



**ANALYSED DATA FOR MED STUDENT NUMBER: 20714612 UNIVERSITY OF PRETORIA**

**Mother tongue and social media influence on second language learners' English proficiency by Rachego Rockney Monageng**

**SECTION A: INTERVIEW DATA**

**Table 4.1: Biographical information of the three interviewed teachers**

Teacher participant	Age	Gender	Qualifications	Experience in teaching a second language
TP1	33	Male	BEd* Honours (Management)	07
TP2	35	Female	BEd*	04
TP3	26	Male	BEd*	03

\*BEd – Bachelor of Education

**Learner participant interviews on mother tongue**

Responses from the interviews on mother tongue demonstrated that L1 was used during second language learning and teaching. Table 4.2 presents a summary of the learner participant interviews on mother tongue.

**Table 4.2: Summary of learner participant interviews on mother tongue**

Use of mother tongue	Yes = 15	No = 03	
Frequency	Always = 01	Never = 02	Sometimes = 15
Views on whether mother tongue improved English learning	Yes = 12	No = 06	
Code-mixing & -switching	Yes = 15	No = 03	
Proficiency	No = 03	Yes = 15	

**Table 4.3: Summary of learner participant interviews on social media**

Social media account	Yes = 17	No = 01		
Average time spent on SM weekly	1–2 hours 06	3–4 hours 06	5– hours 04	12–84 hours 01
Use of SM as a learning resource	Yes = 18	No = 0		
Preferred language on SM	English = 13	Vernacular = 05		
Views on SM enhancing creative writing skills	Yes = 17	No = 01		

**Adapted IELTS SCORE DESCRIPTORS**

1 = Low; 2 = Medium; 3 = Moderate; 4 = Good; 5 = Excellent/Outstanding

LP– Learner participant

Total female learner participants = 09

Total male learner participants = 09

**Table 4.4: School A learner participant interview scores**

Learner participant	LP1	LP2	LP3	LP4	LP5	LP6
Gender	Male	Male	Female	Male	Female	Female
Age	18	19	19	16	17	17
1. Fluency	2	3	2	4	3	3
2. Pronunciation	3	3	3	5	4	3
3. Grammar	2	4	2	4	3	4
4. Vocabulary	2	4	2	4	4	4
5. Content	3	3	3	4	3	4
Total score	12/25	17/25	12/25	21/25	17/25	18/25
Percentage	48%	68%	48%	84%	68%	72%

**Table 4.5: School B learner participant interview scores**

Learner participant	LP7	LP8	LP9	LP10	LP11	LP12
Gender	Male	Male	Female	Male	Female	Female
Age	19	17	17	19	18	17
1. Fluency	1	2	2	2	3	4
2. Pronunciation	2	3	3	2	3	4
3. Grammar	2	3	2	2	2	4
4. Vocabulary	2	2	3	2	4	4
5. Content	2	3	2	3	3	4
Total score	09/25	13/25	12/25	11/25	15/25	20/25
Percentage	36%	52%	48%	44%	60%	80%

**Table 4.6: School C learner participant interview scores**

Learner participant	LP13	LP14	LP15	LP16	LP17	LP18
Gender	Female	Male	Female	Female	Male	Male
Age	17	19	18	17	17	19
1. Fluency	3	1	1	2	3	3
2. Pronunciation	3	1	2	2	2	3
3. Grammar	3	2	2	2	2	2
4. Vocabulary	3	2	2	2	3	3
5. Content	3	3	2	3	3	3
Total score	15/25	09/25	09/25	11/25	13/25	14/25
Percentage	60%	36%	36%	44%	52%	56%

## **SECTION B: Non-participant classroom observations DATA**

I observed 18 Grade 12 English FAL lessons at the three participating schools. I acted as a non-participant classroom observer in order to obtain the most useful data.

### **4.3.1 School A**

I observed six Grade 12 English FAL lessons at school A. The classes were small and manageable with between 23 and 26 learners in line with COVID-19 regulations. The teacher made all learners feel comfortable in all the lessons. Learners seemingly

understood what the teacher asked but could not entirely respond in the language of learning and teaching (English) when discussing among themselves. When asked questions, learners discussed the answers among themselves in their mother tongue and code-mixed and -switched between their mother tongue and English when responding to the teacher. They used their mother tongue as a safety net to avoid making mistakes in the second language. The teacher occasionally tag-switched to emphasise the points made throughout the lesson. Some of the learners' responses contained concord errors, which, based on my observation, could be attributed to a lack of practice in the target language. I also observed that learners were not motivated to speak in the target language. A summary of the lessons observed at School A is provided in tables 4.7 to 4.12.

