, Mable Mbesa, who instilled in me the value of education.

ACKNOWLEDGEMENTS

It is with a humble soul that I present a statement of sincere appreciation to the people who made this dissertation a success. To begin with, I am exceedingly obliged to the Lord Jesus Christ who gave me strength, protection, wisdom, knowledge, patience and courage to carry through this work be a fruitful achievement.

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To my brothers, Jabulani, Sandile and Sakhile, for your support and taking care of the chaos at home during my late return from the library. To my nieces, Sthabile and Lusanda, you are the ones who understood when I talked about my studies and the challenges I encountered. My sisters, Blondie and Thembeke, for your encouragement and support, and all my friends for your support and prayers,

Finally my appreciation also goes to my aunt and my mom for your support and motivation throughout my study.

ABSTRACT

This study aimed to explore the self-esteem of English second language learners in the Foundation Phase in KwaZulu-Natal. This is a qualitative study with a sample size of 13 participants; nine learners from six years to nine years and four educators in the Foundation Phase. Data was generated through semi-structured interviews, questionnaires and observation. Research showed that language barriers affect the self-esteem of learners who are non-English speakers in multiracial schools, and most learners displayed low self-esteem especially when interacting with peers in classrooms. Findings of the study indicated that there is a huge need for self-esteem enhancement for English second language learners in the foundation phase. Language was a serious challenge for English second language learners, which contributed their low self-esteem. Self-esteem issues can affect anyone irrespective of age. Learners experienced different academic difficulties, for example, repeating a grade, or continuing to the following grade without a sufficient grasp of the past grade's work. Difficult behavioral issues among English second language learners are sometimes caused by large class sizes that make educators not pay full attention to the learners with low self-esteem. The study also revealed the importance of having school remedial teachers who are qualified to assist learners with difficulties, such as learners who have low self-esteem, language challenges, lack of support from the school management team and lack of support from parents.

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LIST OF ACRONYMS AND ABBREVIATIONS

DoE	Department of Education
NCS	National Curriculum Statement
CAPS	Curriculum Assessment Policy Statements
UNCRC	United Nations Convention on the Right of the Child
ESL	English second language
LoLT	Language of Learning and Teaching
LDs	Learning Difficulties
SLIs	Specific Language Impairments
SMT	School Management Team
UNCRC	United Nations Convention on the Right of the Child
OVC	Orphaned and Vulnerable Children

CHAPTER ONE

INTRODUCTION AND ORIENTATION OF THE STUDY

1.1 Introduction

This introductory chapter presents the background on self-esteem enhancement for English second language learners in the foundation phase. A thorough description of the research problem, rationale, purpose, significance, location, and the rationale of the study is presented. Furthermore, this chapter introduces the objectives and research questions. A brief overview of research design and methodology is also presented. Finally this chapter concludes with a brief overview of the chapters to follow.

1.2 Background of the study

The foundation phase (FP) is an important developmental stage of the child in education and in life as a whole. It is a crucial stage in which the child's self-esteem can be built or broken. If the child's self-esteem is ignored, the child may experience many challenges in education and in life itself, but if the child's self-esteem is developed and/or nourished, the child will be able to handle any challenges, can make wise decisions and can succeed in many areas in life. To build children's self-esteem is very important and it is a crucial job for the parent and the teacher. Ekinci & Kandemir (2015, p. 29) reports that "A child's self-esteem begins to be formed very early, and continues being created day by day."

How people see themselves is a vital portion of how commendable they feel as individuals. In any case, one's view of self-esteem is rarely based on inner factors alone. In this study, I would like to increase the knowledge of the states of mind of learners who are being brought into school at the lowest level. The need for self-esteem enhancement for English second language learners in foundation phase is premised on the high number of learners who are struggling with literacy at foundation phase.

1.3 Statement of the research problem

This study aims at exploring self-esteem and academic achievement amongst English second language learners in the foundation phase. This study is prompted by the high literacy failure rate of English second language learners in South Africa and beyond. I realised, through literature and working as a foundation phase educator, in a multiracial school in South Africa

where English is the medium of instruction, that many learners have challenges of low self-esteem, mostly because English is the medium of instruction. However, some learners find it difficult to comprehend and to express their feelings in English. Therefore, this study seeks to explore the impact that self-esteem has on the academic achievement of an English second language learner in the foundation phase.

Educationalists have proposed that African language speakers should be taught in their mother-tongue for at least three years of schooling before switching to English. Then the Minister of Education, Naledi Pandor, speaking at a language policy conference at the end of 2006, intimated that this initial period of mother tongue instruction would be extended to six years for both Foundation and Intermediate Phases. The following is the reason why I am particularly interested in the self-esteem of English second language learners in the foundation phase. The South African school curriculum has been constantly changing. The Department of Education introduced Outcome Based Education (OBE) in the late 1990s, then shifted to Curriculum 2005, then the Revised National Curriculum Statement and finally the Curriculum Assessment Policy Statement (CAPS). In all these changes foundation phase English second language learners in South Africa experienced difficulties with the English language. Even though the content remained the same, the teaching methodology is different, and this unsettled those learners with low self-esteem. From the time that CAPS was introduced in 2012, the syllabus for English included listening and speaking, reading and writing phonics. This requires that most of foundation phase learners with limited English vocabulary have to speak. This lowers their self-esteem because learners are unable to express themselves. Hence, my interest in the self-esteem of English second language learners in the foundation phase.

1.4 Rationale for the study

I have been a teacher for the past 15 years in three different multiracial schools. My experience as a foundation phase educator is that English second language learners are struggling with literacy. The reason behind that is that English is a medium of instruction. These learners can communicate with others in English but they have not mastered the language skills, as the learning of English needs a variety of linguistic skills that second language learners may not have achieved. English first language learners understand the language more and are able to think constructively and critically and are able to share their ideas through the medium of instruction-English, unlike English second language learners who are more fluent in their

mother tongue. English second language learners are also able to think constructively, critically and able to share ideas in their own mother tongue, but when it comes to English as their second language some learners experience difficulties.

It is clear that ensuring that learners understand English vocabulary and have sufficient opportunities to use is important. Following instructions, word problem-solving, understanding and using vocabulary correctly needs language skills. Educationalists have proposed that learners whose home language is not English should be taught in their mother-tongue for at least three years of schooling before switching to English, as Naledi Pandor said. Hence this study aims to explore whether self-esteem has an impact on academic achievement of English second language learners in the foundation phase.

In my early years of schooling I did not form solid friendships and relationships in the classroom with English first-language speakers and due to being unable to speak English fluently with my peers, I was often isolated from conversation and activities. In the class I was unable to follow instructions correctly. I was often the one who completed the tasks last, as a results of trying to make sense of instructions. This frustrated me and I was easily distracted. I often could not understand concepts that were taught in the class where other children seemed to easily understand the concepts and consequently enjoy the stories narrated. I often lost out of learning values and enjoying the crucial activities to develop vocabulary and extend knowledge because of low self-esteem. This study is prompted by the learners who drop out of school or experience behavioural problems because of learning challenges which lead to low self-esteem.

1.5 Purpose of the study

This study aims at exploring self-esteem in relation to the academic achievement of English second language learners in the foundation phase.

1.6 Significance of the study

My intention is that this study would provide evidence of the need for self-esteem enhancement for English second language learners in foundation phase. Findings of the study may be valuable to the Department of Education, educators and learners.

1.7 Location of the study

This study took place in Wentworth Township, which is located in Durban on the east coast of KwaZulu-Natal in South Africa. It is found in an area known as the South Durban Basin, crossed by major two freeways, M4 and M7. Moreover, it is approximately eleven kilometres south of the Durban City Centre. The primary school where I conducted this research study was founded in 1965 and opened its doors to learners in January the same year.

The learners at this school come from the following locations: Wentworth, Umlazi, Lamontville, KwaMakhutha, Adams, UMBumbulu and Bluff. This school enrolls children from different races and cultures namely: Black South Africans, Coloured and Indian learners, and foreign nationals from French speaking countries such as Congo (DRC) and Zimbabwe. The language differences of learners from different cultures at our school contribute to learners' difficulties in understanding numeracy skills and concepts. This creates the gap that will be addressed through this study. During the period of conducting the study (in 2018) the total enrolment at our school in Foundation Phase (from grade R-3) is 474 learners and twelve educators. Furthermore, the residents are from poor economic backgrounds. The local area also has a high crime rate, and other social ills such as substance abuse are rife.

1.8 Objectives

The objectives of this study are:

1. The need for self-esteem for English second language learners in the foundation phase.
2. To examine how educators and learners perceive the self-esteem of English second language learners in the foundation phase.
3. To recommend how children's self-esteem can be enhanced for English second language learners.

1.9 Research questions

1. What is the need for self-esteem for English second language learners in the foundation phase?
2. How do educators and learners perceive the self-esteem of English second language learners in the foundation phase in a Durban school?

3. What are the recommendations for enhancing self-esteem in English second language learners in the foundation phase?

1.10 Research design and methodology

This study adopted a qualitative research design undergirded by the principles of the theoretical framework of social constructivism. I utilised methods that aimed to inspire dialogue and validate the participants' view (Mertens & Wilson, 2018). This approach allow the uses of the interpretive and constructivist paradigm (Rajendran, Sherry, Nile, Sherriff, Johnson & Hanson, 2016). Purposive sampling was used in order to select four educators and nine learners to be part of my study. The teachers were selected on the basis of their experiences in teaching English in the foundation phase. Semi-structured interviews, questionnaires and classroom observation were used to collect data. Then followed data analysis and qualitative interpretive analysis (Sergeant, Rahbar, & Chilton, 2016). Data analysis was complete in the context of credibility, transferability, dependability (Shenton, 2004), confirmability (Praveen & Loh, 2015) and trust-worthiness of the findings (Gielens, Dekimpe, Mukherjee, & Tuli, 2016).

1.11 Outline of the study

This study is structured and presented in six chapters and below I present an outline for each chapter.

Chapter one

This chapter presents an overview of the study on the self-esteem of English second language learners in the Foundation Phase.

Chapter two

This chapter frames the study theoretically and discusses the literature and theoretical framework related to self-esteem and English second language learners in the foundation phase.

Chapter three

This study discusses research design and methodology

Chapter four

This study describes data representation, analysis and interpretation related to self-esteem and English second language learners in the foundation phase.

Chapter five

This study present a discussion of findings and conclusions, regarding self-esteem and its enhancement for English second language learners.

1.12 SUMMARY

This study presented the introduction, rationale for the study, background of the study, purpose of the study, significance of the study, location of the study, objectives of the study, research questions, research design and methodology and outline of the study. The following chapter will present the literature review of the study.

CHAPTER TWO

REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK ON SELF-ESTEEM AND ENGLISH SECOND LANGUAGE LEARNERS IN THE FOUNDATION PHASE

2.1 Introduction

The aim of this research study is to explore how educators and learners perceive the self-esteem of English second language learners in the foundation phase. This research study addressed the questions: How do educators and learners perceive the self-esteem of English second language learners in the foundation phase in a Durban school? What are the recommendations for enhancing self-esteem in English second language learners in the foundation phase?

In the previous chapter, I introduced the study by setting out the research problem, the research aim, and research questions. This chapter reviews literature related to self-esteem and to English second language learners in the foundation phase. First, this chapter offer a view of literature concentrating on self-esteem and on English second language learners in the foundation phase. Secondly, it addresses the relationship between self-esteem and the academic performance of English second language learners in the foundation phase. Thirdly, it argues for the importance of self-esteem enhancement for English second language learners in the foundation phase.

This chapter also addresses social constructivism as the theoretical framework that directed this study. The theoretical framework provides a solid foundation for data analysis and methods. If the study has an inappropriate theoretical framework, that means the research is uncertain; much the same as the developer of the house needs a blueprint, a theoretical framework is important, as it gives direction to the study.

2.2 Definitions of operational concepts

2.2.1 Self-esteem

Self-esteem is a personal judgment of the worthiness that is expressed in the attitudes the individual holds towards himself (Hui, Yuen, & Chen, 2018). Thus, self-esteem is an attitude about the self and is related to personal beliefs about skills, abilities, social relationships, and future outcomes. It is an emotional response that people experience as they contemplate and

evaluate different things about themselves (Krueger, 2014). Fennell (2016, p. 1) states that “self-esteem, refers to the overall opinion we have of ourselves, how we judge or evaluate ourselves, and the value we attach to ourselves as people.”

According to Ghilay and Ghilay (2015) self-esteem and self-efficacy are considered similar terms, and Corkum, Burnett, and Ivanov (1994) describes self-esteem as “Global cognitive and effective/feeling orientation that focuses on how an individual feels about him or herself as a person.” According to Robson (1989, p. 133) self-esteem is “the sense of contentment and self-acceptance that stems from a person’s appraisal of his own worth, significance, attractiveness. Competence and ability to satisfy his aspiration.” While Branden (1995) clarifies that self-esteem is simply the coordination of self-efficacy and self-respect. In my conclusion self-esteem applies to the attitude about yourself and the surroundings. Branden (1995) came up with the six pillars of self-esteem, which describe clearly what self-esteem means. The following are the pillars of self-esteem.

2.2.2 Pillars of self-esteem

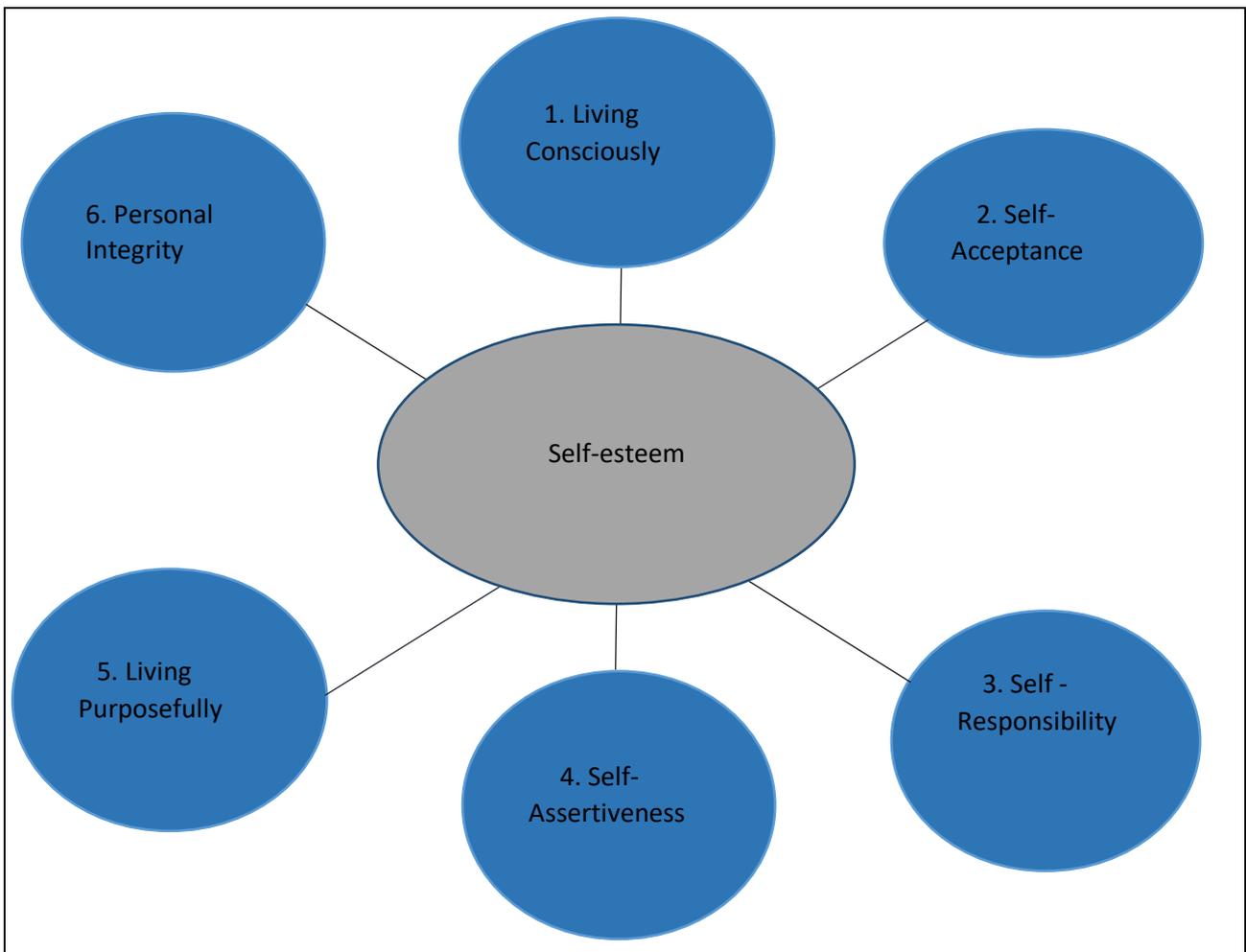


Figure1: Pillars of self-esteem (adapted from Branden, 1995, p. 66)

The first pillar of self-esteem entails living consciously, which means to be aware of your effect on the feelings, health, well-being and challenges of others around you. Self-esteem is to be aware of how much you can manage yourself and to what extent one needs to reach out to others to assist or uplift in any way of disadvantage that they might encounter. The second pillar of self-esteem is self-acceptance, assertion of your strengths and limitations. This ensures that one is comfortable and happy with one's body. To ensure one has a good self-image, there is a need to accept current life circumstances and the past. The third pillar is self-responsibility, is means ensuring that you are being sufficient for day-to-day needs, being punctual, knowing your commitments and delivering on them. The fourth pillar is self-assertiveness, to be able to state your opinions or facts confidently and convincingly, that you stand out and will be heard and not dismissed. You are not easily intimidated by anybody or any group of people. The fifth pillar is living purposefully, to live a holistic, fulfilled life, where you have a vision and balance interacting with self and others, emotionally, intellectually, physically, and aesthetically. The sixth pillar is personal integrity, the ability to act responsibly and morally correctly and treat others with respect. To know right and wrong and not being afraid to stand up and make the correct decision, even if not accepted by the majority, is an important measure of self-esteem.

2.2.3 Self-concept

Self-concept is the totality of cognitive beliefs that people have about themselves; it is everything that is known about the self and includes things such as name, race, likes, dislikes, beliefs, values, and appearance descriptions, such as height (Krueger, 2014). Pajares and Schunk (2002, p. 21) define self-concept as “a description of one's own perceived self-accompanied by a judgment of self-worth. Self-concept, on the other hand, is a self-descriptive judgment that includes an evaluation of competence and the feelings of self-worth associated with the judgment in question” Sikhwari (2014, p. 9) regards self-esteem as a “person's way of perceiving himself/ herself and may be either positive or negative.”

2.2.4 Self-esteem enhancement

People view themselves in unreasonable positive light, as such pupils view themselves to be competent and most likely to prosper than others. According to Ong, Goodman, & Zaki (2018,

p. 3) “self-enhancement occurs when people make global evaluations of their personal attributes or traits, relative to that of the average person”. O'Mara & Gaertner (2017, p. 2) stated that “self-enhancement is a pervasive motivation that manifests broadly to promote and protect the positive of the self”.

2.2.5 Learner

The word learner is used to mean what is otherwise referred to as ‘student’ or ‘pupil’ (Department of Education, 1997) it is a person being taught or tutored.