**Table 4.7: Lesson observation 1**

Lesson 1	Lesson topic: Active and passive voice	Duration: 30 minutes	School A
<p>Lesson activities (Observation notes)</p> <p>The teacher introduced the lesson in English and activated the learners' prior knowledge. Learners seemingly understood the lesson. The teacher used tag-switches once to gain the learners' attention. For example, she only tag-switched or added a short Sepedi expression like "<i>Lea e bona?</i>" (Do you understand?) and continued in English when introducing the subject, verb and object (SVO) formula for rewriting statements from</p>	<p>Comprehension</p> <p>Understanding of the language was observably good. Learners responded exactly as asked.</p>	<p>Oral proficiency</p> <p>Learners responded in English when answering questions posed by the teacher. When they were given a chance to discuss among themselves, they switched between English and their mother tongue. As an observer, I could hear them as I was seated among them in the back row of the class.</p>	

active to passive voice.		
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**Table 4.8: Lesson observation 2**

Lesson 2	Lesson topic: Question tags	Duration: 45 minutes	School A
Lesson activities (Observation notes) The teacher introduced the lesson using English and activated the learners' prior knowledge by asking what question tags were. Learners seemingly understood the lesson and answered accordingly.	Comprehension  Understanding of the language was observably good. Learners responded exactly as asked. Participation had improved compared to the first lesson.	Oral proficiency  Learners, as in the first lesson, responded in English when answering questions posed by the teacher. When they were given a chance to discuss among themselves, they switched between English and their mother tongue. As an observer, I could hear them as I was seated among them in the back row of the class.	

**Table 4.9: Lesson observation 3**

Lesson 3	Lesson topic: Concord	Duration: 45 minutes	School A
Lesson activities (Observation notes) The teacher introduced the lesson in English and activated the learners' prior knowledge. Learners did not seem to understand the lesson. One learner who was asked to define "concord" just said that it was "an agreement". The teacher had to correct him and	Comprehension  Understanding of the language was observably good. Learners responded exactly as asked although at times gave wrong answers.	Oral proficiency  Learners gave wrong answers but responded in English when answering questions posed by the teacher. The teacher spent some more time writing notes on the chalkboard. As a result, interaction was minimal. After having written the notes, she wrote questions for which the learners took turns to write the answers on the chalkboard. I could hear how some of the seated learners guided and instructed the	

the rest of the class.		learners while they committed errors on the board. They shouted to correct the mistakes and switched between their mother tongue and English.
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**Table 4.10: Lesson observation 4**

Lesson 4	Lesson topic: Writing a formal letter	Duration: 45 minutes	School A
<p>Lesson activities (Observation notes)</p> <p>The teacher introduced the lesson topic as formal letter writing in English and activated the learners' prior knowledge. Learners seemingly understood the lesson.</p>	<p>Comprehension</p> <p>Understanding of the lesson was observably good. They actively participated in the lesson more than in other lessons that I had observed. Learners responded exactly as asked and were left to write classwork on the lesson.</p>	<p>Oral proficiency</p> <p>The teacher emphasised the structure of a formal letter. She paved the way for the use of mother tongue by asking the learners what "structure" was in Sepedi. Learners uniformly responded "<i>sebopego</i>" as prompted. This gesture seemed to have awakened the class and other learners who initially seemed uninterested, started participating in the lesson.</p>	

**Table 4.11: Lesson observation 5**

Lesson 5	Lesson Topic: Drama: <i>My children! My Africa!</i>	Duration: 45 minutes	School A
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<p>Lesson activities (Observation notes)</p> <p>The teacher introduced the lesson in English and activated the learners' prior knowledge about the drama. Learners listened attentively.</p>	<p>Comprehension</p> <p>Understanding of the lesson was fair. The learners seemed to understand the instructions given by the teacher.</p>	<p>Oral proficiency</p> <p>The learners took turns in reading scenes from act two of the drama. Most learners read audibly and well. However, they were unable to use stage directives to set the scenes and change tone when reading. The focus of the teacher was on explaining the long paragraphs read by learners. It was difficult to establish whether most learners understood the lesson.</p>
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**Table 4.12: Lesson observation 6**

Lesson 6	Lesson topic: Parts of speech: Nouns	Duration: 45 minutes	School A
<p>Learning activities (Observation notes)</p> <p>The teacher introduced the lesson as types of nouns. The teacher wrote some notes on the chalkboard for additional information. Learners seemingly understood the lesson.</p>	<p>Comprehension</p> <p>Understanding of the language was observably good. Learners' responses were accurate. They were given a home activity at the end of the period.</p>	<p>Oral proficiency</p> <p>Learners responded in English when answering questions posed by the teacher. When they were given a chance to discuss the answers, they switched between English and their mother tongue. As an observer, I discovered that classroom participation was at a maximum when the learners switched between mother tongue and the second language freely. The teacher maintained decorum by cautioning them when they made uncontrollable noise when using their mother tongue. This seemingly worked.</p>	

#### 4.3.2 School B

I observed six lessons at School B in the same district. The first class had 27 learners in line with COVID-19 protocols. The class was small and easy to manage. The learners were generally more receptive to me as a researcher compared to those at School A. They went out of their way to make me feel comfortable. They volunteered to get me a table and chair to sit among them. I think this was triggered by the manner in which I was introduced to them and given ample time to explain the purpose of my visit.

In a different lesson on active and passive voice, the learners who gave answers tried to use English without switching to their mother tongue. This class was smaller with 23 learners. I believe that the smaller class size contributed to the learners expressing themselves freely without being ridiculed by their peers. The teacher mostly spoke in English throughout the lesson. A detailed breakdown of the lessons observed is provided in tables 4.13 to 4.18.

**Table 4.13: Lesson observation 7**

Lesson 7	Lesson topic: Active and passive voice	Duration: 45 minutes	School B
Learning activities (Observation notes) The teacher explained the purpose of my visit to the learners and introduced the lesson. The lesson was on active and passive voice – similar to the first lesson at School A. The learners were given short notes on the lesson topic. Learners took turns writing answers on the chalkboard.	Comprehension  Understanding of the language was observably good. Learners responded exactly as asked. There were no traces of the use of mother tongue in the chosen learners' responses throughout the period. Learners took turns in writing answers on the chalkboard. In this lesson, both the teacher and learners constructed meaning together. It was one lesson in which I saw learners taking charge of their learning.	Oral proficiency  Oral proficiency for the learners and the teacher was generally good. Learners responded in English when answering questions posed by the teacher. The teacher seemed to know all his learners and called them by name when requesting answers. The chosen learners responded in English only.	



**Table 4.14: Lesson observation 8**

Lesson 8	Lesson topic: Direct/indirect speech	Duration: 45 minutes	School B
<p>Learning activities (Observation notes)</p> <p>The teacher introduced the lesson using English and activated the learners' prior knowledge by asking what they understood by direct speech. Learners seemingly understood the lesson and answered accordingly. The teacher wrote notes on the chalkboard for learners to refer to.</p>	<p>Comprehension</p> <p>Understanding of the language was observably good. Learners responded exactly as asked. Participation had improved compared to the first lesson. The learners struggled with changing the tenses when rewriting sentences in reported speech. I concluded that the learners may have had a problem with tenses or understanding the dynamics of reported speech.</p>	<p>Oral proficiency</p> <p>As in the first lesson, learners responded positively in English when answering questions posed by the teacher. When they were given a chance to discuss among themselves, they tried to maintain their discussions in English. The oral proficiency of the learners who participated in the lesson was fairly good. The learners spoke confidently and naturally without distractive hesitation.</p>	

**Table 4.15: Lesson observation 9**

Lesson 9	Lesson topic: Oral (Prepared speech)	Duration: 45 minutes	School B
<p>Learning activities (Observation notes)</p> <p>The teacher introduced the lesson as Oral: prepared speech. He explained the procedure in which the orals would be conducted, which included him asking questions. Learners took turns in ascending to the</p>	<p>Comprehension</p> <p>The learners demonstrated understanding of the language of learning and teaching. It seemed as though the learners understood the dynamics of a prepared speech. Most learners presented speeches about gender-based violence, although from different angles.</p>	<p>Oral proficiency</p> <p>Most learners presented audibly in English. They demonstrated research skills by presenting statistics on gender-based violence and other topics. Some learners hesitated several times, but generally seemed to know the desired words, although they made errors in pronunciation.</p>	

stage.	They answered questions posed by the teacher after their presentations. Each presentation was between 2 and 5 minutes.	
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**Table 4.16: Lesson observation 10**