2.2.6 Second language learner

It is a learner who is not using his or her own language or mother tongue for communication at school; maybe that language is not used as the medium of instruction (August & Shanahan, 2006).

2.2.7 Foundation Phase

The term Foundation Phase refers to Grades R to Grade 3. It comprises learners from 5 years to 9 years (Department of Education, 1997).

2.3 Negative factors affecting learners’ self-esteem

There are many factors affecting learner’s self-esteem negatively. I will concentrate only on the following: child abuse, neglected child, poverty, family background.

2.3.1 Child sexual abuse

The first factor affecting learner’s self-esteem is sexual abuse. Child sexual maltreatment is a huge worldwide social phenomenon that affects the lives of numerous youngsters in Africa (Adlem, 2017), including in South Africa. For example, sexual abuse is an issue of high magnitude among young people in Nigeria (Sylvester, 2014). Singh (2017) states that childhood life, based upon one’s parents/guardians, who help from world views, shape a

youngster's manner towards individual accomplishment, encourage the youngster on how to approach challenges throughout everyday life and fulfil their necessities such as mentally and physiologically. However, the psychological wellness of youngsters relies upon the way guardians relates to them (Singh, 2017). There is a notable Zulu proverb that says '*umuthi ugotshwa usemanzi*' which means '*train the child while he or she is still young*'. Guardians' childhood raising style is a significant factor in altering conduct issues, as youngsters' formation of self-esteem laid very early in life (Singh, 2017). There are some factors that are considered likely to affect learners' self-esteem, including abuse, poverty, being gays and lesbians, family background, child-headed family, illnesses and child neglect.

According to the World Health Organisation (1999), child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the law or social taboos of society. Child sexual abuse can be evidenced by activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person (Murray, Nguyen, & Cohen, 2014). There is currently decisive confirmation of the major and durable negative impacts of physical and sexual mishandling on youngsters. The estimated number of reported at Balikli Hospital (Istanbul) of children who are sexually abused annually is 81,000 (Ekinci & Kandemir, 2015).

Rule (2017, p. 1) reports that "Boys and girls in South Africa are equally vulnerable to some form of child sexual abuse." There are increasing reports of incidents of male sexual abuse. SABC news reported Agency (2017) that on March 6, 2018, Mpumalanga Ligugu Secondary School in KwaZulu-Natal, a principal was arrested for sexually abusing boys. Children are abused sexually at home, at school and by neighbours (Rule, 2017). At this juncture, the sexual abuse of learners in childhood has its genuine permanent, and psychological outcomes, which include damages such as anxiety, stress disorder, and memory impairment (Ekinci & Kandemir, 2015). This further extends to our school, where we had cases of boy to boy sexual assault in the toilets, which may result in low self-esteem and low academic performance. As a result of this, we engaged on a toilet routine where all learners were ushered at once to the toilets. Although we have junior phase toilets and senior phase toilets separate, learners preferred to run to the junior primary toilets. When, during teaching hours, a learner needs to use the toilet, we consent that another learner can accompany them, even though that interrupts the learning process.

2.3.2 Incidents of rape and sexual abuse

Sexually abused children face many challenges at school, which may make the child feel insecure, lonely and traumatic. This makes the child to incur fear and to trust no one because the entrusted people have abused them sexually. Van der Kolk (2017) states that most traumas started from home, for example, in Kwa-Zulu Natal a father raped his daughter. The incident was quite unfortunate, that a parent who should provide security has turned to be a perpetrator against his daughter and thus ruined her future sexually (Xie, Qiao, & Wang, 2016). A very ugly incident also happened in 2013 in Madadeni, Newcastle in KwaZulu-Natal, where a 45 years old man raped two grandchildren. To avoid such events and to educate the learners against being victims, the introduction of Life Skills was meant to equip learners with skills to handle psycho-social challenges they encountered in life. Such horrible experiences further affect a learner's self-esteem, thus resulting in poor academic performance.

Adoption can have a negative or positive impact on a child's life, it can leave the child emotionally hurt and having trust issues because some people adopt a child just because they want the social grant and fail to protect the child (Zeanah & Humphreys, 2018). There is a myth of child rape as a cure for HIV, another reason why children are being raped. Sexual abuse can destroy a child's emotional, psychological and physical wellbeing. A child may feel frightened of people and frightened of being alone, thinking that the perpetrator might come back. At the point where youngsters are sexually abused, their personal limits, their right to say no and their feeling of control in the public are violated. They end up weak, useless and blaming themselves for what had happened. They feel that they have no value (Adlem, 2017).

2.3.3 Physical abuse

On the 2nd of September 1990 the United Nations Convention on the Rights of the Child (UNCRC) was signed by 194 countries for protection and assurance of the rights and the welfares of the children. It protects children from any form of corporal punishment from either a family member, legal caretaker, mother or father or whatever other individual whose duty is to secure the child.

Corporal punishment is one sort of physical abuse (Nyarko, 2017). Corporal punishment is utilised by a lot of educators and most educators in South Africa are reluctant to stop physically disciplining the learners who disregard the rules and regulations of the school (Meinck, Cluver,

Boyes, & Loening-Voysey, 2016). The physical and embarrassing discipline of learners is one of the frequently exercised types of violence against learners in Ethiopia (Hailu, Gebrezgabiher, & Tesfay, 2016). Sanders (2018) states that corporal punishment helped them in getting mischievous learners to act appropriately. However, learners felt disgrace and fear, which results in learners' low self-esteem (Meinck, Cluver, Boyes, & Loening-Voysey, 2016). In South Africa, use of corporal punishment has been illegal since 1997. Despite that, a principal's punishment paralysed a young boy of 14 years in a school in KwaZulu-Natal, Mpumalanga in 2017 (African News Agency, 2017).

While youngsters' sport is described to be a positive, solid formation experience for the individuals who effectively take an interest, coaches may abuse this opportunity by forcing children to take part in a sport even if they have an injury, are exhausted or forced to over train (McPherson et al., 2017). Based on this information, a global Expert Panel on Safe Sport has formulated policies and procedures to protect sport as a place of safety for all (Hayhurst, MacNeill, Kidd, & Knoppers, 2014). Exposure to physical and psychological mistreatment can foresee different long haul negative results for youngsters.

Although, following psychological intervention, the damage can be minimised, children abused physically, tend to have much lower self-esteem in comparison with their fellow learners who are not abused. Moreover, physically abused children feel that their parents cannot hit something that they love that is why they feel unloved and unwanted. In class, they think of themselves as naughty, bad, unwanted and someone who is below everybody in the class. Where a child is treated badly and being physically abused, their self-esteem decreases (Hawkins & Haskett 2014). They think that they are at fault all the time. For example, sometimes a child may even look forward to being reprimanded because they are getting some attention, albeit negative. Such children tend to think that they are useless, worthless, they are less deserving which leads to low self-esteem. As they grow up thinking that punishment is the norm based on the stereotype understanding of the law of nature around them. These children tend to blame themselves for everything that goes wrong. The next section addresses emotional abuse.

2.3.4 Emotional abuse

This section discusses the emotional abuse of children as one of the factors that affect self-esteem (Liu, Chen, Song, Lu, Wang, Zhang & Zheng, 2018). The child can be affected by

internal emotional abuse such as anger and boredom (Noyes, Darby & Leupold, 2015). This can equally affect the child negatively, for example, when the child is not doing well in an academically, that child can be very frustrated, angry and bored, or positively, for example, when the child is doing well academically, he or she can have joy and pride in himself or herself (Noyes, Darby & Leupold, 2015). Some teachers are the cause of learners' low self-esteem because they abuse children emotionally by calling them names when their academic performance is low, such as 'you are a fool, stupid, you are useless, you know nothing' and learners feel hopeless and embarrassed (Noyes et al., 2015). This is called 'learned helplessness.'

The development of a child's self-esteem depends on the family environment (Orth, 2017). Children's interaction with their parents will enable them to interact with peers, for example, when learners are motivated by parents who notice their progress, however minimal, and praise learners, those learners will be motivated to improve even more. If a child has low self-esteem, it will be difficult to socialise with others and to make friends, for example, if a child has a language problem, it will be difficult to communicate with others, and he or she may find himself or herself being a loner. Children might bully him or her and that has a huge impact on the child's emotions, because the child does not have communication skills to seek help from a teacher (Maguire et al., 2015).

The upbringing that a child receives in his or her first years of life is extremely important in shaping his or her morals, values and self-esteem. The way the elders or parents speak and treat a child shows a child how important they are and what they mean to others. A child's self-esteem is defined by how he or she was spoken to and treated by others in a family. A child sense of belonging comes from what he or she feels within the family. For example, a child that is constantly shouted at and called a "mistake" or told they are stupid will grow up with those insecurities (Ghilay & Ghilay, 2017).

2.3.5 Neglected children

The growing number of orphaned and vulnerable (OVC) children in South Africa has been credited to the increase in illness and mortality rates among people due to, for example, HIV/AIDS, poverty, crime, negligent parents and road accidents (Ngconjana, Kwizera, & Umejisi, 2017). Most of the children who are vulnerable and neglected have low self-esteem. De Andrés (1999, p. 88) states that "parents hold the key to children's self-esteem."

Oshri, Carlson, Kwon, Zeichner, & Wickrama (2014, p. 152) state that “Child neglect is a heterogeneous type of maltreatment, encompassing multiple acts of omission.” Barnett, Manly, and Cicchetti (1993) identify two noteworthy child neglect subtypes as key foci: supervision neglect and physical neglect. Supervision neglect alludes to the inability to administer and screen the child; furthermore, a child may be unsupervised, medical or human services and can be placed in threat or not shielded from passionate damage. Physical neglect alludes to an absence of arrangement of the physical needs of the youngster. In addition, a child may be left starving and messy, without satisfaction or dress (Oshri, Carlson, Kwon, Zeichner, & Wickrama, 2017).

Seymour (2017) reports that, in the United States, many youngsters have parents in jail, because they wanted a fast life and end up committing a crime. Furthermore, the current estimate is that upwards of 1.5 million youngsters have an imprisoned parent and a huge number of others will have encountered the imprisonment of a parent eventually in their lives. These children are neglected in all areas (Seymour, 2017). As a result, a single parent brings up the children.

Maguire et al. (2015) report that as much as a neglected child has a negative view of life there is a good side about it, such as the neglected child may become a good problem solver because most of the time their parents left them alone to see to their environment. In addition, “the behaviour problems and low self-esteem experienced by neglected children may contribute to their difficulties in developing friendships.” (Maguire et al., 2015, p. 649). Often, neglected children could turn to become a joker in class because they want attention and to be accepted by peers, as jokes are used to mask their pain.

The children that are constantly taunted and treated badly tend to seek any kind of attention and are often those that are naughty or become aggressive with others. They have abandonment issues and feel rejected by society (Putnick et al., 2015).

2.3.6 Poverty’s influence on well-being

Youngsters who encounter difficulties throughout early education are probably going to have poorer emotional well-being along the way (Ismayilova, Gaveras, Blum, Tô-Camier, & Nanema, 2016). Poverty is one of the early life stressors. It affects youngsters’ mind and behavioural functioning and may disturb the youngster’s administrative framework and cause low self-esteem (Ismayilova, Gaveras, Blum, To-Camier, & Nanema, 2016).

Patriota, et al. (2017) report that the World Health Organisation (WHO) assessed 155 million or one in 10 school age (5-7 years old) children worldwide to be either overweight or obese. It is notable that weight pick up is identified with high utilisation of low-supplement items wealthy in sugars, fat, and salt, (for example, bites and quick sustenance's); routine utilisation of sugary beverages; and lacking physical movement (Patriota, et al., 2017). In addition, low pay populaces are the most influenced, those with less access to human services, and in this manner, they will probably create comorbidities related to obesity (Patriota, et al., 2017).

Poor children sometimes go to school on empty stomachs. If a child is hungry, they may have bad breath, and children may avoid him or her, calling him or her names. Dani (2015) report that poor oral well-being negatively influences development, learning, correspondence, and self-esteem.

Poverty also affects a child's self-esteem. Children often feel like a burden on their parents because parents have insufficient funds to provide for the needs of the children. Poverty affects how parents provide the basic needs for their children and because of this the children lack the essentials that children from middle class or rich families have. For example, they will not have the best of the school year, they will not be able to pay fees to go on an excursion because they cannot afford it. This leads to embarrassment and low self-esteem. Poverty may include other forms of deprivation. For example, Belvin, Britton, Holmes, and Langley (2015, p. 5) report that they have assessed that more than "432,000 children may be viewed as been drawn into poverty by parental smoking."

Orth (2017) states that society is an essential environmental factor manipulating the development of children's self-esteem. Sometimes society is cruel and the children within that society often experience teasing as well as rejection. They are isolated and ridiculed. These children grow up having poor self-esteem and cannot compete well in the environment they are in because they are not well prepared to compete with their privileged counterparts.

Children who tend to be absent from school for a longer period miss important events because they cannot afford the appropriate attire for sporting and schooling activities. These children feel it difficult to cope and take themselves out of this situation.

2.3.7 Family background as an influence on children's self-esteem

Family background is one of the factors affecting self-esteem. Self-esteem is affected by numerous variables, for example, school, companions, and internal identity, however, it appears that the family has a pivotal part in forming self-esteem (Rezaei-Dehaghani, Paki, & Keshvari, 2015). This suggests that the environment in which the children are raised significantly adds to the improvement of their self-esteem, in addition, a solid family connection usually has an impact on the child's self-esteem (Wu, Chena, Yang, Ding, Yang & Sun, 2015). Some children are born with chronic illnesses; the symptoms of illness would have an impact on their self-esteem (Makanya, 2015). Sometimes children laugh at them and some children do not want to play with them, leading to low self-esteem.

Some mothers, after birth, develop depression and anxiety, which may be caused by the father of the baby rejecting her and the baby during pregnancy, which causes them to neglect their new-born babies. That child will grow up knowing that she or he is a rejected child (Cantwell, Muldoon & Gallagher, 2015).

The experiences that a child has when he or she is young can have a huge impact on a child's self-esteem. For example, young children trust and value their parents and have no control or power over their lives; they all depend on their parents. Some parents take advantage of that and sexually abuse their child. Children grow with lack of trust and low self-esteem. The negative things that they hear from their family affects children, for example, a parent says, "no one had a matric pass in this family." The child will have a negative attitude towards school.

A stable family instils values, norms, and standard to their children while they are still young. Children grow in positive and warm well-being and their self-esteem increases (Telzer, Tsai, Gonzales, & Fuligni, 2015). Children who come from a loving background where parents are encouraging, reliable and loving tend to be more confident and secure in whatever they do (Oduaran, 2015). When a child is constantly reprimanded and told how useless he or she is, and this is emphasised daily, the child usually doubts him or herself. This negative behaviour towards these children causes these children to feel unwanted and unloved, which results in them looking for attention in a negative way.

2.4 Positive self-esteem

The progress of self-esteem over a life time relies upon experiences in an individual's life. Parents have been considered as the basis of negative or positive influence on children's self-esteem. The ways in which parents speak with, love and support their children, may either increase or decrease children's self-esteem (Tabak & Zawadzka, 2017). Li, Jiang, Li, and Lu, (2018) state that positive parental care increases the sense of security and also increases self-confidence. Positive parenting has a positive effect on self-esteem. Woodward et al. (2018) state that if a parent instils good values, norms and standard in a child's life, the child will have high self-esteem.

The advantage of positive self-esteem is that, when a child values himself or herself, he or she feels secure, finds it easy to socialise with other children and is able to solve some problems without being frustrated. It increases critical thinking and a clear focus (Paquette, Brassard, Gueri, Fortin-Chevalier, & Tanguay-Beaudoin, 2014). Children with positive self-esteem trust their own judgement, have the ability to solve their own issues and do not feel insecure if their own options are not approved. They are not afraid to ask any question and to ask for help (Nys, 2015). High self-esteem in children helps them to experience good, healthy relationships with others and to accept other children's differences (Orth & Robins, 2014). Marshall, Parker, Ciarrichi, & Heaven (2014) report that self-esteem increases the level of social support and children with high self-esteem enjoy a variety of games and are able to take turns. At the same time, they understand that they are appreciated particularly by those with whom they have closer relationships.

2.5 The need for self-esteem enhancement for English second language learners in the Foundation Phase

As human beings, we need to be comfortable with our whole being, irrespective of colour, body structure, and background. We all need to appreciate ourselves that we are wonderfully made by our Creator. A learner should feel great in his or her own skin and language because all languages are important; if a learner is unable to speak English that doesn't mean he or she is stupid, that lowers self-esteem (Branden, 1995). Poor self-esteem can be experienced at an early childhood where, for example, parents criticise their children or a teacher criticises a learner (Noyes et al., 2015). It can also happen that a child's good upbringing increases self-esteem (Ghilay & Ghilay, 2017).

In addition, Gecas and Schwalbe (1986) state that self-esteem is identified with parental enthusiasm for the learner's exercises, and furthermore, great family relationships develop confidence. Though it does happen that single parent ends up raising their children because maybe a parent passed away or is divorced, I believe that, if a parent trusts and views their children as a capable and responsible individual that can increase the child self-esteem.

It has saddened me to see the increase of single young mothers who are unable to boost their children's self-esteem because they hardly spend time with their children. Most of the time these children learn from their peers and sometimes they get misled. Pre-adulthood is a period of change in numerous territories of a person's life; it needs a mature parent to raise a child. The primary stage is early puberty, which covers the time of 11-14 years (Sylvester, 2014). It is when the children need the most guidance and good explanation about body changes, because with these rapid physical, emotional, and social changes, children start to question parental standard and the requirement for parental direction.

The boys who are raised by single moms often find that their mothers find it difficult to explain matters about puberty, for their children's appropriate stages of development (Elliott, Powell & Brenton, 2015). These boys might suffer from social challenges because it is difficult for mothers to teach boys how to become a man. That affects boys' self-esteem because they might feel less knowledgeable when they hear their peers talking about the stages of development as a boy, a child who lives with both parents, especially a father's presence in a boy's life is essential, and a child who received training or taught about puberty by his father has high self-esteem (Ogedegbe & Coker, 2016). At the same time, negative socialization – e.g. the pressure on boys to assert themselves in relation to girls – is not positive parental guidance and could have damaging consequences.

McLeod (2018) refers to Maslow's hierarchy of needs as a motivational theory in psychology that includes a five-tier model of human needs frequently portrayed as hierarchical levels in a pyramid. People feel inspired to accomplish certain needs and a few major needs overshadow others. Our most essential needs are for physical survival, this is the most important thing that motivates our behaviour (Maslow, 1943 & 1954).

A parent that has children with low self-esteem has a very challenging situation that demands that parents develop constructive ways of enhancing self-esteem. Parents need to spend quality time with their children who have low self-esteem, and learning about their children's condition, how to deal with low-self-esteem children (Radzilani-Makutu, 2014). The Western

part of Nigeria, an entrepreneurial society, where much esteem is put on a person's financial status, personal education status and housing status, therefore, if a person does not achieve these societal measures, he or she may show low self-esteem. Children who come from a poor background who live in this area are experiencing very low self-esteem (Kalule-Sabiti & Oladipo, 2014)

2.5.1 The needs of self-esteem, according to Maslow's hierarchy

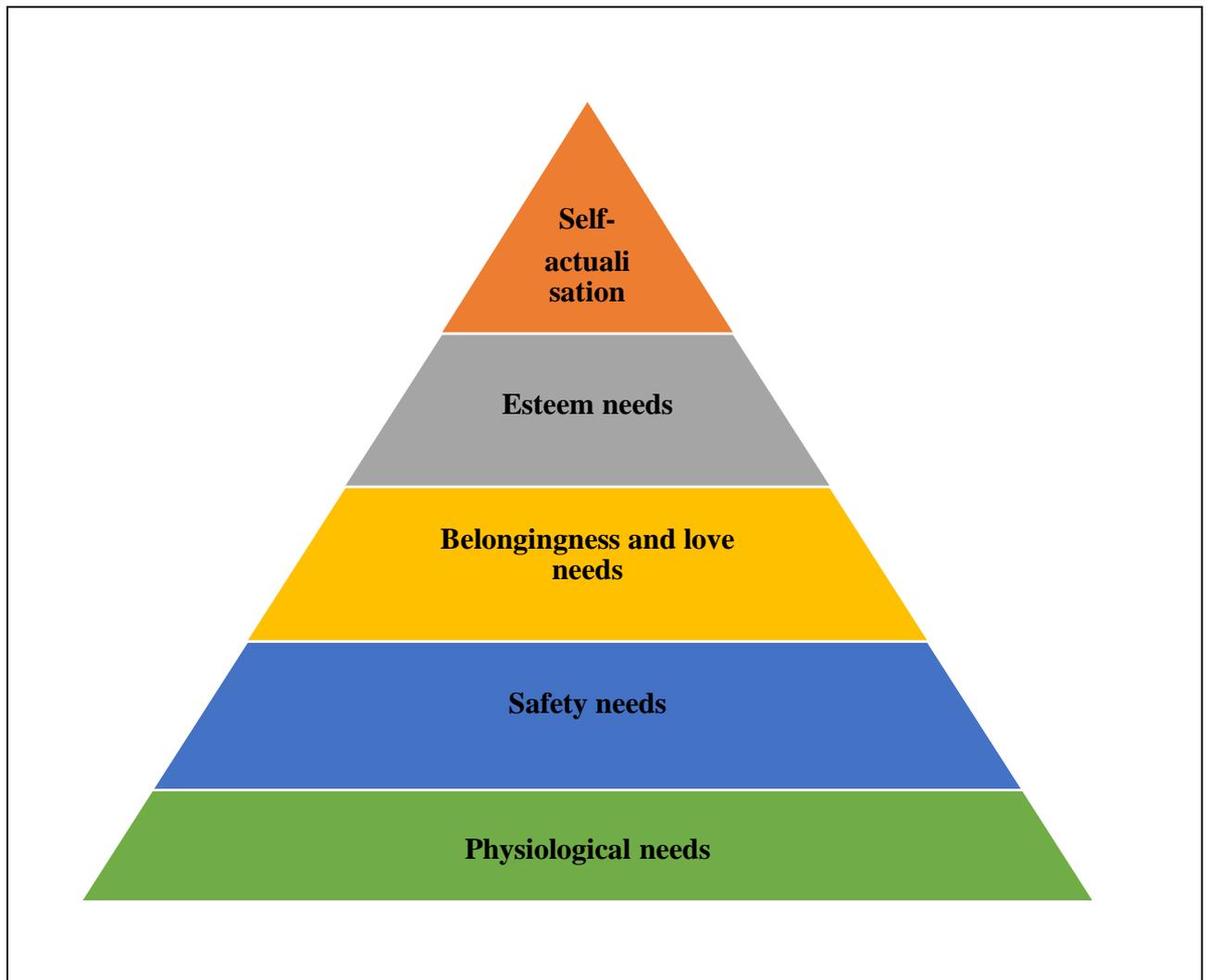


Figure 2: The need for self-esteem (adapted from McLeod, 2007, p. 3)

2.5.2 Physiological needs

These are natural necessities for human survival, for example, air, food, water, shelter, clothing, warmth, sleep. Maslow considered physiological requirements the most critical as various needs become secondary until the point when these necessities are met.

2.5.3 Safety needs

These are protection from components, safety, security, law, freedom from fear.

2.5.4 Belongingness and love needs

After psychological and safety needs are achieved, the third level of human needs is intimate relationships and friendship.

2.5.5 Esteem-needs

Maslow divided these into two categories: esteem for oneself and the desire for reputation. Maslow states that reputation is essential for children and adolescents and their continued self-esteem.

2.5.6 Self-actualisation needs

These include acknowledging individual potential, self-actualization, looking for individual development.

Ahour and Hassanzadeh (2015) argue that the absence of self-confidence, caused by low self-esteem, has a basic impact on an individual's life, and furthermore critically affects individual and scholastic development. Furthermore, Ahour and Hassanzadeh (2015) state that there is a relationship between self-esteem and English second language learners speaking skills. A child who has high self-esteem is vocal and confident when he or she speaks and the more the learner speaks the more he or she becomes more fluent as "practice makes perfect." Putri, Yufrizal, & Simbolon (2013) stated that Self-esteem has effect on students' English speaking ability.

Naouel (2015) reports that, in English medium schools, English language has a huge impact in academic performance. If a learner has a language barrier, that affects his or her academic performance and the self-esteem when around his or her peer who is fluent in the English language.

Naouel (2015) further explains that learners with high self-esteem found it pleasant to learn how to speak. Learners with low self-esteem are not encouraged to speak, they are frightened and occupied when they needed to communicate orally and consequently, they frequently lost

marks regarding their academic level in speaking. Therefore, self-esteem is important in order for the student to develop fluency and accuracy in oral communication.

In addition, learners with lower self-esteem have a low level of oral language success (Naouel, 2015). Besides the English language, in particular, the most important thing for the child to achieve academically is to gain self-esteem.

Milivojevic (2014) reports that many students who are second language speakers of English find speaking English too difficult, especially when they are trying to comprehend what other students are saying. They get so frustrated, as much as they speak what they feel; they are consciously minding their accents. Self-esteem plays a vital role in learning a language. According to the findings of the author's study: 'self-esteem proves to be an important variable in second language acquisition they also found that the lower the ability in English of a second English user, the lower the person's self-esteem' (Milivojevic, 2014).

Ahour and Hassanzadeh (2015) state that a person with low self-esteem normally lacks self-confidence and experiences social distance and other negative circumstances. In addition, self-esteem has a critical influence on someone's life. There are certain skills which a child need to achieve in order to be able to speak English fluently. Listening skills are the most important.

Fernandez-Villaverde and Rubio-Ramirez (2007) claim that the family background and the social environment can have a prominent effect on self-esteem mainly during the age of puberty. Ahour and Hassanzadeh (2015) also report that learners with higher self-esteem had better and increased English proficiency in comparison to students with low self-esteem. I believe that learners with high self-esteem were more proficient in English because they were not shy to speak, make mistakes and learn from their mistakes.

Ghabanchi (2008) states that Iranian English foreign language learners' self-esteem influences their listening abilities. I believe that, as the teacher explains or reads a story, a learner loses interest or switches off due to lack of understanding the language. Ghabanchi (2008) discovered a relationship between Iranian intermediate EFL learners' self-esteem, their use of indirect techniques, and oral language skills. Furthermore, learners with a high level of self-esteem had high oral skills and vice versa; in addition, learners who had a higher level of self-esteem had good performances in the oral test. Moreover, learners with a high degree of self-esteem trusted in their own skills.

Dani (2015, p. 207) states that if young people are given reasonable guidelines/ intercession aimed during the period of adolescence, their self-esteem levels are lifted and these will influence their identity improvements. The stage of adolescence is the most difficult time for young people, when they can easily be influenced by peers. If there are good intervention during this period, their self-esteem will develop even further.

According to Benaissi and Guerroudi (2015) the ability of oral communication has turned into a travel permit to social and expert achievement. At the Algerian university where their study was conducted, they found that numerous pupils have restricted oral communication fitness. This study was aimed at generating a supportive and well-organised oral class in which, through communicating, learners can progressively develop communication skills in the target language. If a learner is not fluent in English and self-confident, he/she will feel shy to speak in public.

Lee (2015) reports that including English second-language students in speech and drama increases their self-esteem. Speech and drama lessons help the child to gain confidence and the ability to speak in public, and develop positive self-esteem.

Sharma and Arif (2015, p. 233) conducted a study on spiritual intelligence, self-esteem and mental health status among school going adolescents with aims to investigate the relationship between spiritual intelligence, self-esteem and adolescent's mental health. Sharma and Arif (2015) state that spiritual intelligence can have a positive effect on psychological well-being and can improve the self-esteem of adolescents. This means spiritual intelligence is positively related to self-esteem. Charity begins at home. I believe that if a child has a solid spiritual foundation, peers will not shake the child's self-esteem.

Self-esteem is a fundamental human need. "Self-esteem is a self-feeling which depends on how we feel about ourselves depends on the success with which we accomplish those things we wish to accomplish" (Pajares & Schunk, 2002, p. 6)

2.6 The self-esteem enhancement for English second language learners in the foundation phase

In order to cultivate positive self-esteem, it is important to dedicate attention to daily classroom methods. It is essential to praise the child for the little effort that was achieved, but it is not enough. The educator should show social support by providing individual attention for each

individual learner, for example, by finding every learners' strengths, most loved game, interests, favourite television shows, family foundation, hobbies and favourite books (Bear & Manning, 2013). This kind of information can be helpful in knowing the learners better and stimulate the learners' self-esteem. In addition, it is very important to show earnest concern and solid support for learners in times of need and suffering. Educators should encourage the learner to do likewise with their peers (Bear & Manning, 2013).

Carter and Henrichsen (2015) suggested that to decrease or to avoid the language barrier, suitable pedagogical methods must be employed and classroom management plans implemented to make a protected and helpful learning context that will lessen learners' anxiety and increase their self-esteem when speaking English.

Kennedy and Anbazhagan (2015) state that learners in Tamil Nadu experience difficulty in expressing themselves in English, as their mother tongue is not English. Furthermore, even their neighbours are not speaking English, so there is no support at home. The educator should show respect, acknowledgment, and care to all learners in class (Bear & Manning, 2013). Kennedy and Anbazhagan (2015) also indicate that self-confidence and self-esteem are indispensable to all learning, and instruction that neglects to address these qualities will fail.

It is important to start with self-esteem enhancement before a lesson, because it is believed that improvement in self-esteem will result in improvements in academic achievement. This means that students with poor performance at school are also likely to have low self-esteem. Self-esteem removes the English phobia to a very great extent and motivated the student to learn English effectively. Children with positive self-esteem communicate freely, clearly and positively. They perform with confidence and handle different issues well (Pellas, 2014).

Poorgholami, Javadpour, Saadatmand and Jahromi (2016), working with hemodialysis patients, self-esteem is vital in their patients and they provide interventions to enhance it. Hemodialysis is a very crucial procedure in which a patient needs to be positive in life, because, that will speed up the process of healing. Thus self-esteem needs to be enhanced. Poorgholami, et al. (2016), who found that mental confusion in an adolescent is related to low self-esteem and suitable remedial mediations can improve adolescent self-esteem.

Bleidorn, Schonbrodt, Gebauer, Rentfrow and Gosling (2016) report that self-esteem is unequivocally dictated by people's own passionate strengths. People's emotions are controlled by their self-esteem. If a person has high self-esteem, it is easy to control his or her emotions,

but if a person has low self-esteem, it will be difficult to control emotions. That is when an educator should intervene by showing concern and support for the learner.

Falk and Heine (2015) state that learners with high self-esteem tend to show more articulated self-enhancement inclinations. Furthermore, learners with high self-esteem will seek self-enhancing feedback, whereas those with low self-esteem show weak desires for self-enhancing feedback. Educator should provide social support to help learners with low self-esteem to develop positive self-esteem and positive emotions (Bear & Manning, 2013).

Wiredu (2016) asserts the role of self-esteem in academic performance among urban poor adolescents in Accra, Ghana. The researcher stresses the significance of confidence and its effect on academic execution; furthermore, high confidence is a critical quality in scholastic interest. More than half of the urban population lives below the national poverty level, which has a huge influence on self-esteem and academic performance, because some learners come to school without eating breakfast, and it's difficult to concentrate in class with an empty stomach. It is essential for the educator to intervene by making means for those learners to eat something before school starts (Bear & Manning, 2013).

It has been noted that, in Limpopo and in rural areas in KwaZulu-Natal, females do not attend school when it is their time of the month (menstruation). Because of the lack of sanitation, learners miss out on lessons. In addition, sometimes menstruation occurs during teaching and learning time and the child will feel embarrassed, because it messes the uniform (Mathews, 2018). This clearly lowers the child's self-esteem.

Naouel (2015) stresses the role of confidence amongst students with remote dialects in upgrading their oral execution. The outcomes of a study showed that there is a connection between the participants' confidence and their remote dialect talking execution, and that this relationship influenced directly their level of scholastic accomplishment. Moreover, students must give careful consideration to their confidence for better oral execution. The outcomes demonstrate that confidence is essential in a young person's scholastic execution, in light of the fact that, for the youngster to accomplish successful execution, the learners must have high confidence.

The issue lies in the way that numerous learners, particularly those from poor foundations, similar to those spoken about in this dissertation, come to class with insufficient experience of the dialect of learning. Subsequently, those learners encounter learning difficulties (LDs) or

specific language impairments (SLIs) which frequently lead to challenges in scholarly performing assignments (Morin & Franks, 2009).

Ghoneam (2016) states that English is a very significant language for global communications. Egyptian students have a great problem of not using English authentically, simply because many are not exposed to the language; at home they speak their home mother tongue. This indicates that subtitling proved to be more effective in enhancing students' listening skills ability and its boosting of listening comprehension. Teachers decided to use movies with subtitling for reading, listening comprehension. Using movies as a learning material is a good idea for English second language learners, it gives them visual context, enjoyment and motivation, which boost learners self-esteem and self-confidence.

Yeung and Li (2018) state that English has turned out to be highly significant in China as a medium of communication for academic, professional and social purposes. Schools find their English is inadequate for the heightened demand for a strong command of the language for academic and professional purposes. Some Chinese experience difficulty in sound recognition, pronunciation, vocabulary, and grammar.

Ouellette-Schramm (2016) states that Adult Basic Education students experience difficulty in English as a second language learner in the academic language and academic writing. The first problem in the adult classroom is the instructions of a teacher, as learners do not understand teacher's instructions. As a result, performance in the English language is very poor, thus lowering their self-esteem.

Koosha and Karimi (2016) report that when considering the students' self-esteem, it is important to perceive how students consider themselves. Consequently, there can be a connection between dialect learning and self-esteem. It is important to recognise how students think for themselves, it helps to recognise the strengths and weaknesses of the students, in order to identify the students' needs.

Non-English speaking students do not have the certainty and planning to verbal effectively occupy the classroom. A student may regularly show faltering in figuring out how to communicate in English (Vazquez, 2014). It is important for students to have self-esteem it helps them to learn English faster and gain fluency. It is important to praise the students for the little effort they do as it increases their self-esteem.

It is very important to use all stakeholders to tackle the issue of self-esteem in the foundation phase in order to produce good results at the end of the year. For example, the government should work as a team with different departments, such as the Department of Education, and the Department of Education should work in collaboration with the school management team, the school management team should work as a team with staff members, educators should work as a team with learners along with guardians or parents and the community to enhance scholastic outcomes (Vazquez, 2014).

2.7 The importance of self-esteem in education

Learners' self-esteem has an impact on academic performance. Lew and Harklau (2018) conducted a study based on Latino adolescents in South-eastern U.S. The research focused on self-esteem and academic achievement. One of the participants had high self-esteem, participated in extra-curricular activities and had high academic goals, but he failed and did not make it to the university. Therefore, Lew and Harklau (2018) concluded with that, even if you have high self-esteem it does not automatically mean that you will excel academically (Lew and Harklau 2018). Some children perform well academically. Some are good at sport.

Arshad, Zaidi, and Mahmood (2015) conducted a study on self-esteem and academic performance among university students in Pakistan. Findings revealed a strong correlation between self-esteem and academic achievement in university students. In addition, it can be said that a high level of self-esteem leads to good academic performance, and also a low level of self-esteem leads to poor academic performance.

According to Wiredu (2016), a study of academic performance among urban poor adolescents in Accra, Ghana, demonstrates that there is a relationship between self-esteem and academic performance. The environment has a huge impact on student's academic performance, for example, where this study conducted there is a serious problem with learner's exposure to drug dealing and drugs at an early age. Because of poverty learners ended up selling drugs and even taking drugs, which affect their academic work and their self-esteem.

Alyami, Ullah, Alyami, and Henning (2017) sought to assess the impact of self-esteem, academic self-efficacy and perceived stress on academic performance in Saudi Arabia. The findings from this study revealed small but important correlations between self-esteem and academic performance. However, the study has limitations because of the small sample that drew on only two of the 30 universities in Saudi Arabia.

Van Rooy and Van Rooy (2015) report on a study on language and academic performance at a South African university. Their concern was the poor academic performance specifically in English as a second language, particularly with matric results, even though educators face the same problems in primary schools. In their study, the findings were that achievement with English as an additional language in matric does not correlate strongly with academic achievement at university. I believe that first-year students in university that struggled with the English language also struggled in their high school level, specifically those who did not have English as their mother-tongue. Piran (2014) examined the relationship between self-concept, self-efficacy, self-esteem and reading comprehension achievement and found that grades in interpretation and comprehension correlated strongly with students' self-concept and self-esteem.

Troncone, Drammis and Labella (2014) report that there are correlations between the personality traits, self-esteem, and academic achievement and that self-esteem is to be considered as a challenge that learners need to adjust for themselves, based on consistent environmental feedback on all their achievements and failures and on the relationships with others. Findings revealed that there is a correlation between self-esteem and academic success.

Nyarko (2017, p. 120) conducted research on corporal punishment, academic performance, and self-esteem among junior high school students in Ghana. The findings revealed that there was no significant correlation between corporal punishment on one hand and academic performance and self-esteem of students on the other. However, there was a positive relationship between self-esteem and academic performance. As much as self-esteem positively related to academic performance, I strongly believe that punishment negatively correlates with academic performance because children drop out of school because of corporal punishment. In an extreme case, in 2017, a young boy of 14 years old in Mpumalanga in Kwazulu-Natal, was paralyzed because of being assaulted by his principal, which obviously affected his academic performance. In South Africa since 1997 use of corporal punishment has been illegal because it has not served its purpose; instead it has caused emotional and physical abuse which affects the academic performance of students.

Stephanou and Tatsis (2009, p. 205) state that learners with low self-esteem tend to have low desires for future achievement. Enjoyment in learning create a positive learning process which will boost self-esteem, in addition, positive emotional learning develops emotional intelligence in students, furthermore, positive emotion in the classroom improves academic achievement.

Kumar, Behmani and Singh (2016) report that self-esteem and adjustment has a huge impact on the academic performance of adolescents and the way a child handles challenges in life. A child with high self-esteem is able to take good decisions when he or she came across some difficulties, but when a child with low self-esteem faces learning challenges, he or she is likely to reduce their longing to learn and their preparedness to take risks.