Lesson 10	Lesson topic: Literature: Short story: "Transforming moments"	Duration: 45 minutes	School B
Learning activities (Observation notes) The teacher introduced the lesson topic as reading of the short story, "Transforming moments". The teacher activated the learners' prior knowledge of the story and literary devices.	Comprehension  The teacher guided the reading of the literary text. Learners' understanding of the lesson was observably good. Due to the limited time, learners were asked to continue reading at home to prepare for the class activity of the following day.	Oral proficiency  Learners took turns in reading paragraphs from the short story. The reading was voluntary and learners raised hands to volunteer to read. The volunteers' reading was audible and pronunciation of most words was fair. The teacher corrected errors in pronunciation of difficult words. Learners battled with pronouncing words such as "protestation" and were duly corrected.	

**Table 4.17: Lesson observation 11**

Lesson 11	Lesson topic: Literature: Short story: "New Tribe"	Duration: 45 minutes	School B
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<p>Learning activities (Observation notes)</p> <p>The teacher introduced the lesson in English and activated the learners' prior knowledge about the story. Learners read from the story book and listened attentively when others read. My interest was on their reading and speaking proficiencies.</p>	<p>Comprehension</p> <p>The learners seemed to understand the purpose of the lesson.</p> <p>Most of the comprehension emanated from the reading of the short story.</p>	<p>Oral proficiency</p> <p>The reading by the chosen learners was good. The responses to posed questions were fair but they did not seem to have read or understood the book before the lesson. The teacher continuously stopped and explained literary devices from the read paragraphs. He made his presentations in English.</p>
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**Table 4.18: Lesson observation 12**

Lesson 12	Lesson topic: Diary entries	Duration: 45 minutes	School B
<p>Learning activities (Observation notes)</p> <p>The teacher introduced the lesson as shorter transactional texts. He listed all topics under shorter transactional texts. He listed what was required in writing diary entries such as emotions, written in first person, and details about the dates.</p>	<p>Comprehension</p> <p>Understanding of the language was observably good. Learners were given an opportunity to write a diary entry as an example. The period ended while the learners were still writing.</p>	<p>Oral proficiency</p> <p>Learners spent most of the time copying notes from the board. The interaction was minimal and it was difficult to gauge the learners' proficiency.</p>	

#### 4.3.3 School C

In school C, the classes were bigger. There were two Grade 12 classes of 40 and 46 learners respectively. The learners attended class in the school hall in line with the COVID-19 protocols of social distancing. In the first two classes, learners were studying

literature and had to take turns reading. Learners struggled with pronouncing some words in the target language due to limited vocabulary, asking their teacher to intervene. One learner who was asked to read came to a stop when he was supposed to read the word “bureaucracy”. Learners occasionally laughed at each other when they made errors in the target language. The teacher tried but could not entirely control the laughter and ridicule of learners making pronunciation errors. I could sense that the learners were not entirely used to speaking in English in the classroom, hence these reactions. The summaries of the observed lessons are provided in the tables 4.19 to 4.24.

**Table 4.19: Lesson observation 13**

Lesson 13	Lesson topic: Literature: Drama: <i>My Children! My Africa!</i>	Duration: 45 minutes	School C
Learning activities (Observation notes) The lesson was on the synopsis of the prescribed drama, <i>My children! My Africa!</i> by Athol Fugard. Learners were all instructed to uniformly read the synopsis in their textbook. The teacher stopped the learners to explain key concepts of the drama, like the setting.	Comprehension Based on the learners’ responses and body language, understanding of the language was fair. There were no traces of mother tongue in the chosen learners’ responses throughout the period. The level of interaction was low and it could mean that some learners could not speak due to limited proficiency.	Oral proficiency The method used was whole-class reading. The method made it difficult to assess learners’ individual proficiency. As a team, the learners attempted to read well with a slow tempo. The teacher asked the learners about literary devices such as setting, theme, metaphor and irony. Chosen learners responded in English, but failed to answer the question on what irony was.	