Orenstein (1995) stated that students who have high self-esteem are socially at ease and more confident of their own opinions. Students with low self-esteem view an interpersonal relationship as intimidating, feel less positive toward others and are easily harmed by criticism and lack of assurance in their own decisions and opinions. Students with low self-esteem also feel frustrated when they come across difficulties and lack confidence in trying to solve any problem without guidance by the teacher.

Farhan and Khan (2015) conducted a study on the impact of stress, self-esteem and gender factor on students' academic achievement. This study found that the level of stress and self-esteem had no influence on the academic performance of students. According to Wheeler (2007, p. 2), "stress is the amount of force applied to something, is the force applied to you, but the real issue is the strain that occurs as a response to stress". Stress is a reality of our regular daily existence; stress can be caused by positive situations or negative situations.

The negative situation could be getting pregnant while you are still schooling, the positive situation could be starting a new school. These two affect a student's academic performance and self-esteem.

Duru and Balkis (2017) report that, as learners procrastinate often, their academic performance deteriorates and this negatively influences the fulfilment of their academic life. The results of the delay on learners' well-being is supposed to differ according to the self-esteem and academic performance of learners. Procrastination causes numerous issues for students. A clear after effect of procrastination is a drop in grades and a decrease in school achievement. Students who do not complete an assignment and put off urgent examining get poorer performance and that lowers their self-esteem. As the delaying expands, scholarly execution deteriorates and his contrarily influences the scholastic life fulfilment. I therefore agree that procrastination correlated with academic performance and self-esteem.

2.8 How children's self-esteem can be enhanced for English second language learners

Each child is unique and children who are of similar age are nonetheless not the same. It is important to treat them differently because they have different interests, for example, some children like sport and some do not like sport. Mahlo (2017) states that it is important for teachers to identify the learner's strengths and weaknesses at an early stage and support them accordingly. Children have different skills, some are good in mathematics so, may develop to become accountants, and some who are good at drawing could become architects. It is important to know children's strengths and to focus on their strengths; it will assist them with succeeding. In that way children's self-esteem can be developed.

Showing interest in children's work will make them feel special. It communicates that the teacher values them, as does developing a good relationship with a learner and taking care of them. Bynum and Goodies (2014) report that a teacher should be thoughtful addressing their learners' mistakes. A teacher must avoid comparing mistakes with other children's mistakes. Mistakes are part of a learning process. A person must never compare children as each is unique and teachers should abstain from utilising mockery with children (Benaissi & Guerroudj, 2015).

For those children that do not complete a given task, it is important to encourage and to praise them for whatever effort they have made. Ehren (2016) states that the ways of speaking can help advance a positive culture in the classroom. Educators should avoid speaking negative words to the child for example "if you do not complete your work, you will fail." It destroys their self-esteem.

The policy of the Department of Education (2005) gives guidelines and data on methods of supporting learners who encounter barriers to learning. If the child is weak in a certain learning area, some educators tend to ignore and pay attention to those good learners, and those weak learners noticed that and began to feel less important (Mahlo, 2017).

2.9 Challenges around self-esteem in children and second-language learners

Typically, there is minimal English support outside the classroom for the vast majority of second language students. They are very quiet in class discussions but, during breaks, they are the ones who scream a lot. At home they play freely with children who speak their home language (Kennedy & Anbazhagan, 2015). Sometimes when learners try to speak English their

peers say ‘you are a cheese boy or cheese girl’ or ‘cornflakes child’. This insult means that you are a suburban child because they attend ex-model C schools. Their peers even say they do not belong to the township. In that way, they do not get a chance to improve their English because other children might insult them.

Kennedy and Anbazhagan (2015) stated that some parents do not teach their children reading and writing skills, even in their home language. Another challenge could be a family background where family members are not interested in reading books or magazine. They do not even encourage their children to go to the library. There is no academic support in the family, the only time when the child reads is when he or she is doing homework, and therefore the child sees no reason to revise work that they had done at school. In addition, the child will perform badly in assessment tasks, which will lower the child’s self-esteem.

Sometimes, when the child comes home with homework, a parent assists them in their home language not in English and the child gets no exposure to the English language at home. That child will have no confidence in speaking English in class. At school, it might have happened that all teachers are White or English speakers and they cannot code switch to the other languages that learners understand better; research findings are that code-switching helps the learner to understand better (Ifeanyi-Obi, Etuk, & Jike-Wai, 2012).

A huge challenge is that learners that are struggling in English do not want to participate in class discussion because they are afraid that they might make a language mistake (Naouel, 2015). Some educators in South Africa code-switch to clarify a concept that was not understood in English (Setati, 1998) When code-switching takes place, learners develop communication skills and fluency in both languages, and their self-esteem is developed (Greene and Walker, 2004).

2.10 Common psychological issues affecting English second language learners in the foundation phase

English second learners sometimes experience language anxiety when learning a new language. MacIntyre and Gardner (1994) state that foreign language anxiety is ‘the feeling of tension and apprehension specifically related to second language contexts, including speaking, listening, and learning’. Elide (2016) reports that classroom exercises additionally cause anxiety. ESL learners are afraid of speaking; they are shy even to give a short talk or to answer

any question that the teacher is asking. They fear committing errors in front of the learners and educators. This causes a challenge in learning a language.

It is very seldom that one hears people talking about depression in primary school children, yet these children are suffering from language depression. Depression is a very frequently occurring state of mind and a major source of psychological disability around the world (Trifu, Nemes, Bodea-Hategan, & Cozman, 2017). Language difficulty is a serious problem; it demotivates the child and lowers self-esteem. Penchaliah (1997) reports that learners with learning difficulties and children who report depressive symptomology share similar symptoms, namely, poor school performance, low self-esteem, an inability to perform cognitive tasks sufficiently and negative self-perceptions. In primary school, depression disorder might be worsened by other learners who tease those who are having a language problem. They will feel rejected and obviously they will develop negative self-perceptions and low self-esteem. Another symptom of depression is eating disorder (Penchaliah, 1997) when a child is depressed his or her eating habits change.

2.11.1 THEORETICAL FRAMEWORK: SOCIAL CONSTRUCTIVISM

Social constructivism is the theory that will be used in this study. In this chapter I will define social constructivism and its relevance to my study and its specific focus on language acquisition and proficiency. Furthermore, I will explain the role of language in the social construction of knowledge. Thereafter, I will elaborate on Vygotsky's theory of social constructivism. Lastly, I will explain the zone of proximal development, its relevance to language acquisition and its impact on learners' self-esteem.

2.11.2 Social constructivism

When focusing on the self-esteem of English second language learners in the foundation phase, where learners struggle with the English language and are unable to socialise with other learners, social constructivism, which is based on Vygotsky's theory (1978), is appropriate as the theoretical framework. Vygotsky's theory claims that learning development is socially arranged (Weinberger, Ertl, Fischer & Mandl, 2005). This research adopts social constructivism as its lens. Social constructivism stresses the significance of culture and setting in understanding what happens in society and in building information in the light of this

comprehension (Derry, 1999; McMahon, 1997). Social constructivism asserts that knowledge is a human creation, and is socially and culturally built (Ernest, 2016). In addition, social constructivism sees learning as a social procedure that does not happen just inside an individual, nor is it a detached advancement of practices that are moulded by an outer power (McMahon, 1997).

According to Burr (1995), social constructivism asserts that there is no objective nature, yet what exists is what is seen to exist. Social constructivism theory argues that even the news stories that claim to be a reflection of reality are highly constructed and are subsequently liable to be non-objective. In addition, social constructivism theory calls attention to the fact that the truth is dependably reality from a specific point of view. Berger and Luckmann (1971, p. 36) defines reality as “a quality appertaining to phenomena that we recognise as having a being independent of our own decision”.

2.11.3 Social constructivism as a theoretical framework in this study

The reason for choosing this theoretical framework rests on its emphasis on assumptions about reality, knowledge, and learning (Beaumie, 2001). As this study focuses on the self-esteem of English second language learners in the foundation phase, for learners who are struggling in English language. Burr (2016) states that, in social constructivism, language is judged to be integral to social character arrangement. This implies language conveys belief systems and positionality.

Burr (2016) advances four key expectations that describe social constructivism. The first is that a basic position is taken to take seriously the information individuals have that is regularly underestimated. This presumption suggests that individuals ought to condemn the possibility that the world as they see it is ‘normal’ and that individuals should scrutinise the premise of the view or the manner by which that perception was developed. The second assumption is the affirmation that the manner in which the world is known is built by history and culture (Burr, 2016).

The third assumption, which is the one that influenced my decision of the theoretical framework in this study, our insight into the world is maintained by our social procedures. This assumption sees social association as critical in the development and comprehension of learning (Burr, 2006).

The fourth assumption is that information and social association are subject to each other (Burr, 2006). Social constructivism is the best theory for my study because it emphasises that social conditions affecting the individual may influence the individual's understanding of the world. Therefore social constructivism is used to frame this study of self-esteem and English second language learners in the foundation phase.

2.11.4 The role of language in the social construction of knowledge

The entire communication in the classroom depends on the utilisation of language. In this study, the focus is on how English Second Language (ESL) learners in foundation phase use language to get new information, obtain and develop skills and build up relationships. Currently, it is asserted from social constructivism approach that the development of information is a procedure of co-construction of implications through cooperation in a social context (Mishra, 2015).

Mutasa (2006) states that discourse in the classroom guides the learner's writing while the learners' composition helped them to build up their own arguments and analysis for classroom conversation. Therefore, English second language learners need to get used to dialogues that will improve their English language, which gives them an opportunity to assess their own ideas and others.

Goleman (2006) mentions four social awareness aspects; firstly, there is primal empathy, meaning the capacity to detect others' nonverbal emotional signs. Secondly, there is attentiveness, the full presence with somebody and listening sincerely to that individual. Thirdly, there is empathetic accuracy, understanding other peoples' experiences. Lastly, there is social cognition is the information about the way the social world works. Therefore, if an English second language learner develops in these four areas, surely their language ability will improve (Goleman, 2006).

Sylvester, Slavin and Farnish (1991) state that making an open door for agreeable learning builds accomplishment as well as enhances the learners' self-esteem and social aptitudes. Pérez (2004) reports that at the point when learners cooperate and take part in instructional discussions with different learners and educators about their learning exercises, they develop information cooperatively from a specific moment. Since learners need development of their

own comprehension of what is being trained, the focal objective of the social constructivist educators ought to empower basic reasoning in learners (Delisile, 2016).

Social contact is of advantage to learners amid the learning processes, even to those at the pre-school level (Delisile, 2016). Moreover what is learned utilising the social constructivist strategy is exchanged for the genuine circumstance (Delisile, 2016).

2.11.5 Vygotsky's theory of social constructivism

Vygotsky (1978), a Soviet formative psychologist, lived amid the Russian Revolution and worked from 1924-1934 widely on issues regarding cognitive improvement, especially the connection between language and thinking. Language assumes a vital part of the social development of information (Vygotsky, 1978). Vygotsky shares the sentiment that discourse is not just for correspondence, it is to direct dynamic learning. To advance communication in the classroom, especially for the English second language learners, the educator needs to utilise group discussion and combine it with inquiry as instructional techniques (Mkhabela, 2016).

Vygotsky built up a socio-cultural method for cognitive development. Vygotsky's theory advances learning settings in which learners assume a functioning part in learning. In the context of this study, it is thus very important for English second language learners to be part of the conversation. Vygotsky (1962) argues that language is the most essential representative instrument given by society. His creative work in psychology incorporates a few key ideas, for example 'psychological tool, mediation, and internalization as well as the proximal development' (Vygotsky, 1978). He focused in particular on the interrelation between language and thought and how learning can occur while mediating or interpreting ideas (Vygotsky, 1962). Vygotsky (1962) indicates that learning happens through social cooperation, particularly where the educator may display practices as well as give verbal guidelines, which Vygotsky (1962) alludes to as co-operative or collaborative discourse. As the learners pursue the comprehension of the activities or guidelines given by the educator, they internalise the information, utilising it to manage or direct their own presentation. One of Vygotsky's main principles is that of the zone of proximal development (ZPD).

2.116 Zone of proximal development

Vygotsky sees the zone of proximal development as the region where delicate guidelines or direction ought to be given enabling learners to create aptitudes they will then use in creating higher mental capacities (Booyes, 2010). Vygotsky likewise sees cooperation with peers as a powerful method for creating skills and techniques.

Vygotsky recommends that teachers utilise co-operative learning practices where less able learners can build up their comprehension with the help from more clever peers inside the zone of proximal development (Booyes, 2010).

There are three common aspects of a zone of proximal development (ZPD). The first aspect emphasises the possibility that a learner can carry out a specific number of undertakings alone, while in a coordinated effort, he or she is likely to achieve a greater number of tasks.

The second aspect underlines how a grown-up/ educator/more capable individual ought to associate with learners.

The third aspect emphasises the ‘properties of the learner’ counting a student’s latent abilities as well as the willingness to learn.

Vygotsky assumed that an equipped educator is essential for taking the less equipped through the zone of proximal development. This idea is regularly used to centre on the significance of more skilled help. According to Vygotsky (1978), the most significant contribution concerns the relationship of language development and thinking processes.

2.11 Conclusion

This chapter addressed review of the literature and social constructivism as the theoretical framework of this study and its relevance. These articles address the factors affecting learners’ self-esteem, the importance of self-esteem in education, how children’s self-esteem can be enhanced, challenges around self-esteem and second language learners, and psychological issues affecting second language learners in the foundation phase.

This chapter has provided the justification for the need to explore the perceptions of self-esteem and its impact on the academic progress of the child. Furthermore, describes social

constructivism as a theoretical framework in this study, the role of language in the social construction of knowledge, Vygotsky's theory of social construction and lastly the zone of proximal development were explained in detail. The next chapter will focus on the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter described social constructivism as a theoretical framework. This chapter discusses the research methodology used in this study. This chapter of the study emphasises the procedure of research and instrument or strategies utilised (Babbie & Mouton, 2001). In addition, (Wellington, 2015) states that research cannot be evaluated if there is no methodology. This chapter contains the research paradigm, research approach, research design, research site, sampling, data analysis, credibility and trustworthiness, ethical considerations, limitations, and conclusion.

A research design is a strategic plan that directs the researcher in how information is to be gathered and what instruments will be utilised in order to answer the research questions (Kumar, & Charishma, 2012). According to Cohen, Manion and Morrison (2000), research design is the demonstration of planning the investigation in its broadest sense. Creswell (2013) states that there are five broad research designs in qualitative research: ethnography, grounded theory biography, and case study. The research paradigm, research strategy, and research methods were considered in designing this study (Creswell, 2013). A paradigm frames a study McNaughton, Rolfe, and Siraj-Blatchford, (2006) by offering direction to the research strategy and research method to utilise. A qualitative interpretive paradigm frames this study.

3.2 Research design

This is a qualitative study focused on exploring the self-esteem of English second language learners in the foundation phase. This chapter discusses the research design which adopted the qualitative interpretative approach. In utilising the qualitative interpretive approach, the point was to comprehend the subjective lived experiences of participants and interpret them to give them meaning (Cohen, Manion & Morrison, 2000). For a study to achieve sound findings, a research design is needed to guide action (Terre Blanche, Durrheim, Painter, & Terre Blanche, 2006). Different authors have utilised diverse wording for this, and research plans take different structures based on the nature of the research and on different understandings of what is implied by design.

3.3 Research methodology

Methodology is the strategy of activity which lies behind the decision and the utilization of a specific method (Kumar, 2011). Wellington (2015) states that methodology includes asking questions such as, for what valid reason specific techniques are selected and utilised, what is the value of the data gained by means of a specific method, what implication or generalisation can be drawn from the data, what option if any might have been more suitable and did the researcher influence the data in any capacity?

According to Babbie and Mouton (2001), methodology emphasises the procedure of the research and instruments to be utilised. Walter (2006) indicates that the methodology is the point of reference for the analyst which is impacted by the paradigm in which the researcher's hypothetical point of view is developed. According to Crotty (1998), methodology is the procedure which lies behind the decision and utilisation of specific strategies.

This study of self-esteem and English second language learners in the foundation phase used interpretivism and constructivism to guide the methodology selected. Phenomenology places itself in the qualitative realm of study. According to Kvale (1996), holds the assumption that the truth is indeed what people believe it to be, as such it places significant on the experiences of individuals from their own perspective, and in this way describes and understands the world through their eyes.

3.4 Research paradigm

A paradigm impacts how one sees the world; it characterises one's viewpoint and shapes how one comprehends how things are associated (Cohen, Manion & Morrison, 2000). A paradigm creates new ideas and emphasises building theoretical interpretations (Neuman, 2013) According to Biklen (1998, p. 22), the paradigm is "a loose collection of logically related assumptions, concepts or propositions that orient thinking and research." The researcher centres on a particular inquiry as well as considers the theoretical paradigm in an open way. The choice of paradigm assumes an essential part in investigating self-esteem enhancement for English second language learners in the Foundation Phase. Abes (2016) states that researchers that engage in qualitative research consider that human beings intentionally build their own

comprehension of the world through their experience. That is the reason why I decided to choose an interpretive paradigm.

I have utilised both interpretive and constructivist philosophies to explore self-esteem and English second language learners in the foundation phase. This was the principal component to be considered. Through the selection of the qualitative interpretive paradigm, the methods to be utilised to complete the study were resolved, for example, the sampling methods, data collection methods, data analysis, and interpreting methods and also the kind of information to be delivered (Chikoko, 2015). This study is interpretive based on the fact that the study tried to comprehend and portray an important social activity (Neuman, 2000). Denzin and Lincoln (2000) state that interpretive understanding includes empathetic identification, phenomenological inquiry, and analysis of the phenomenon. The premise is that the interpretive paradigm lies in understanding the significance of or explanation for a specific conduct. In this case, the focus is on the ways in which the educators and learners perceive the self-esteem of the English second-language learners.

To capture the two elements, the subjective and interpretive aspects of the research, the term ‘subjective interpretive approach’ was embraced in depicting the approach or worldview drawn on for this investigation.

3.4.1 Qualitative interpretive paradigm

Qualitative research is an overall term that covers a variety of interpretive strategies that look to discover a sense in naturally occurring phenomena in the social world (Merriam & Tisdell, 2015). The terms interpretive research and qualitative research are utilised interchangeably (Denzin & Lincoln, 2000). The term qualitative interpretive paradigm was embraced in portraying the research paradigm approved by this study (Chikoko, 2015). An interpretive approach aims to clarify how individuals comprehend the conditions of the social world and the interpretive researcher’s errand is to socially build, arrange and share implications (McNaughton et al., 2006). This suggests that interpretive research is grounded in individuals’ knowledge (Briggs & Coleman, 2007). According to Maree (2007), qualitative research, ordinarily, studies individuals or situations by collaborating with and observing the participants in their indigenous habitat. Consequently in this study, the researcher attempted to give an in-depth exploration concerning the self-esteem enhancement in English second language learners in the foundation phase.

According to Denzin and Lincoln (2000), an interpretive understanding includes empathetic identification and analysis of the phenomenon. This suggests that the premise of the interpretive paradigm lies in understanding the importance or explanation for a specific conduct, in this case the conduct of self-esteem enhancement for English second language learners in the foundation phase.