**Table 4.20: Lesson observation 14**

Lesson 14	Lesson topic: Reading: Drama	Duration: 45 minutes	School C
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<p>Learning activities (Observation notes)</p> <p>The teacher introduced the lesson as drama reading in English and activated the learners' prior knowledge by asking what they knew about the characters in the drama. Half of the learners chosen seemingly did not study the characters that the teacher asked about. The teacher had to remind the class of the previous lesson.</p>	<p>Comprehension</p> <p>Understanding of the language of learning and teaching was observably low. Learners did not show keen interest in learning. They gave incorrect answers even when the teacher guided them towards the correct answers. The situation made me conclude that the learners were not adequately prepared for the lesson. They had not read the prescribed literature on their own before the lesson. This made me think that they lacked reading skills and were not autonomous in their learning, thus they probably had low reading proficiency.</p>	<p>Oral proficiency</p> <p>Learners chosen responded in their mother tongue although the teacher asked the questions in English. Only two learners responded in English when asked about Thami and Isabel (characters in the story). The teacher read the first paragraph and asked the learners to read in turns. He only stopped them to explain important scenes and when they made errors in pronunciation.</p>
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**Table 4.21: Lesson observation 15**

Lesson 15	Lesson topic: Longer transactional texts: Obituary	Duration: 45 minutes	School C
<p>Learning Activities (Observation notes)</p> <p>The teacher introduced the lesson and asked the learners what they knew about an obituary. Learners were keen to explain that it was detailed information about someone's life read after their death. The teacher based his lesson on the learners' prior knowledge.</p>	<p>Comprehension</p> <p>The learners demonstrated understanding of what was taught and were given an activity.</p> <p>The lesson was short and most of the activity was learners writing on their own. However, when observing their construction of obituaries, I could detect direct translation from mother tongue phrases into L2 as I am fluent in their L1.</p>	<p>Oral proficiency</p> <p>Most learners who answered used English. They demonstrated thorough knowledge of the requirements of writing an obituary. There were hiccups in their language proficiency which signals that they were not exposed to English.</p>	

**Table 4.22: Lesson observation 16**

Lesson 16	Lesson topic: Literature: Short story: "Next Door"	Duration: 45 minutes	School C
Learning activities (Observation notes)  The teacher introduced the lesson topic as literature reading of the short story, "Next Door". The teacher activated the learners' prior knowledge of the story and literary devices.	Comprehension  The teacher guided the reading and the understanding of the lesson was observably good. The period came to an end and learners were asked to continue the reading at home to prepare for the following day.  I observed that the teacher did most of the difficult reading after he had realised that the learners struggled with the pronunciation of unfamiliar words. This, to me, indicated low levels of reading proficiency and comprehension.	Oral proficiency  Learners took turns in reading paragraphs from the short story. The teacher unilaterally chose learners to read extracts from the story. He stopped them where he felt he needed to explain difficult concepts. The reading was audible and pronunciation on most words was fair. The teacher corrected errors in pronunciation of difficult words. Learners battled with pronouncing words such as "protestation" and were duly corrected.	

**Table 4.23: Lesson observation 17**

Lesson 17	Lesson topic: Shorter texts: Advertisements	Duration: 45 minutes	School C
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<p>Learning activities (Observation notes)</p> <p>The teacher introduced the lesson in English and activated the learners' prior knowledge about forms of advertisements. Learners were shown different advertisements in the form of posters, flyers and brochures. Learners were keen to learn about advertisements.</p>	<p>Comprehension</p> <p>The learners seemed to have an understanding of advertisements. When the teacher assessed their knowledge through baseline questions, the raising of hands indicated their willingness to answer.</p> <p>Most of the activities were done by the teacher and learners were given homework to practice at home.</p>	<p>Oral proficiency</p> <p>The learners struggled to present the advertisements orally due to their limited vocabulary. Some attempted to use mother tongue to show their understanding of the subject. Their responses to the teacher's questions were fair but they did not seem to show higher levels of oral proficiency. The teacher used both English and Sepedi in explaining the homework on advertisements.</p>
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**Table 4.24: Lesson observation 18**