Leydesdorff (2013) states that the primary basic assumption of constructivism is that people are from birth developing individuals, implying that they form knowledge from their very own comprehension. Peck and Furman (1992, p. 2) indicate that qualitative research gives an explanation of social phenomena utilising language that “preserve[s] the organization, interpretations, and meaning of phenomena as constructed by the individuals involved.” It utilises “multiple perspectives to help reader get the feel for the subjective world of the respondents” (De Vos, Strydom, Fouche & Delport, 2002). This research study adopted a qualitative research design as it required to explore the self-esteem enhancement for English second language learners in the foundation phase. The interpretivist paradigm comprises of suitable methodology that would help with gathering rich information relating to the research topic. A paradigm comprises four components, which are the ontology, epistemology, methodology, and methods (Rajendran et al., 2016).

3.4.2 Constructivist research

According to Gielens, Dekimpe, Mukherjee and Tuli (2016, p. 100) social constructivism sees the world as ‘constructed, interpreted and experienced’ by an individual in their associations with one another and with the broader social frameworks Booyse (2010) states that social constructivism sees each child as an individual with different interesting needs and experience. It also stresses the significance for the learner to be effectively associated with the learning procedure. Cohen and Monion (1994, p. 34) see the constructivist paradigm in research as aiming to effectively understand “the world of human experiences.” It is based on the idea that “reality is socially constructed” (Mertens & Wilson, 2018). The reason for this research to use social constructivism is that I needed to understand the specific phenomenon and not to generalise; I aimed to understand the nature of learners’ self-esteem. This is not a ‘fact’ that can be easily measured – it needs to be interpreted from the ways in which, in this case, educators and learners express their understanding of it.

Creswell (2013) states that a researcher working in the constructivist paradigm has a tendency to depend upon the participants' understanding. I fully agree with Creswell because a researcher cannot do such research on her own; she needs the co-operation of participants. I needed the involvement of teachers and learners in order to describe and investigate social reality, so as to fulfil the purpose of the study of self-esteem enhancement for English second language learners in the foundation phase. This study, guided by the assumptions of the interpretive paradigm Lauckner, Paterson and Krupa (2012) enabled the participants to articulate the significance of their experiences, which influenced them to think about the meaning they gave their experiences. Furthermore, in this approach the researcher enables the participant to contribute towards the interpretation of the information by talking with them about their answers throughout the interview (Chawira, 2017).

Lauckner et al. (2012) state that social constructivism provides guidance with regard to the sampling procedure for the research study. In addition, the constructivist paradigm needs the utilisation of more individual and interactive methods of data collection (Lauckner et al., 2012). Furthermore, since validity is improved by various sources of data, the researcher utilised various sources of data collection such as interviews, questionnaires, and observation (Lauckner et al., 2012). The constructivist paradigm derive the understanding of the reality from participants' experiences (Lauckner et al., 2012).

3.5 Components of a paradigm

3.5.1 Ontology

Rajendran et al. (2016) states that each paradigm depends on its own ontology. In addition, constructivist and interpretive paradigm have their own assumptions. Ahmed (2008) states that ontology is the idea of the real world, while Krueger and Casey (2014) reports that ontology is the investigation of being. This is an issue of semantics in light of the fact that being is being real. The person being researched is a being on the grounds that he or she is real (Chawira, 2017). Rajendran et al. (2016) states that ontological assumptions concern what is established as reality, or, as it were, what is. Ahmed (2008, p. 2) states that the issue of ontology reacts to the question; 'what is there that can be known?'

Ahmed (2008) proposes that researchers need to expect that the world they investigate is the world occupied by people who have their own clarification and considerations, understanding

and implications. According to Crotty (1998), ontology is the study of being, while Khan (2014, p. 31) reports that, in this approach, “ontology is concerned with the nature of reality. Reality is perceived as subjective and depends upon how researchers and participants perceive it. Ontology is all about understanding the real world and its existence and action.” It also addresses the questions, “What is a reality?”, implying that distinctive research methods have alternative points of view on what the researchers see as the real world.

Social constructivism allows for numerous realities. Crotty (1998, p. 256) reports that realities “are socially constructed and that they are under constant internal influences.” Khan (2014, p. 2) states that “multiple realities and multiple truths/reality are socially constructed and constantly changing. Investigator and investigated are independent entities.” In this way a decision on ontology concerns how I see reality and the ontological position of the research study. I conclude that the participants are understood as seeing a real world, but a world seen from the various individual points of view on the issues under consideration.

According to Rajendran et al. (2016) the ontological assumption of interpretivism is relativism which sees that the truth is subjective and varies from individual to individual. That is the reason why I choose four various educators who have different perspectives on what constitutes the truth regarding self-esteem enhancement for English second language learners in the foundation phase. In addition as a researcher, I need to comprehend the different social constructions of meaning and information.

3.5.2 Epistemology

According to Cohen et al. (2000, p. 7), epistemology concerns the nature and type of knowledge. It relies on “the relationship between researchers and researched, and how the researchers perceive that reality” (Khan, 2014, p. 31). Epistemology is focused upon the connection between us, the research team, and the reality, and how I can explore reality. Ahmed (2008, p. 3) reports that, epistemologically, the researcher worries himself with the “procedural” information rather than the “substantive” information. Procedural information has to do with the procedure for the improvement of basic reasoning abilities while substantive information has to do with the content or subject matter.

According to Ahmed (2008, p. 3), epistemology is a method for comprehension and clarifying “how we know what we know.” Khan (2014, p. 2) indicates that the “Epistemology researcher and object are interactively linked and findings are mutually created within the context of the situation which shapes the inquiry.” Epistemologically, a researcher is concerned with the

“procedural” knowledge which manages the procedures in the improvement of critical thinking skills, as opposed to the “substantive” knowledge, which manages the subject matter.

3.6 Research site

This study took place in Wentworth Township, which is located in Durban on the east coast of KwaZulu-Natal in South Africa. It is found inside an area known as the South Durban Basin and major freeways M4 and M7. Moreover, it is approximately eleven kilometres south of the Durban City Centre. This school was established in 1965 and opened its doors to learners in the same year in January. This is a public mainstream school which falls under the quintile 5 classification.

The learners from this school come from the following locations: Wentworth, Umlazi, Lamontville, KwaMakhutha, Adams, Mbumbulu and Bluff, and most of learners are from disadvantage backgrounds. This school enrolls children from different races and cultures namely: Black South Africans, Coloured learners, Indians and foreign nationals from French-speaking countries such as Congo. Approximately 90% of learners are second language speakers of English. The language differences between learners from different cultures at our school contribute to learners’ difficulties in understanding numeracy skills and concepts and the English language itself. Currently (2018) the total enrolment of learners at our school in the foundation phase (from grade R-3) is 474 learners and twelve educators. Residents are from poor economic backgrounds, the area has a high crime rate and other social ills.

The way towards choosing the site of the study and participants were related to convenience and to the nature of the study. The participants were four foundation phase educators and 9 foundation phase learners that is Grade R- Grade 3. Three grade 1, three grade two, and three grade three learners. The choice of this specific grades for the study was just convenience. According to Leedy and Ormrod (2010), convenience sampling is a method for taking an individual that is promptly available. In such a manner, the study was conducted where the researcher was working. The researcher could undoubtedly connect with the participants and invest energy with them without bringing about any expenses.

According to Marshall and Rossman (2011) the choice of this specific educators and learners advanced data collection since closeness to the participants and extraordinary communication gives subjective understandings that can build up the excellence of data.

This study adopted purposive sampling where I selected participant for a specific purpose in view of the researcher’s judgment that the participants signify different points of view on the current issue (Leedy & Ormrod, 2010). Four educators and 9 learners from foundation phase who were non-English speakers were purposively chosen. Working with foundation phase educators and learners depended on the need to study (Marshall & Rossman, 2011). The choice of participants depended on the eagerness to partake in the study. The researcher worked with four educator and 9 learners basing on the tendency in qualitative research that the sample ought to be sufficiently huge to create a thick explanation and rich data, however not all that broad to cause data over-burden (Cohen et al., 2000).

3.7 Target Sampling

The educators were chosen based on their experiences. The target sampling was chosen according to the following considerations:

Target sampling table 3.7.1

Type of school	mainstream primary school
Years of experiences	5 years or more
Age of educator	30 -65 years
Gender	male or female
Years of teaching experience	More than 3 years

3.7.1 Target sampling for educators

The learners were chosen based on their mother tongue

Type of school	mainstream primary school
Grades for learners	Grade 1-3
Age of learners	6-9 years
Gender	Male and female

3.7.2 Target sampling for learners

3.8 Research sampling and participants

3.8.1 Sampling

According to Bhattacharjee (2012), sampling is the measurable procedure of choosing a subset of a population for the reason for mentioning objective facts and deductions about that population. Furthermore, a sampling outline is the description of the basis on which the sampling can be done (Bhattacharjee, 2012). Manion, Cohen, and Morrison (2013) mention that four components should be thought about when choosing the sample for a study: sample size, sample strategy, representativeness and parameters of the sample.

Qualitative research sampling regularly centres on small samples chosen intentionally. For the purpose of this study, the sampling contained four Foundation Phase educators in Primary school, who are English speakers and who teach English to non-English speakers, for examples learners who speak IsiZulu, IsiXhosa, Sesotho and other African languages. Four out of ten foundation phase educators were purposely selected due to their lack of African languages, but good foundation phase teaching experience and nine learners were selected. These are few in number, however this is the case because of the prerequisites for qualitative sampling (Moriarty, 2011).

I have used purposive sampling which is one of the non-probability sampling types. Draper (2004) states that purposive sampling is appropriate for qualitative research since it seeks not to be representative, but rather to find the most appropriate units of study, for example, people that are theoretically important and relate to the research questions.

This study draws on the viewpoint of sampling triangulation. In this study, I used purposive sampling which has four forms, namely, convenience sampling, criterion sampling, expert sampling, and maximum variation sampling. According to Bhattacharjee (2012), convenience sampling is drawn from that particular population that is near at hand, promptly accessible or convenient. The study was conducted where the researcher was working, which was more convenient for the participants and the researcher and which required no money for transport to get to the site.

According to Palys (2008) criterion sampling is searching for cases or people who meet a specific criterion. For this study I searched for particularly experienced foundation phase educators who are English speakers and learners who are non-English speakers. Palys (2008) states that in expert sampling the researcher searches for people who have specific expertise

that relates to the researcher's interests and that possibly opens new doors. English educators were experts for this study and their use as data sources was expected to produce important and significant data in response to the research questions. This sampling procedure was proposed as it built the trustworthiness of the study, which is a significant consideration for qualitative research.

Patton (1990) states that maximum variation sampling aims at catching and illustrating the focal topic that cuts across an excessive deal of individual variation and is appropriate for small samples. According to Bhattacharjee (2012), maximum variation sampling can produce definite illustrations of each case, furthermore to classifying share patterns that cut across cases. This study is suitable for maximum variation sampling as the sample was actually small. The cross-case analysis empowered conceptual generalizability as expected to appear from the findings of the study.

I selected learners for data generation, irrespective of gender. Learners' mother tongue was used in selection as the purpose of the study was amongst non-English speakers; some learners are Xhosa and the majority Zulu. Nine foundation phase learners were selected: three learners in grade one, three learners in grade two and three learners in grade three. Four learners are Xhosa and five are Zulu.

Four foundation phase educators were purposively selected with over five years' experience as the data extracted from them would be advantageous and applicable to this study, and due to their willingness to participate in the study. The more encounters the participants have the more knowledgeable they are with the quality and significance of their responses. One educator was from Grade R, one Grade one, one Grade two, one Grade three.

These were the participants that were chosen for this study.

3.8.2 Profile of participants

<i>Participant</i>	<i>Gender</i>	<i>Age</i>	<i>Academic qualification</i>	<i>Teaching experience</i>	<i>Grade taught</i>	<i>Subject</i>
EA	Female	53	Diploma in Education	29	R	English, maths and life-skills
EB	Female	45	Bed Honours	42	1	English, maths and life-skills
EC	Female	62	Bed Honours	15	2	English, maths and life-skills
ED	Female	48	Adv. Cert. Education	22	3	English, maths and life-skills

Table 3.8.2: Profile of participants (educators)

Learner	Gender	Age	Grade
LA	Male	6	Grade 1
LB	Male	6	Grade 1
LC	Female	6	Grade 1
LD	Female	7	Grade 2
LE	Female	7	Grade 2
LF	Male	8	Grade 2
LG	Male	8	Grade 3
LH	Male	8	Grade 3
LI	Female	8	Grade 3

Table 3.8.3 Learner participants

3.8.4 Sample size

According to Boddy (2016) sample sizes are usually small in qualitative work. The researcher met with the participants from the start of the research and outlined the purpose and rationale for the study. The sort of data collection methods were briefly disclosed to the participants. Each participant was enquired on a voluntary basis to take part in the study to preserve the standard of this research study.

All the educators are teaching in the foundation phase. Semi-structured interviews were used to interview the educators. The purpose behind collecting data in various structure from four educators was that patterns can be drawn from the findings from every data collection method.

3.9 Data generation

According to William (2011), data alludes to bits of data which the investigation utilises as the raw material, with a specific goal to arrive at a decision about the same issue. Rouse (2015) states that data collection is an orderly way to collect data from different sources to get an entire and precise picture of a phenomenon of interest. This data could be in written or visual shape. Qualitative data collection is the gathering of data on the participant's thoughts, view, principles, and perceptions about the phenomenon under study (William, 2011). Therefore, qualitative data collection is a gathering of data on how the individual in the study, for example, comprehends the phenomenon being explored. Data collection methods that are applicable to qualitative research are interview, observation, and questionnaire (Sharma, 2010). This section tries to clarify these data collection systems featuring their strengths and weaknesses and indicating how the researcher will try to overcome their limitations, in order to gather credible and trustworthy data.

3.10 Methods of data generation

The purpose of the study is to explore self-esteem enhancement and its impact on the academic achievement of English second language learners in the foundation phase. According to Cohen et al. (2000), methods are the particular system and methods used to gather and examine data. This study used a qualitative approach which is explained in detail above. Interviews, questionnaire and observation were used in this study to collect the necessary data; such use of

different methods in collecting data promotes the trustworthiness of the study (Cohen et al., 2000).

3.11.1 Individual semi-structured interviews

According to Ritchie, Lewis, Nicholls and Ormston (2013, p. 140), interviews “are not just a device for gathering information; rather, they are a process of reality construction by both parties (interviewer and interviewee).” The aim of the interview method in this study was to build up a full comprehension of how self-esteem can be enhanced for English second language learners in the foundation phase. In this study, a semi-structured interview was used with the participants. The researcher selected a semi-structured interview owing to its flexibility and because it gave the researcher a choice to investigate responses more deeply. Therefore, using a semi-structured interview with open-ended questions appeared to be the most suitable for answering a research question of how can self-esteem be enhanced for English second language learners in the foundation phase. The interviews lasted about 45 minutes for each participant. I interviewed four foundation phase educators from grade R to grade three, one educator per grade (Appendix F) as it gave a design of each inquiry. However I did not limit its field of inquiry as reported by Denzin and Lincoln (2000) all four participants were interviewed.

Kumar (1999) distinguishes between structured and unstructured interviews. Because I wanted the participants to fully express themselves, I decided to use both structured and unstructured questions. Kruger and Welman (2001) state that, even if all participants are asked similar questions, the researcher may design new questions because of the given circumstances. Leedy and Ormrod (2010) report that an interview can be conducted in different ways with face to face communications and telephone conversations. This study used face to face interview communication. For that reason, the researcher would have the capacity to clear up any unclear questions and is better placed to record and peruse the respondents’ responses. In this study, the interview contained 15 open-ended questions for the participants. This form of data collection, the semi-structured interview, has both advantages and disadvantages.

The researcher previously looked for each participant’s authorization to conduct the interview by requesting them to provide the researcher with suitable dates that they would like to be interviewed, and in addition, the time and area that was most appropriate for them. Participants were also informed about the duration of the interview. By doing so participants feel free and relaxed during an interview (Patton & Cochran, 2015).

The interview questions are in Appendix F.

3.11.2 Advantages of semi-structured interviews

The major advantage that the researcher experienced using semi-structured interviews was that participants give data that is important, detailed and suitable for this study of qualitative research. Neuman (2006) and Leedy and Ormrod (2010) report that the interview has the greatest response rate when compared with other information gathering techniques. The interview could give a more relaxed climate in which to gather data from the respondent, though this would also greatly depend on how the researcher has designed and carried out the interview. In such circumstances, both the interviewer and interviewee may feel greater empathy having a discussion about a given topic. Face to face interviews empower the researcher to build up a relationship with potential respondents and this prompts the constructive collaboration of the respondent (Henning, 2005; Leedy & Ormrod, 2010). The semi-structured interview gives a researcher the change to explore the perceptions educators have about the self-esteem of the non-English language learners and also to allow the researcher to elaborate on the questions being asked. The researcher initially got a chance to discover developing views during the interview procedure, which were not at first considered when the question was framed (Msomi, 2015). In this study I used semi-structured interview because I planned to capture the feelings of the educators regarding the matter in their own words.

3.11.3 Disadvantages of semi-structured interview

There are many disadvantages in conducting a semi-structured research, but the researcher concentrates on the following disadvantage. Semi-structured interviews were time-consuming. However, the end of a face to face interview is simple, as during contact between the interviewer and interviewee sufficient hints can be conveyed so that the meeting will be over soon (Opdenakker, 2016).

3.11.4 Observation

According to William (2011), observation in research is gathering information through observation rather than asking questions. The researcher observed learners who are non-

English speakers during class activities and during break time in order to capture their actions and words.

Webb and Kembo-Sure (2000) state that observation needs to describe the physical condition of the setting, and the time and place. In addition, the relevant data can be the language utilised, equipment and seating preparations in the classroom, the number of learners, duration of the lesson and notice board or classroom rules chart.

In this observation the participants are learners. The role and the connection between the learners and the educators were an essential element to be observed. How they interacted with each other was also important, and which language was utilised during the lesson and what strategy the educator was using for learners who did not understand a class activity.

During the classroom interaction, were learners cooperative, were they able to discuss, explained and questioned during a class activity? Educators' tone of voice, approach, and manner were essential to be observed. The educators' activities, reactions, interaction with the learners and the reactions of the learners provided important data. I observed teaching and learning activities in all three grades. In addition, the manner in which learners expressed themselves was vital, how they interacted with their teacher and peers, as well as their concentration span.

Questionnaires are sets of field questions to which participants respond on their own or in the presence of a researcher

3.11.5 Questionnaire

The last instrument is an individual questionnaire. "Questionnaires are set of field questions to which participants respond on their own or in the presence of a researcher" (Mbhele, 2016, p. 33). It was administered to English Second Language Learners (ESL), purposively selected from three grade one's, three grade two's and three grade three's. These were learners who shared few common characteristics, namely, they were not performing well academically, secondly, they hardly participated in class discussions, and lastly, according to their class teachers, they had serious self-esteem issues and low confidence.

3.12 Data analysis

The method used for the analysis of data by the researcher was the interpretive analysis of qualitative data for data collected through the interviews, questionnaires and observation. This strategy of data analysis was intended to find the patterns in the data collected from each participant. According to Bogdan and Biklen (2010, p. 145), interpretive qualitative data analysis is “working with data, organizing it, breaking it into manageable units (deconstruction of data) synthesizing it, searching for patterns, discovering what is important and what is to be learned (interpretation of data).” This is the approach that was used in this study.

3.12.1 Triangulation

According to Patton and Cochran (2015, p. 26) triangulation is a “wide range of sources and comparing findings.” Triangulation is a procedure of verification that rises validity by joining a few perspectives and strategies (Yeasmin & Rahman, 2011). It likewise helps while analysing findings; if the outcomes produced by each instrument are comparable, it can assist in making the research legitimate (Padgett, 2016). In this research study, three kinds of data collection methods were used so as to make triangulation possible. The utilisation of three instruments in this study was adopted so as to accomplish methodological triangulation, as each instrument aims to address the purpose of the study, the exploration of self-esteem in the foundation phase.

3.13 Trustworthiness

Gielens, Dekimpe, Mukherjee and Tuli (2016) reports that an important measure for qualitative research findings is trustworthiness, which addresses how a researcher can be sure that the findings of an inquiry are valid. Nieuwenhuis (2007, p. 113) states that “assessing trustworthiness is the acid test of data analysis, findings and conclusion.” When evaluating the data from this study, the methods that are utilised for evaluating the trustworthiness of data were always alluded to, and measures were taken to limit bias through the research procedure. All participants had the same questions. Educators were given a transcript so that they could verify the information they gave, if it was correct and transcribed precisely. Kvale and Brinkmann (2009) underline the researcher’s ethical responsibility to report information that is protected and confirmed.

I used observations, questionnaire, and individual interviews to collect data and furthermore to check if my observations connected to what I accumulated from my interviews and questionnaires. In all the cases my observation was corresponding with my interview and questionnaire. I checked with my participants by making inquiries to confirm whether my comprehension of what I heard in the interview was really what they said.

I arranged the interview questions ahead of time to ensure that they would produce the information they were designed to discover. I attempted to be unbiased during the interview procedure as much as I could by listening attentively to my participants. I made preparations by looking for specific answers and by asking questions which would reveal any assumption that I had. I ensured that my study report had an honest clarification of the research procedure, an explanation of arguments for the diverse decisions on the methods and a full explanation of the whole study. Since I used various methods to collect data, I could utilise triangulation as a method for representing different forms of validity in my study (Cheelo, 2016).

3.14 Transferability

Transferability alludes to how much of the findings of the research can be practical in different occasions and settings (Holloway & Wheeler, 2002).

Research results ought to be transferable. However, according to Shenton (2004), since findings of a study are explicit to few specific number and people, it is difficult to apply the findings and conclusions to other different populations. To achieve transferability of the findings, the researcher can provide enough contextual data about the research site so that the readers can make an informed assessment of the application to their circumstances. This makes a reasonable refinement between exact generalisability and theoretical generalisability and this examination is worried about the last since ideas created in one setting can be exchanged to different settings (Chawira, 2017). Praveen and Loh (2015) states that is probably through the arrangement of a thick portrayal of the phenomenon under scrutiny to enable readers to have a legitimate understanding of it; in this way, they can draw links between examples of the defined phenomenon and those that they are involved with in their own circumstances. Transferability is improved if the findings are believed to be trustworthy for use in the readers' own settings.

3.15 Dependability

Dependability and credibility are intertwined parts of qualitative research. Shenton (2004) emphasise that dependability can be accomplished using overlapping methods like a focus group and individual interviews. According to Roussouw (2003), dependability means that the findings remain dependable.

3.16 Confirmability

Shenton (2004) states that steps must be taken to help guarantee as far as conceivable that work's findings are the outcome of the experiences and thoughts of the informants instead of the preferences of the researcher. Voice-recording of interviews was done so as to capture the genuine encounters and ideas of the educator. The transcription of the educators' interviews was made accessible for anybody to examine in Appendix H. Praveen and Loh (2015) reports that a confirmability review trail must be completed to ensure the trustworthiness of qualitative research.

3.17 Credibility

According to Shenton (2004), credibility addresses the question of how closely the findings of qualitative research correspond with the truth. So as to guarantee credibility, certain systems are essential. . Praveen and Loh (2015) and Shenton (2004) state that these include the adoption of research methods well established in a qualitative study (such as interview, questionnaire and observation).

3.18 Ethical consideration

Approaching individuals for data collection needs the researcher to be ethical (Punch & Oancea, 2014). According to De Vos et al. (2002, p. 63), ethics is “a set of moral principles that are suggested by an individual or group, are subsequently widely accepted, and offer rules and behavioural expectations about the most correct conduct towards experimental subjects and participants, employers, sponsors, other researchers, assistants and students.” To be ethical involves behaviour that represents a good standard, values and moral principles (Litchman, 2010). In pursuing ethical considerations, one ought to consider every process in

the research that may disrespect the freedom of the participants.

In order to make sure that researcher encounters ethical requirements in conducting a research, Abu-Tapanjeh (2009) states that universities set down standards and rules for conducting research in an ethically suitable way and require the researcher to acquire endorsement from an Ethics Committees before doing the research. In conducting this research in an ethically suitable way, the researcher required an endorsement to conduct research from the University of KwaZulu-Natal Ethics Committee. The researcher also needed permission from the school principal and educators to do the research. Letter of approval was attached to the consent form that was dispersed to the educators who were the participants in the research study. The researcher gave the participants forms to sign and date as an evidence that the participants agree to participate in the study. The University Research and Higher Degrees Committee (2008) requires that participants should be informed about the nature of the study. The participants were informed that if they felt like quitting they could do that freely.

3.19 Conclusion

This chapter set out the interpretive paradigm as the qualitative research approach adopted in the study. The data generation tools were also presented, that is semi-structured interviews for English educators who are teaching foundation phase and observation of learners who are non-English speakers, followed by a questionnaire with each. In the next chapter, I discuss the findings of the data generated in the light of the research questions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The previous chapter concentrated on design and methodology employed in the study. The data findings collected from the analysis are introduced and discussed intensively in this chapter, on related with the focus on self-esteem and English second language learners in the foundation phase. The data was produced to answer these critical research questions;

1. What is the need for self-esteem for English second language learners in the foundation phase?
2. How do educators and learners perceive the self-esteem of English second language learners in the foundation phase in a Durban school?
3. What are the recommendations for enhancing self-esteem in English second language learners in the foundation phase?

This chapter emphasises on the presentation and discussion of findings prepared according to the themes and sub-themes that were developed from the data generated through semi-structured individual interviews with the educators and questionnaires conducted with learners. Excerpts of quotations are used through the presentation to support and authenticate the research findings (Slavin, 2007). Furthermore, the findings were examined, analysed and evaluated within the literature reviewed and Social Constructivism theory. The study was conducted at one particular educational institution which was a primary school. Four educators were selected purposely to partake in this research study, as well as the group of learners. To provide confidentiality and anonymity, pseudonyms were used. In that way, the following codes will be used for the participant: EA, EB, EC, and ED, 'E' standing for educator, and learners codes will be LA, LB, LC, LD, LE, LF, LG, LH, LI. L stands for learner. The findings are introducing under the accompanying objectives of the study.

4.2 Data presentation and analysis

A total number of four foundation phase educators teaching in the township in KwaZulu-Natal province participated in this study. The participants were purposively selected. All participants

were female, and their ages ranged from 45-62 years. Their teaching experiences ranged from 14-40 years. Also, the participants consisted of two Coloured and two Indian South Africans. One participant has a teaching certificate, one has a teaching diploma, and two have Bed honours degree. One of the participants teaches grade R, one grade one, one grade two and one in grade three. In grade R there were 35 learners, 35 learners in grade one, in grade two, there were 43 learners and in grade three were 45 learners. Data analysis was guided by both the research objectives and various readings and interpretation of the raw data reported (Naidu, 2016).

The data generated through interviews, questionnaires and observation was categorised into themes and presented thus:

- The needs for self-esteem for English second language learners in the foundation phase.
- The educators and learners perceptions of the self-esteem of English second language learners in the foundation phase in a Durban school.
- Recommendations for enhancing the self- esteem of English second language learners.

4.3 Analysis of data from the interview

Thomas (2003) states that data analysis is controlled by both the research objectives and interpretations of the raw data. There are different methods for analysing data and in this study the thematic data analysis was utilised.

I used a question by question analysis of the responses of each educators who partook in the interview. I also drew on the literature study on self-esteem enhancement for English second language learners in the foundation phase in the analysis. The interview questions structured on the basis of the classifications that were developed from the segments of the literature study. The data is presented, analysed and interpreted based on themes and sub-themes.

According to Patton and Cochran (2002) these are the following significant element in data analysis:

1. Recoding, transcribing interview – a voice recorder was used just as note taking throughout the conversation and afterwards.
2. Thematic data analysis - this will involve reading and clarifying transcripts. I will be distinguishing the different themes, and creating coding scheme and the data derived correspondingly.

4.3.1 The perception of self-esteem amongst English second language learners

(Interviews)

4.3.1.1 Educators understanding of the concept “self-esteem”.

Sampled foundation phase educators’ have an understanding of self-esteem and self-concept. The discussion of the theoretical framework of social constructivism showed that sampled educators utilised their understanding and knowledge to manage and develop and, define these two concepts. Self-esteem was referred to in these terms:

“How learners feel about themselves and the ability to do something” (EA).

“It means having a good opinion of oneself” (EB).

“To be self-assured knowing that you have worth and that you should be respected” (EC).

“It’s one’s self-confidence and one’s self-respect” (ED).

The above data showed that the educators have a conceptual understanding of self-esteem. Their conceptual understanding correspond with the approach by Burnett (1996, p. 165), who describes self-esteem as “global cognitive and effective/feeling orientation that focuses on how an individual feels about him or herself as a person.” I believe that high self-esteem is having self-actualization and belonging. Such as when a learner is not intimidated for being criticised, and able to admit mistakes, and feel at ease with giving and getting compliments (Maslow, 1943 p. 382). Self-esteem influences a child’s confidence and independence. Educators are presently alluded to as agents of change within the class of different learner abilities, as their jobs have now become more critical, according to (Naidu, 2016).

At the point when educators are sufficiently equipped to recognise and address the boundaries that prevent the learning process from succeeding, they consider positive engagement among learners inside the classroom, which thus takes into account cognitive development, as required by the theory of Social Constructivism.

4.3.1.2 Educators’ understanding of self-concept

Sampled educators seemed to understand the difference between self-esteem and self-concept, and explained of self-concept thus:

“A knowledge about oneself and it is how I understand things” (EA).

“It is what you believe about yourself in relation to other people” (EC).

“It’s how they think and how they respond to or in any situation” (EB & ED).

As Krueger and Casey (2014) posit, self-concept is the totality of cognitive beliefs that people have about themselves; it is everything that is known about the self and includes things such as name, race, likes, dislikes, beliefs, values, and appearance descriptions, such as height. I believe that creating opportunities for collaborative learning strengthens learners’ self-concept (Stevens et al., 1991).

Once educators understand what self-esteem and self-concept are, they can seek and give the essential help to guarantee that fruitful learning of good quality happens. At the point when educators are well-informed about self-esteem, they would then have the capacity to fulfil the learners’ needs and help them in overcoming their obstacles, thus acquiring adequate knowledge.

4.3.1.3 The need for self-esteem enhancement for second language learners in Foundation Phase

All interviewed educators felt that there was a need for self-esteem enhancement for second language learners to face any challenges in life, especially in academic performance.

“Praising learners even for the least effort they will gain confidence. Do not use harsh words, for example, if the learner is struggling in a certain learning area, and the educator called a learner a “stupid.” Mistake are allowed hence they should never be ridiculed or mocked for their errors.” (EA)

“Learners will feel that they are being supported rather than being teased for their struggle.” (EB)

“Learners will feel valued for their individual strengths and abilities.” (EC).

“It is of fundamental importance that self-esteem is enhanced to assist the individual to develop holistically.” (ED).

The above extracts showed that educators had an in-depth understanding of self-esteem enhancement as EA mentioned that praising the learner increased self-esteem, and it changes

learners' attitudes to always wanting good things in life, like succeeding, and it helped learners to value themselves and others. In addition, EA also suggested that it was important as an educator to use polite words even if a learner has an uneasy relationship with the teacher because of behaviour. Thus the learner can be protected from engaging in aggressive behaviour (Chi, Kim & Kim, 2016). Meanwhile, EA further stated that due to the financial challenges at school she was unable to expose the learners to several other things that will enhance their self-esteem, like inviting different coaches of sport coaches, as they (educators) are doing everything which they are not good at for example soccer, drama; these things need specialists. And the worst part of all, they had no free periods to assist learners with low self-esteem.

According to Ghilay and Ghilay (2017), self-esteem enhancement is meant to increase the learners' perceived aptitude to achieve their potential intelligence by strengthening emotional skills, increasing learners' consciousness of the essential components for prospering and increasing learners' consciousness of tough factors, as learners should understand that such problems can be resolved by self-determination.

Gecas and Schwalbe (1986) state that the need for self-esteem is strengthened by parental enthusiasm for the learner's exercises, and furthermore, great family relationships develop confidence. Besides, if a parent trusts and views him or her child as a capable and responsible individual that increases the child's self-esteem. Ghilay and Ghilay (2015) agree that, when parents frequently give positive remarks to the child, that child will develop high self-esteem.

4.3.1.4 Age group specificity for low self-esteem.

Educators unanimously indicated that low self-esteem is not specific to any age group, hence one would expect adults with self-esteem issues. As one educator pointed out:

“Self-esteem is not specific for age group, anyone can have low self-esteem, even if you are a child or an adult.” (EB).

Brummelman, et al. (2015) report that from late childhood children are able to express their self-esteem. Ghilay and Ghilay (2015) emphasise that self-esteem development begins initially in childhood. As Ouellette-Schramm (2016) indicates, even in adult education, students were facing low self-esteem problems. The upbringing of the child has a huge influence on self-esteem, so parents have a huge role in their children's self-esteem development (Ghilay & Ghilay, 2015).

4.3.2 The impact of self-esteem for English second language learners in academic performance

4.3.2.1 The link between self-esteem and academic performance

The issue of low self-esteem and academic performance is a huge challenge to educators and it increases the failure rates. Social constructivism theory advocates that through communication, skills and knowledge are created. In connection to this theme, educators identify a link between self-esteem and academic performance.

“Your self-esteem will tell you whether you are able to perform well, because if you feel you can accomplish what the teacher is teaching you then you are able to accomplish because you are already speaking to yourself.” (EA & EC).

“In most cases, if you have high self-esteem somehow you may not be the brightest person but because you hard working you do perform much better.” (EB).

“It’s believed that one with a positive self-esteem is a high flyer, it’s doesn’t necessarily mean that only weak children or children with challenges have a low self-esteem, children who are bright as well have low self-esteem, but then again it does happen that when the child is facing some challenges at home, for example sexual abuse or the child was neglected may result in low self-esteem.” (ED).

Self-esteem begins within yourself (Ghilay & Ghilay 2017). If a learner tells him or herself that “I am capable I can do this”, as educators EA & EC confirmed, that learner will surely possess a high self-esteem and good academic performance. This issue of self-esteem and academic performance shows that if the learner had challenges in academic work definitely that learners experienced a low self-esteem in that particular area but it does not mean that in other areas the child will experience the same issue. In agreement with Arshad, Zaidi and Mahmood (2015) who stated that high level of self-esteem leads to good academic performance, Lew & Harklau (2018) argue that, even if you have high self-esteem, it does not mean that you will excel academically. Some learners are good at sport but have challenges in academic work. Sexual abuse is one of the issues that affect the child’s self-esteem, as AE mentioned, which will result in affecting academic performance (Van der Kolk, 2017, p. 401).

4.3.2.2 Learners with low self-esteem perform poorly academically

The participants revealed that some of the educators have to deal with challenges of low self-esteem which affects learners' schoolwork. This is evident in the excerpts below:

“Definitely you always have to assist them, they don't have that independence within themselves, they always require your help, they are not confident in completing the task.” (EA).

“A child with low self-esteem depends on where the strength is, perhaps in life skills the child performs very well and his self-esteem is so high in there, whereas, when it comes to the classroom it just drops, and that is why I don't think that learners with a low self-esteem perform poorly than those with high self-esteem.” (EB).

“A learner who does not understand the language will not be able to perform the given tasks properly. All the subjects are in English hence the learner will find it very challenging to comprehend the question unless the teacher code switches.” (EC).

“The child who has the command of the language generally performs far better, however not necessary that the child with low self-esteem will perform poorly but it all depends on you, the individual, because there are some bright learners who are not outspoken maybe because of their home the way of upbringing was different they wouldn't have to speak to adults, they were more reserved, shy to talk so not necessary always that a child with a low self-esteem is weak.” (ED).

Findings indicate that participants EA, EB & EC agreed that learners with low self-esteem do perform poorly academically. The reason is that learners who have a language barrier have no confidence in themselves, as EA mentioned, and in their work learners' end up writing the wrong work/ wrong answers or not writing at all, or keeping quiet when the educators asked a question, they are not motivated to talk (Naouel, 2015). Learners with high self-esteem are socially prosperous (Kumar et al., 2016). Learner with low self-esteem perform poorly academically for various reasons. It might happen that the learners is an introvert, and during the teaching and learning time he/she just keeps quiet, not even answering the educator when questions are posed educationally, only to excel with written work.

According to Owen-Smith (2012) the majority of learners in the South African context face the challenge of language obstruction. This inconveniences the learners and results in poor performance, as they are not allowed to converse in their home language in the classroom setting as the medium of instruction is English language. In addition, if learners are not taught

in their mother tongue, they lack self-esteem and feel undermined because of their underperformance.

4.3.2.3 Fluency in English promotes better academic performance

Participants unanimously agreed that fluency in English promotes better academic performance, because if the child doesn't understand a language how will he or she understand the concepts taught in English. The following are their responses:

“The more the child is fluent in English, better the child performs.” (EA).

“A learner who does not understand the language will not be able to perform the given tasks properly.” (EB)

“The more fluent the child is, the better the child performs. Fluency in English promotes better understanding and learners increase their eloquence in English.” (EA & ED).

“Fluency in English enhances a learner's performance in the classroom. If the language of instruction is in English, and the learner cannot speak English and it a second language and the instructions are not given in the mother tongue the instructions won't be understood by the child. They may lack the information they won't grasp the information correctly because they failed to understand it correctly, they can't understand the vocabulary used, they will miss basic information to understand a task.” (EC).

“A learner who does not understand the language will not be able to perform the given tasks properly. If a learner lacks performance especially if the language of instruction is in English, and the learner cannot speak English and it is a second language and the instructions are not given in the mother tongue the instructions won't be understood by the child. They may lack the information, they won't grasp the information correctly because they failed to understand it correctly, they can't understand the vocabulary used, they will miss basic information to understand a task” (EB EC & ED).

The participants' reports above convey that, if learners are unable to express themselves freely in English language, they thus don't understand the guidelines given to them. Their academic performance is then in danger.