Lesson 18	Lesson topic: Essays: Narrative essays	Duration: 45 minutes	School C
<p>Learning activities (Observation notes)</p> <p>The teacher introduced the lesson as narrative essay writing.</p> <p>The lesson started with reminding the learners about the different types of essays. He listed everything that was required in writing narrative essays.</p>	<p>Comprehension</p> <p>Understanding of the language was observably fair.</p> <p>Learners were given an opportunity to write a narrative essay in their workbooks.</p> <p>The period ended while learners were still writing.</p>	<p>Oral proficiency</p> <p>Learners spent most of the time copying notes from the board. The interaction was minimal and it was difficult to detect learners' proficiency.</p>	

The summaries of the lessons presented above are clear demonstrations of what happened in the English classrooms. I observed that the learners' English oral proficiency remained low because they did not use the language fully in the English

classroom. One of the reasons that I observed was that they feared to be ridiculed by their friends when they made errors in pronunciation. As a result, they were not motivated to use English throughout. Teachers need to do more in order to protect these learners during English FAL lessons.

## SECTION C: DOCUMENTS ANALYSIS DATA

Documents for analysis were in the form of learner participants' assessment scripts (n=18). The analysis was done with the adapted IELTS test rubric. I scrutinised the learners' creative writing scripts (Paper 3) guided by my research topic. In some scripts, it was clear that learners used direct translation from mother tongue (negative interference) when writing. The tenses were not properly used, concord errors emerged and traces of social media neologisms were found. A summary of the words spelt incorrectly in the analysed texts is presented in table 4.25.

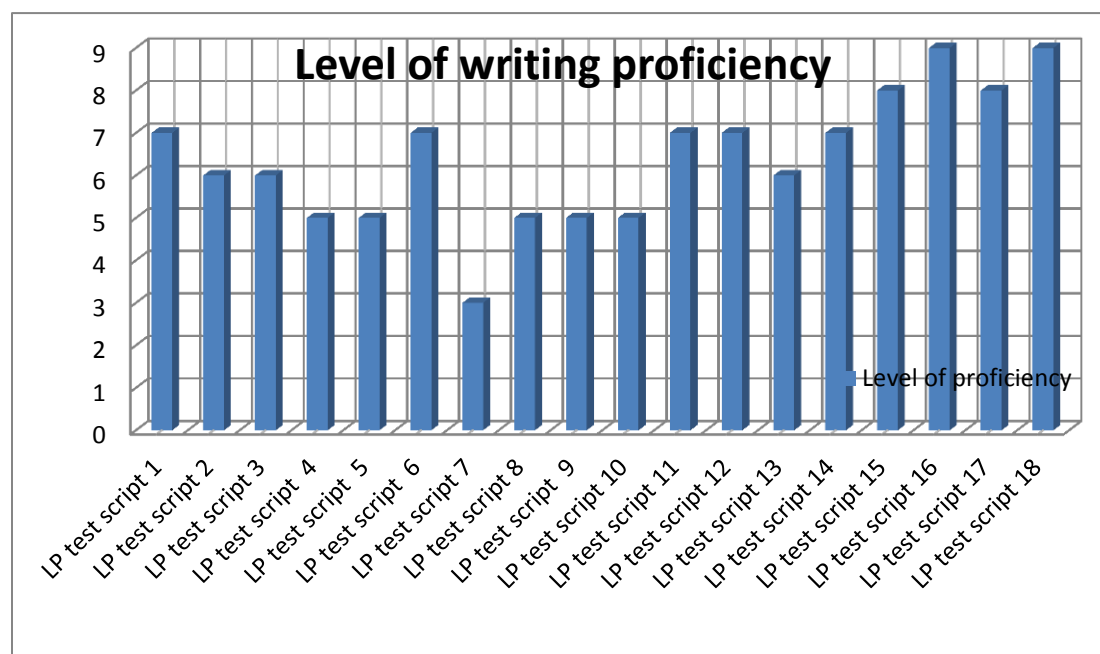
**Table 4.25: Summary of the spelling errors found in written work**