Fluency and academic performance go hand in hand, and, if the learner does not understand English as the medium of instruction, that learner will experiences difficulty in academic

performance. Most of the time, learners with high self-esteem are vocal and confident when they speak (Ahour & Hassanzadeh, 2015). According to Schmitt (2010), if learners are not instructed in their mother tongue they lack self-confidence and they feel undermined because of their performance.

According to Mveli (2018) the language of learning and teaching (LoLT) presents an obstacle to the learning of most learners who speak African languages in Africa and especially in South Africa. Mveli (2018) also argues for the utilisation of African languages as a measure to recapture African uniqueness and to separate education from Eurocentric learning and culture. Mveli (2018) states that in Pinetown and uMgungundlovu districts in KwaZulu-Natal, educators prefer the utilisation of African language to educate African pupils and that those educators are encountering problem in utilising English as the language of learning and teaching.

4.3.2.4 Learners with low self-esteem have limitations in certain areas

All interviewed participants explained how low self-esteem affects other learning areas. *“Learners would find certain learning areas challenging for example, if you have a low self-esteem with your body, how you are made up, for example, you are overweight when we go out for physical education, you are not going to manage certain activity, and when we are having shown and tell or oral presentation the child who is unable to speak English is going to find it challenging, so for that reason I would say, yes, certain aspects they do find it challenging.”* (EA, EC & ED).

“It all depends on a learning area, yes they do have limitations in certain learning area. Perhaps in mathematics, the child just switches off but comes alive to life skills.” (EB).

The participants’ description shows that learner can succeed in other learning areas other than reading and writing. It may happen that the learner has language challenges and his or her self-esteem is lowered, but when it comes to sport the learner excels and his or her self-esteem is boosted. Extra-curricular activity has a major role in child self-esteem (Piliso, 2013). According to Dhurup, Radebe and Suruilal (2015) positive results, for example, expanded self-esteem and life fulfilment can emanate from interest in sport and physical movement. Learners’ participation in sport can be limited by their lack of self-esteem. Learners may have limitations in some non-language learning areas because of a language barrier, for example, learners may

experience difficulties in mathematics, especially in problem solving sums, where a learner needs to read and understand sums in order to come up with a solution.

4.3.3 Recommendations for enhancing English second language learners

4.3.3.1 School assistance with learners experiencing language problems

The issue of school assistance for learners experiencing language problem is a huge challenge to all interviewed educators.

“Our school not much has been done to assist learners experiencing language problem” (EA).

“It’s not the school that does it, it’s the teacher, and actually the school if that can be one of the things where we can develop children who experience language barrier, if the resources, finances would allow us then an ideal situation is to employ somebody with language experience because the teachers that we have at school do not have time, other than that I think the teachers do their best in giving the children the extra activities.” (ED).

“But we as teachers have failed them in many cases because we don’t want to go an extra mile.” (EB)

“It’s depends on the dynamics of the school, the resources of the school, what resources do we have, we have human resources, so we have to engage the resources that we have. When a second language child has learning difficulties, unfortunately for them teacher cannot code switch, many times we isolate them we will think that the child is a slow learner meanwhile the child is not a slow learner its only because of a language lack of understanding but as soon as you interpret that into a child’s home language, it’s when the child realised that it’s not difficult.” (EB).

Participant EA, EC, and ED mentioned that the school does little to assist with learners experiencing language problems. In addition, the pressure from the Department of Education to complete assessments within a certain period of time within a term and because of the pressures of paperwork, limit their ability to respond. Where teachers have to complete preparation, teachers are pressured because they feel that the Department will come in and check paperwork and they need to focus on paperwork and be up to date for a specific time frame. The teachers are thus not focusing enough on these learners who need help, as EC reported.

As much as the EB says that it's in the hands of the educators, the fact is that educators have no time to perform other duties, even if they wanted to, as educators are overloaded with administrative work and a large number of learners with lack of resources. One of the educators stated that insufficient time made them overlook some of the learners' challenges (Nguse, 2015). Participant EB admitted that *"we as educators have failed learners"*, yet there is nothing that the school does to help learners with the language barrier.

4.3.3.2 Ways of assisting learners with low self-esteem

The researcher interviewed educator's and shared different ways of assisting learners with low self-esteem. Below are some of their suggestions:

"Extra lessons could be introduced maybe during the break or even after school, even for few minutes for reading enhances the child reading skills. Resource is a major contributing factor in the schools." (EA).

"If children can be taught in their language, make them understand those concepts in their language and then you will bring it into the English language" (EB).

"I think initially from the lower grades when the children are enrolled those grades should actually work at a pace of those learners and provide experiences from those children's environment first, the initial home environment, provide English experiences where they learn words, they learn vocabulary from their own environment and interpret it in English so that they can learn the language of instruction." (EC).

"You are going to have a learner-centred classroom, a learner-centred lesson, and you need to know the end results, and the reason for you to reach that target. Your lesson must be oriented in that way." (ED).

Participant EA suggested that keeping learners during break or after school for extra lesson might help. Keeping learners in class during breaks is against children's rights. It's even worse to keep learners after school, as anything can happen if there is no one accompanying them home. Participant EA reported that the best way of assisting learners with low self-esteem is to get enough resources, such as school guidance teachers. Wright (2014) states that good education needs adequate resources. This means that if the school has insufficient resources, learners who have language barriers will be disadvantaged. A remedial specialist is also needed

because most schools have learners with learning challenges, as a result of which, learners cannot cope with their grades' requirements.

4.3.3.3 The SMT support for learners with low self-esteem.

Three educators felt that support from the SMT was very important, as they were not getting enough of it.

“At our school, SMT are classroom-based educators; they don't have enough time to assist with the problems that we encounter.” (EA).

“The only way SMT intervenes is when the educator comes up with an issue and they have identified the child and SMT encourages the parent to take a child for psychological assessment but if the case is severe we do recommend for the Department, that the child is placed in a special school.” (EB).

“If I have issues in my class I tackle it on my own because fortunately for me I have studied guidance and counselling. If there is a problem, because of rules in the school, I write a letter to the SMT explaining the issue and have it approved by the SMT and my HOD co-sign it. Further, than that, there is no assistance from SMT” (EC).

“There is very limited support in a sense that there is nothing that constant, in our school there is no follow-up plan, things happen on a day-to-day basis depending on what's happening at the school. There is a barrier in communication between the educator and the SMT, there is definitely a break in communication, a break in dealing with these issues because we are not getting their support” (ED).

Participant EA reported that school management team (SMT) are classroom-based, so they have insufficient time to attend to some issues that educator's experience. Some issues were resolved, as EB mentioned that the SMT encouraged parents to take their children for psychological assessment, which shows the importance of the SMT in schools (Mfeka, 2014). As Bush and Hevstek (2006) mention, not every problem the SMT faces can be resolved. EC stated that, despite the inadequate support from the SMT, she can tackle the problem on her own as she has guidance and counselling – what then happens in the classes of educators who have no guidance and counselling qualifications?

Due to the absence of support given by the SMT and government, educators left with no decision however to look for alternative approaches on how to assist, so that they can accommodate learners with low self-esteem and guarantee that they are assisted.

4.3.3.4 Required support for learners with low self-esteem

All educators reported that there is a need for more help from different associations that can be of assistance for learners with low self-esteem, including from the DoE.

“Our management should be more involved in leading us and guiding us of finding ideas of how we can get support. The Department of Education should come fully on board. In the past, we had guidance counsellors which assisted with the problems or issues that we encounter at school or in a classroom. I think it should be discussed that guidance counsellors should be introduced back at schools.” (EA).

“Parental support is vital, teachers support.” (EB).

“The teachers could have a buddy system, where if learners, they can’t understand a certain concept, you could take those learners as a group to the teacher who can understand the language and ask her to explain it to the learners, that educator can do more of listening skills, for example, using tape recorder for sounds and they can also use movies.” (EC).

“There needs to be specialist and specialization in class, for example, the children need to realise that there are other avenues, it’s not only mathematics that they should excel in or reading. There are children who are good at art, sports and we don’t have that specialisation.” (ED).

The issue of support is another issue that poses a challenge to all educators. EA suggested that school guidance counsellors should be reintroduced and reinstated in all government schools, and school guidance as a subject would make a huge difference, because school guidance teachers are equipped or trained to deal with different issues, like self-esteem. EC also suggested that they can even use a tape recorder for listening skills and watch educational movies to improve their language (Ghoneam, 2016). Educators are needed to offer assistance to learners so that they can achieve their best, but the large number of learners in class prevents educators from seeking this and giving vital help. Educators need the essential knowledge to manage each circumstance that they experience. Jordan, Schwartz, and McGhie-Richmond, (2009) stated that, for effective educating to take place, educators should be given support as

far as being able to understand and respond to the tremendous diversity present in the classrooms.

4.3.3.5 Criteria to identify learners with low self-esteem

All educators indicated that educators should identify learners with low self-esteem.

“Identify those that are very introvert and extrovert, you get those children who are friendly and jolly and you get some children who are very quiet, reserved, shy, If you are doing oral work everyone supposed to be participating, when something is taught to the child you then stop and question the children to checking whether they are understanding or paying attention. When you ask them to pick up their hands to give you the answer, children with low self-esteem, they are quiet, reserved, the child is starting to cry, so you can know that that child is not fully involved in a lesson.” (EA, EB &, ED).

“I identify the learners who are constantly involved in fighting.” (EC).

Another educator revealed that some learners are shy in nature, and the fact that they do not participate in class discussions does not mean that they are not smart. Their quietness does not mean they do not know (Kennedy & Anbazhagan, 2015).

4.3.3.6 Parental role in assisting learners with low self-esteem

All of the interviewed educators mentioned the important role of parental assistance.

“Firstly the parents have to accept that the child encounters a problem may be a low self-esteem. The parent has to be empathetic and not judgmental towards the learner. It’s important that the parents known how to deal when they are encounter problem.” (EA).

“Parents must stop comparing their children. Encourage the child all times. Show an interest to the child’s schoolwork.” (EB).

“Love and encourage the child, praise them if they have done well. If they haven’t done well, to try to help them with what they struggle with.” (ED).

“In our community a lot of the time we don’t receive parent assistance. Basically many parents are very young and immature, they come from a socio-economically deprived environment and often don’t see the need to improve the situation with their children because that is the way

they have grown up and they don't see anything wrong with the child been having low self-esteem because they themselves don't have a high self-esteem.” (EC).

The response given shows the extensive measure of challenges encountered by educators every day. In this specific case one can draw the immediate connection between the negative impacts the socio-economic issues presented to academic performance. Sanders, Marla, Haselden, Randi and Moss (2014) indicated that abuse exacerbates the underachievement of learners academically. Educators need to manage and fill the gap that socio-economic issues pose. However, educators are not equipped to do so.

Participants expressed their views about not receiving support from the parents of learners with low self-esteem:

“Some parents are not involved and not interested in their children's school work, some parents are in denial, they don't accept that their child has a challenge. Basically many parents are very young and immature; they come from a socio-economically deprived environment and often don't see the need to improve the situation with their children because that is the way they have grown up and they don't see anything wrong with the child been having low self-esteem because they themselves don't have a high self-esteem.” (EC)

“Yes and no, the reason is because of the large number of learners in the class, there is quite often times where I can overlook children, but if I pick up a problem I do call the parent. With that case, I do receive certain amount of assistance if parents are willing to, but it all depends on the parents. There are some parents who will come to you the educator and there would openly say my child has a problem, but then you get some parents who are in denial and they don't want to admit that their children has a problem. ” (EA)

“In our community a lot of the time we don't receive parent assistance. Basically many parents very young and immature they come from a socio-economically deprived environment and often don't see the need to improve the situation with their children because that the way they have grown up and they don't see anything wrong with the child having the low self-esteem because they themselves don't have a high self-esteem. They see it as a norm, but there are some parents who want better for their children and so when you make the parent see why there is a need to improve the child's self-esteem, those parents who are concerned about their children that will engage with you and take sound advice from the teacher to help the children. They will give you a report back if you referred the child to a social worker or centers like woman empowerment.” (EB)

“Some parents are in denial, if you have to tell them that their learners are experiencing problems because parents don’t understand what actually takes place in the classroom. Some parent will go extra mile and have their child assessed, and assist them with extra lesson but in most cases it’s very hard to convince parents that the child is experiencing problems in the class.” (ED)

Another challenge was a family background where family members were not interested in reading books or magazines (Padayachee, 2014, p. 20). They did not even encourage their children to go to the library. The children have no academic support in the family and the only time when the child reads is when he or she’s doing homework (Kennedy & Anbazhagan, 2015). It is so difficult to accept that your child has some challenges, especially if a parent is not educated or had no clear understanding of the issue of self-esteem. Once parents are informed about their children’s challenges, they quickly think that the child had to go to special school and, according Padayachee (2014) that is why they are so in denial. Parents even said that they never had this problem in the family. To have low self-esteem is not a stigma, it can change, only if the learner can get lots of support and encouragements from home and at school.

4.3.3.7 Educators are equipped to deal with low self-esteem learners

Two educators reported that they are adequately equipped to deal with learners with low self-esteem. One educator stated that she is not equipped.

“I would like to be trained or maybe be informed or even given vital information, even if it’s just to read that will actually inspire me and help me to be better equipped in the classroom to deal with learners with low self-esteem.” (EA).

Another educator is equivocal on the issue.

“Yes and no, yes in a sense that I have an ability to differentiate and understand. I can pick it up and where ever possible I try to intervene. But not to the extent that we are in this unfortunate situation of sitting with 45 learners and it is totally absurd because there are days where you overlook even 40 children if got have 4 children who are demanding your attention.” (EB)

Addressing this issue places an obligation on educators to become equipped and creative to ensure a conducive learning environment to all learners. Unfortunately, the problem is where educators feel that they are not adequate enough as demands are so high. Due to the lack of

training, educators find it so difficult to assist learners with low self-esteem challenges in class (Naidu, 2016, p. 26). Educators experience difficulties in accommodating learners with low self-esteem, a particular challenge being the number of learners in the class, which makes it difficult to meet learners' requirements. Legotlo (2014) reported that a large number of learners in class pose major challenges to education.

At the point when instructors are sufficiently prepared to recognise and address the hindrances that keep them from succeeding and there is positive commitment among students inside the classroom, there is also a need for a change in mind-set.

According to Florian (2015), educators should be equipped as far as different learning difficulties and the suitable instructional strategies to be utilized

4.4 Interpretation of questionnaires

Nine learners completed the questionnaire (Appendix D), which were edited to find errors, and to check the completeness of answers and accuracy. The questions were both in English and IsiZulu (the native language of the participants) in both writing and orally. The learners were instructed to listen to the questions read by the researcher. They had to tick the suitable answer, between strongly disagree, disagree, agree, and strongly agree.

4.4.1 Analysis of questionnaire responses by learners

In this section, I observed three different classes in each grade: grade 1, grade 2 and grade 3 with the total of 360 learners. In each class discussion I observed learners who were not participating and were taking passive role, then I purposely selected those learners to complete the questionnaire. Based on my analysis of the questionnaire, these are my findings:

Proficiency in English affects the self-esteem and confidence level of English second language learners (ESL). Asakereh and Dehghannezhad (2015) stated that Self-esteem has effect on students' English speaking ability. Learners who are not fluent in English are shy and embarrassed to speak in class because they are ridiculed. In chapter two Naouel (2015) stated that learners that are struggling in English do not want to participate in the class discussion because they are afraid that they might make a language mistake.

Learners with low self-esteem experiences difficulty in expressing themselves in English language in the classroom during teaching and learning. During breaks and at home they spoke IsiZulu, so there is not much practice of English language. These learners are also had difficulty in constructing a sentence in as much that they, did not like participating in class because of being unable to speak the English language and they were very shy to speak

English in class because they were afraid that they would make a mistake and learners will laugh at them, I, in addition, Stephanou and Tatsis (2009, p. 205) state that learners with low self-esteem tend to have low desires for future achievement.

Educators tend to pay attention to and like learners who are fluent in English more. In chapter two it was reported by Mahlo (2017) that, the child is weak in a certain learning area, some educators tend to ignore and pay attention to those good learners, and those weak learners noticed that and began to feel less important. Learners who have experienced difficulties in English felt that their difficulty in expressing themselves in English is holding them back or preventing them from doing well, and also being a second English language learner disadvantages them in many situations.

It was reported, in chapter two Stephanou and Tatsis (2009, p. 205) state that “learners with low self-esteem tend to have low desires for future achievement”.

Learners who experience difficulties in English felt that being fluent in English is a gate to strong self-esteem and confidence and they also felt that switching languages when speaking makes them understand better. These perspectives were reinforced by the literature which proposes that home language ought to be utilized as a teaching asset in multilingual schools so as to develop academic perfection among L2 students (Padayachee, 2014).

Padayachee (2014) states that home language gives the premise of all language advancement. Learners stated that their parents helped them with their homework. De Andrés (1999, p. 88) stated that “Parents holds the key to children’s self-esteem” it is very important for parents to assist their children’s homework (Cantwell, Muldoon & Gallagher, 2015) but this is surprising because educators said parents do not assist their children in doing homework. The question is that parents assisted their children in what ways?

4.5 Summary

This section presented the findings of questionnaire of self-esteem enhancement for English Second language learners in the Foundation Phase. The findings discovered that learners with proficiency in English affects the self-esteem and confidence level of English second language learners. The study supports the idea that self-esteem has an influence on students' English speaking ability and code-switching assist those in understanding better.

4.6 Observation as data generation method

In order to meet the necessities of triangulation in qualitative research, as part of the data generation process, in addition to the interviews and questionnaires, I also observed four classes. According William (2011, p. 100) observation is gathering information through observation instead of asking questions. I directly observed learners in class discussions because I wanted to get a sense of the social interaction between learners and educators and also their participation in outdoor activities. I observed and took note of the social interaction between the learners and their peers.

In my observation learners' participation was compromised because the medium of instruction was English, and English is not their mother tongue. Educators were using a question and answer approach, learners were showing lack concentration during a lesson, learners with limited English vocabulary couldn't answer the questions that the educator asked and some gave the wrong answers because they did not understand the question. However, in other classes that observed in passing, I noticed that code switching was used, the learner participation improved markedly.

4.7 Conclusion

This chapter has presented the analysis and discussion of the data generated through the interviews from four foundation phase educators, from a questionnaire for foundation phase learners and from observation of the classroom activities. The next chapter will complete the study. It will contain a summary of findings, limitations and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSIONS

5.1 Introduction

This chapter provides the summary of findings, recommendations, and limitations of the study based on the data analysis from the previous chapter with regards to self-esteem and English second language learners in the foundation phase. Policy, for example, White Paper 6 (2001) and CAPS documents in the education framework have moved towards a mainstream approach, including learners with learning challenges, learners with language difficulties and learners with low self-esteem. The Constitution of the Republic of South Africa (Republic of South Africa, in Section 29, the Bill of Rights) states that everyone has the right to 'a basic education. This chapter discusses the main findings of the present study, moreover, this chapter highlights the possible limitations of the study.