Incorrect word + corrected word	Change	Type of error
1. archieved – achieved	<i>r</i> added	Addition
2. carreer – career	<i>r</i> added	Addition
3. collage – college	<i>a</i> > <i>e</i>	Spelling
4. confortable – comfortable	<i>n</i> > <i>m</i>	Spelling
5. defenetly – definitely	<i>e</i> > <i>i</i> ; <i>-tly</i> > <i>-tely</i>	Spelling
6. deseased – deceased	<i>s</i> > <i>c</i>	Spelling
7. deaseses – diseases	<i>ea</i> > <i>i</i> ; <i>seses</i> > <i>seases</i>	Spelling
8. deppression – depression	<i>p</i> added	Addition
9. futher – further	<i>r</i> omitted	Omission
10. favorite – favourite	<i>u</i> omitted	Omission
11. honored – honoured	<i>u</i> omitted	Omission
12. illigal – illegal	<i>i</i> > <i>e</i>	Spelling
13. imagened – imagined	<i>e</i> > <i>i</i>	Spelling
14. immidently – immediately	<i>i</i> > <i>e</i> ; <i>-dently</i> > <i>-diately</i>	Spelling
15. load-chedding – load-shedding	<i>che-</i> > <i>she-</i>	Spelling
16. oganise – organise	<i>r</i> omitted	Spelling



17. preper – prepare	-er > -are	Spelling
18. planing – planning	n omitted	Omission
19. resturent – restaurant	-turent > -aurant	Spelling
20. recorgnise – recognise	r added	Addition
21. reseach – research	r omitted	Omission
22. sore throad – sore throat	d > t	Spelling
23. stoped – stopped	p omitted	Omission
24. struggle – struggle	g omitted	Omission
25. surprises – surprises	c > s	Spelling
26. symtom – symptom	p omitted	Omission
27. succede – succeed	e omitted	Omission
28. unfortunetly – unfortunately	-netly > -nately	Spelling
29. unknowly – unknowingly	-knowly > knowingly	Spelling
30. yongest – youngest	u omitted	Omission

**Figure 4.1: Learner participants' level of writing proficiency**



According to the IELTS writing band, an average score for competence is 7. From the 18 scripts analysed, the average written proficiency was 6,3, thus below 7. The sampled learner participants' writing proficiency was below the expected average competence.

With regard to task achievement, the learners were able to address the minimum requirements of a task in terms of understanding the question.

In terms of coherence and cohesion, cohesion within or between sentences was faulty. The learners did not reference the question clearly in their answers.

In terms of the lexical resource, the learners used an adequate range of vocabulary for the task. Some learners attempted to use less common vocabulary but with some inaccuracy. They made spelling errors but the errors did not entirely impede communication.

In terms of grammatical range and accuracy, the learners made noticeable errors in grammar. However, some errors did not impede the message of the text. Their grammatical range and accuracy was not outstanding, but generally fair, as shown in figure 4.2.

COVID-19 is a ~~corona~~ <sup>disease</sup> virus that ~~is~~ <sup>is a disease</sup> kills faster than other ~~diseases~~ <sup>diseases</sup> and its beginning was at China. It started from ~~China~~ <sup>China</sup> spread through out the global world. It has killed many people from China especially old age ~~ones~~ <sup>ones</sup>. It affects all people from young people up until to the grannies. This virus travels faster, ~~in~~ <sup>in</sup> December 2019 it was in China there after we experie-  
 nced it in our country in ~~March~~ <sup>March</sup> 2020. Since from March 2020 everything ~~was~~ <sup>was</sup> stopped, schools; churches and people started to lose their jobs. In April our President Ramaphosa had ~~announced~~ <sup>announced</sup> a national lockdown, every shop, schools were shutdown. No one ~~was~~ <sup>was</sup> allowed to move around unless he/she had a valid reason. This COVID-19 had changed people's lives, people were not allowed to sloughter around without wearing a face mask.

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 3  
 Long virus can be classified by this symptoms: sore-throat, muscle pains, coughing; sweating and having a fever, etc. If you feel some pains in your body it is not ~~ie~~ <sup>ie</sup> you are infected or you have the virus, you have to go to clinics/hospitals to be checked either you are affected or not. Also sore-throat can lead to the ~~case~~ <sup>case</sup> disease but you have to be checked first. If you are having cough that it is not healing, you have to attend a doctor immediately before you recognise the virus. Sweating while you are asleep and seated means that your body temperature is high and this can lead to the disease COVID-19.

Figure 4.2: Sample of learner's written essay

Figure 4.2 shows an example of a learner's written essay with spelling mistakes indicating low levels of written proficiencies.

### Themes and sub-themes identified

Mother tongue	Social media	Second language acquisition
Negative interference	Invented abbreviations	Concord errors
Positive interference	Brevity	Motivation
Code-switching	Letter to number homophones	Vocabulary
Code-mixing	Phonemes	
	Graphones	
	Vowel deletion	
	Spelling manipulation	