5.2 Main findings

The purpose of this study was to explore the self-esteem of English second language learners in the foundation phase. The interpretive approach was the selected framework that directed this study, as the researcher required an understanding of the educators' experiences. Holloway and Galvin (2016) state that, within the interpretive paradigm, research is best observed through understanding the involvements of participants. The researcher cooperated with the participants to gain access into the reality that participants experience with regard to the self-esteem of English second language learners. The study also used a qualitative design, the suitability of this research design enabling me to interpret significance from the qualitative data generated (Chawira, 2017). This study used three methods to generate data that is a semi-structured interview, questionnaire, and observation. The study was guided by the following research questions.

1. What is the need for self-esteem for English second language learners in the foundation phase?
2. How do educators and learners perceive the self-esteem of English second language learners in the foundation phase in a Durban school?

3. What are the recommendations for enhancing self-esteem in English second language learners in the foundation phase?

Themes and sub-themes used, were used during data analysis, supported by direct quotations from the participants. The following is a summary of the findings.

5.2.1 The relation between self-esteem and the academic performance of English second language learners

In South Africa, the majority of learners are bi-or multi-lingual and learn in a language that is not their first language (O'Connor & Geiger, 2009). The findings of the study is that ESL have self-esteem issues which are exacerbated by having to learn all their subjects in a foreign language. Some of the academic difficulties are repeating a year, or continuing to the following grade without a sufficient grasp of the past grade's work and even dropping out (Phatudi & Moletsane, 2013). This may influence different areas of learning and cause dissatisfaction, social isolation, and disciplinary issues, which might cause a learner to give up in education.

The findings of the study are also that educators have articulated their worry that learners don't get enough help at home (Naouel, 2015). English second language learners do not practise the English language at home, because their parents and friends do not speak the English language with them.

The study also revealed that control and conduct problems among English second language learners are sometimes caused by large class sizes, which makes an educator not to pay full attention to the learners with low self-esteem, thus, definitely, most of them will perform poorly academically. It is frequently argued that a high level of self-esteem prompts good academic performance (Arshad, Zaidi & Mahmood, 2015).

This study revealed that fluency in English increases the chances of good academic performance because a learner will be able to read and understand each assessment task, whereas if a learner has low self-esteem and language problems that might disadvantage him in other learning areas where they require a learner to read. A learner can instead have achievements in another learning area where there is no reading required, for example, in physical education.

5.2.2 The need for self-esteem enhancement for English second language learners in the Foundation Phase

With regard to educators' understanding of self-esteem and self-concepts and knowledge about the need for self-esteem enhancement, the study revealed that educators had a clear conceptual knowledge of self-esteem and self-concept. This was noticeable when they were able to give an accurate definition of the concepts "self-esteem" and "self-concept." Their definition of self-esteem was in line with the definitions given by Burnett (1996, p. 160) stated that self-esteem is the "totality of the individual's thoughts and feelings having reference to him/herself as an object. Their definition of self-concept was linked with the definition given by Krueger and Casey (2014), which states that self-concept is the totality of cognitive beliefs that people have about themselves; it is everything that is known about the self and includes things such as name, race, likes, dislikes, beliefs, values, and appearance descriptions.

The findings of the study also demonstrated that educators were conscious and in support of the need for self-esteem enhancement for English second language learners. According to the findings, they identified the need for self-esteem, that it is very important to acknowledge your child as a different person with feelings, to praise your child for what they do well, to inform your children you value and you love them simply as they are, to embrace them regularly, to be a positive good example and to encourage development of their decision-making skills. Findings show that learners who experience all of the above will have higher self-esteem than those learners who are not experiencing the above needs for self-esteem enhancement. Self-esteem is one of the compelling issues that cannot be ignored (Naouel, 2015). Feelings of high self-esteem increase oral performance, and also learners with low self-esteem have a low level of oral communication.

Findings of the study revealed that educators consider that anyone can have low self-esteem, irrespective of age. A child can experience low self-esteem and also an adult can experience low self-esteem (Aroyewun & Ifeagwazi, 2017). Low self-esteem is not a stigma but rather a barrier that can be overcome. The results showed that the educators consider that there is no relationship between chronology (age) and self-esteem.

5.2.3 The importance of enhancing English with second language learners

The findings of the study demonstrated the requirement for educators to be creative and adjust to their condition of lacking resources and devices, making do with what is existing so that they (educators) will be able to cater for learners with low self-esteem (Naidu, 2016). The study revealed that educators felt unsupported and alone, feeling that they are all duty bound to all learners with low self-esteem in their classes, without help from the school management team (SMT). In addition, educators also felt disempowered in the light of the fact that they need to exercise choice over whether to retain learners in a grade. Educators felt that their requirements were not being heard and met.

The study revealed the importance of having school guidance teachers who are qualified, for example school counsellors to assist learners with difficulties like learners who have low self-esteem, language challenges etc. It also shows the importance of learning in the mother tongue for Foundation Phase learners, so that learners will have a better understanding of concepts taught. Likewise, the study revealed the value of having a language advancement educator to give language support and encourage the achievement of English second language learners in a supportive environment.

The study articulates a requirement for greater accessibility to an educator support group for learners who require them (Department of Education, 2001b). In addition, the absence of training is connected to the recurring issues experienced in the classroom, due to lack of knowledge of how to respond to issues of self-esteem. Educators need to give careful consideration to the issues affecting English second language learner with low self-esteem. The findings also indicate that there is a lack of parental involvement in their children's education and that parents are in denial when they are informed about their children's learning challenges.

Findings from this study clarify that language is a huge challenge for English second language learners in the school which causes their low self-esteem. A key problem is that learners are unable to express themselves in English which causes learning challenges (Mohamed, 2015). It was discovered that a language teacher is needed to help learners who experience difficulties in the English language. There is a significant correlation between English second language learners, academic performance and self-esteem (Troncone, Drammis & Labella, 2014).

5.3 Recommendations of the study

In view of the discussed findings, the researcher, therefore, recommends that the workshops planned by the Minister of Education and Training related to the English Advisory Services should concentrate on improving the teaching of English among learners with low self-esteem. These teachings should focus on improving the methodological aspects of teaching the English language to English second language learners especially to those educators who are English speakers.

Secondly, a school without an English language budget should introduce it, so that part of the money can be used for buying visual aids like educational videos and other material that the learners can watch, read or listen to.

Thirdly, a support system should be created that would be managed by a proficient and experienced person. This would enable the educators to access a specialist in the field. Educators would be able to discuss the challenges they face in class.

Foundation Phase education should be in learners' mother-tongue as a second language affects their understanding and performance. As Padayachee (2016, p. 40) puts it "learners perform better when they learn in their mother-tongue".

All schools should have remedial classes with trained specialists to design intervention programs for learners experiencing learning barriers.

5.4 Recommendation for future studies

- This study has revealed other avenues for further exploration. There is a need for an empirical study of the relationship between proficiency in English and learners' academic performance in the Foundation Phase.
- This study can be done using quantitative methods.
- To study the impact of a good support structure for self-esteem enhancement for English second language learners.

5.5 Limitations of the study

This research has limitations, one being that the sample was drawn from only one primary school in KwaZulu-Natal. Also, isiZulu speaking educators were not selected in the sample. Thus, findings of the study cannot be generalised.

5.6 Conclusion

The purpose of the study was to explore educators' and learners' perceptions of the self-esteem of English second language learners in the foundation phase. The objectives of the study were achieved.

This study has presented six different chapters. The first chapter was an introductory chapter that introduced the whole study and provided the background of the study, rationale of the study, purpose of the study, significance of the study, location of the study, aim, and objectives of the study, research questions and methodology.

The second chapter was a literature review focused on self-esteem and English second language learners in the Foundation Phase. The following were sub-topics: factors negatively affecting learners' self-esteem such as sexual abuse, physical abuse, emotional abuse, childhood neglect and poverty. It addressed also the need for self-esteem enhancement, recommendations for self-esteem enhancement, the importance of self-esteem in education and common psychological issues affecting English second language learners in the Foundation Phase.

The third chapter addressed social constructivism, interpretivism and the theoretical framework. It dealt with the role of language in the social construction of knowledge, Vygotsky's theory of social constructivism and the zone of proximal development.

The fourth chapter dealt with research design and methodology, which described the qualitative approach of the study, the processes of data collection through interviews, questionnaires and observation with the sampling of the participants, data analysis, and trustworthiness of the study, data process, ethical considerations and limitations.

The fifth chapter dealt with data analysis and interpretations and the last chapter dealt with summary of findings, recommendations and limitations, thus concluding the study.

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APPENDIX A



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref: 2/4/8/1527

Ms T. Mbese

1578 Lushozi Road
Lamontville
4027

Dear Ms Mbese

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "SELF-ESTEEM ENHANCEMENT FOR ENGLISH SECOND LANGUAGE LEARNERS IN THE FOUNDATION PHASE", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 23 May 2018 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Dr. EV Nzama
Head of Department: Education
Date: 23 May 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION
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...Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX B



02 July 2018

Ms Thokozani Mbese (214578497)
School of Education
Edgewood Campus

Dear Ms Mbese,

Protocol reference number: HSS/0465/018M

Project Title: Self-esteem enhancement for English Second Language learners in the Foundation Phase

Approval Notification – Expedited Application

In response to your application received 18 May 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Professor Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr Henry Muribwathoho
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

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Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / smymanm@ukzn.ac.za / mohuro@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

APPENDIX C



COLLEGE OF HUMANITIES

MASTERS/PHD RESEARCH PROPOSAL (HUMAN AND SOCIAL SCIENCES)

INFORMED CONSENT LETTER FOR THE PRINCIPAL

Dear Mrs E. Ogle

Subject: **REQUEST FOR PERMISSION TO PARTICIPATE IN A RESEARCH PROJECT**

My name is Thokozani Mbese I am currently studying towards a Master's Degree at the University of Kwa Zulu - Natal in Edgewood campus. My field of specialisation is Education Psychology. I am conducting a research on Self-esteem enhancement for English second language in the Foundation Phase. This study aims to respond to the following research questions:

1. What is the need for self-esteem enhancement for English second language learners in the Foundation Phase?
2. How does self-esteem impact on the academic performance for English second language learners in the Foundation Phase?
3. What are the recommendations for enhancing self-esteem for English second language learners in the Foundation Phase?

I have identified your school as the one that could provide me with reliable insight that can assist the study. I therefore kindly request your permission to use you educators to participate in this study. Participation will be in the form of an individual interview, which will be a duration of 45minutes. The participation in this study will be done voluntarily and you are

welcome to stop participating in this study. The information about your school, will remain anonymous and confidential. Participants names and personal information and the name of your school will not be used instead I will use pseudonyms. Data collected will also remain confidential, it will be only used for the purpose of this study not against the school. Collected information will be kept in safe University storage and will be destroyed after five years.

This research project is being done with the knowledge of my supervisor Dr. Henry Muribwathoho.

My contact number: 0732157816

Email address: mazmbesa@gmail.com

My supervisor: Henry Muribwathoho

UKZN Edgewood Campus

Tel: 031 260 3040

Email: Muribwathoho@ukzn.ac.za

Thank you for your contribution to this research

Yours sincerely

T. Mbesa

APPENDIX D



UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

COLLEGE OF HUMANITIES

**MASTERS/PHD RESEARCH PROPOSAL
(HUMAN AND SOCIAL SCIENCES)**

INFORMED CONSENT LETTER FOR THE TEACHER

Dear Teacher

Subject: **REQUEST FOR PERMISSION TO PARTICIPATE IN A RESEARCH PROJECT**

My name is Thokozani Mbesa I am currently studying towards a Master's Degree at the University of Kwa Zulu - Natal in Edgewood campus. My field of specialisation is Education Psychology. I am conducting a research on Self-esteem enhancement for English second language in the Foundation Phase. This study aims to respond to the following research questions:

1. What is the need for self-esteem enhancement for English second language learners in the Foundation Phase?
2. How does self-esteem impact on the academic performance for English second language learners in the Foundation Phase?
3. What are the recommendations for enhancing self-esteem for English second language learners in the Foundation Phase?

I have identified you, Foundation Phase teacher as those who could provide me with reliable insight that can assist the study. I therefore kindly request your permission to participate in this study. Participation will be in the form of an individual interview, which will be a duration of 45minutes. The participation in this study will be done voluntarily and you are welcome to stop

participating in this study. The information about you and your school, will remain anonymous and confidential. Participants names and personal information will not be used instead I will use pseudonyms. Data collected will also remain confidential, it will be only used for the purpose of this study not against the school. Collected information will be kept in safe University storage and will be destroyed after five years.

This research project is being done with the knowledge of my supervisor Dr. Henry Muribwathoho.

My contact number: 0732157816

Email address: mazmbesa@gmail.com

My supervisor: Henry Muribwathoho

UKZN Edgewood Campus

Tel: 031 260 3040

Email: Muribwathoho@ukzn.ac.za

Thank you for your contribution to this research

Yours sincerely

T. Mbesa

APPENDIX E



COLLEGE OF HUMANITIES

**MASTERS/PHD RESEARCH PROPOSAL
(HUMAN AND SOCIAL SCIENCES)**

INFORMED CONSENT LETTER FOR THE PARENT

Dear Parent

Subject: REQUEST FOR PERMISSION TO PARTICIPATE IN A RESEARCH PROJECT

My name is Thokozani Mbesa I am currently studying towards a Master's Degree at the University of Kwa Zulu - Natal in Edgewood campus. My field of specialisation is Education Psychology. I am conducting a research on Self-esteem enhancement for English second language in the Foundation Phase. This study aims to respond to the following research questions:

1. What is the need for self-esteem enhancement for English second language learners in the Foundation Phase?
2. How does self-esteem impact on the academic performance for English second language learners in the Foundation Phase?
3. What are the recommendations for enhancing self-esteem for English second language learners in the Foundation Phase?

I have identified your child as the one that could provide me with reliable insight that can assist the study. I therefore kindly request your permission to use your child to participate in this study. Participation will be in the form of an individual questionnaire, which will be a duration

of 15minutes. The participation in this study will be done voluntarily and your child is welcome to stop participating in this study. The information about your child, will remain anonymous and confidential. Participants names and personal information will not be used instead I will use pseudonyms. Data collected will also remain confidential, it will be only used for the purpose of this study not against the school. Collected information will be kept in safe University storage and will be destroyed after five years.

This research project is being done with the knowledge of my supervisor Dr. Henry Muribwathoho.

My contact number: 0732157816

Email address: mazmbesa@gmail.com

My supervisor: Henry Muribwathoho

UKZN Edgewood Campus

Tel: 031 260 3040

Email: Muribwathoho@ukzn.ac.za

Thank you for your contribution to this research

Yours sincerely

T. Mbesa

APPENDIX F

Interview schedule (teachers)

Biographical information

Gender: _____

Experience: _____

Post level: _____

Academic qualification: _____

Interview questions	Participant's answer
What is your understanding of self-esteem?	
How does it differ from self-concept?	
What is the link between self-esteem and academic performance?	
Do you think that learners with a low self-esteem perform poorly than those with high self-esteem? Yes/no give reasons.	
How can school assist second language learners with learning challenges?	
What school does for learners experiencing language problem?	
Is there a support program available at the school to assist learners with low self-esteem?	
Do you receive parent assistance/support with this problem?	
How does SMT support you as an educator in dealing with these issues?	

What criteria would you use to identify learners with low self-esteem?	
Do you feel that learners with low self-esteem have limitations to a certain learning areas?	
Is low self-esteem specific to a certain age group?	
What do you think is the parents' role in assisting a learner with low self-esteem?	
Do you feel that you are adequately equipped to deal with low self-esteem learners?	
What type of support do you think is required?	

APPENDIX G

Questionnaire

Age: _____

Gender: _____

Grade: _____

Questions	Strongly disagree	disagree	agree	Strongly agree
I have problem expressing myself in English. <i>(Nginenkinga yokukhuluma isiLungu).</i>				
I find it difficult to construct a sentence in English. <i>(Ngithola kunzima ukubhala umusho ngesiLungu).</i>				
Other learners make fun of me if I make a mistake when communicating. <i>(Ezinye izingane ziyangihleka uma ngikhuluma isiLungu).</i>				
I like participating in class always. <i>(Ngiyathanda ukubamba iqhaza egumbini lokufundela).</i>				
I am shy to speak in class because of a language problem. <i>(Nginamahloni ukukhuluma egumbini lokufundela ngenxayenkinga yolwimi lwesiLungu).</i>				
Teachers do not like it when I make language mistakes. <i>(Amathishela awathandisizi kahle uma ngenza iphuthauma ngikhuluma ulwimi lwesiLungu).</i>				
Teachers like learners who are fluent in English. <i>(Amathishela athanda abafundi abakhuluma kahle ulwimi lwesiLungu)</i>				
When marking my work, teachers tend to highlight language errors rather than marking my work in context. <i>(Uma bemaka umsebenzi wethu, amathishela avame ukubheka</i>				

amaphutha olwimi kunokuba bamake ingqikithi yomsebenzi wonke).				
Do you feel that your difficulty in expressing yourself in English is holding you back or prevent you from doing well? (Ucabanga uthi ukungakwazi kahle ukukhuluma ulwimi lwesiLungu kukuvimbela ekutheni wenze kahle kwezinye izifundo).				
Being a second language learner disadvantages me in many situations. (Ukuba umfundi ongafundi ngolwimi lwakhe lwebele kuyangicindezela ezimweni eziningi).				
Being fluent in English is a gate to a strong self-esteem and confidence. (Ukukhuluma kahle ulwimi lwesiLungu kudala ukungazenyenzi nokuzethemba).				
Switching languages when speaking causes confusion and demotivates me. (Ukushintshashintsha izilimi uma ukhuluma kudala ukudideka nokungazethembi)				
My parents help me with my work Abazali bami bayangisiza ukwenza umsebenzi wesikole ekhaya.				

APPENDIX H

Learners that have difficulty in English.

Statement 1				
I have a problem expressing myself in English				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
7	2			

Statement 2				
I find it difficult to construct a sentence in English				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
8	1			

Statement 3				
Other learners make fun of me if I make a mistake when communicating				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
7			2	

Statement 4				
I like participating in class always				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1			1	7

Statement 5				
I am shy and feel embarrassed to speak in class because of the English language problem				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
9				

Statement 6				
Teachers do not like it when I make language mistakes, specifically English				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	1		1	7

Statement 7				
Teachers tend to like learners who are fluent in English than those who are not				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
8	1			

Statement 8				
I always worry about what others think about me when I speak in English in public				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
9				

Statement 9				
The difficulty of expressing myself in English is holding me back or preventing me from doing well at school				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
6	2		1	

Statement 10				
Being a second language learner disadvantages me in many situations				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
4	5			

Statement 11				
Being fluent in English is a gate to a strong self-esteem and confidence				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
8	1			

Statement 12				
Switching languages when speaking causes confusion and demotivates me				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
			2	7

Statement 13				
My parents help me with my work, especially concerning my understanding of English				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	8		1	

APPENDIX I

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9 APRIL 2019

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the dissertation titled:

SELF-ESTEEM ENHANCEMENT FOR ENGLISH SECOND LANGUAGE LEARNERS IN THE FOUNDATION PHASE

BY THOKOZANI MBESA

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully

S. Govender (duly signed)

DR S. GOVENDER

B Paed. (Arts), B.A. (Hons), B Ed.

Cambridge Certificate for English Medium Teachers

MPA, D Admin.

Self esteem enhancement for English second language learners in the foundation phase

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