

**INFLUENCES OF ENGLISH AS A SECOND LANGUAGE ON THE TRAINEES’
ACADEMIC PERFORMANCE AT EENHANA VOCATIONAL TRAINING CENTRE**

By

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DECLARATION

I hereby declare that this study titled Influences of English as a Second Language on the trainees' academic performance in Eenhana Vocational Training Centre, is my own work, and I wrote it myself. I declare that I understood the university's regulations regarding plagiarism, and all the sources used in this study are indicated and acknowledged by means of references. I, therefore, allow my work to be detained for reference at the schools' discretion.

.....*H.A. Nepolo*.....

Hambeleleni Albertina Nepolo

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DEDICATION

This study is, wholeheartedly, dedicated to my husband and our children: Erwina and Merwin who had been the greatest source of inspiration and my perseverance in the study. I sincerely dedicate this to my children for coping with the little I had to give them during this study and letting me pay attention to the study.

ABSTRACT

It has been observed that the low academic performance of trainees at the Windhoek Vocational Training Centre has been on the increase at alarming rate without any proven reasons Malwa (2018). This may be the case in other vocational training centres. Thus, this study examined the influence of English as a Second Language on trainees' academic performance at Eenhana Vocational Training Centre in Namibia. The study, therefore, tried to answer these questions:

- (a) What factors in English influence trainees' academic performance?
- (b) How did the influence of English as a Second Language and medium of instruction affect other subjects?
- (c) How did the trainees comprehend their academic work?

The study was grounded on Vygotsky's Zone of Proximal Development theory which supports that academic performance depends on the ability to use the language of instruction (Heather et al 2009). This is a qualitative study which used the snowball sampling method to select 5 trainers and 10 trainees as participants, since they are aware of each other's language proficiency levels.

The data were collected through face-to-face interviews, participants observations and documents examinations. Narrative and thematic analysis was used in analyzing data. The study will inform the Higher Education policy makers, trainers and trainees as it enhances an understanding of the influences of English as a medium of instruction on other subjects for them to employ the best teaching and learning strategies such as Access or bridging courses to improve the problem caused by the language barrier.

The study found out that the performance of trainees in their academic work is determined by their ability to understand English as a Second Language. Their proficiency level in English influences how best or poorly they can perform in their academic work. Their proficiency levels include how they spell words, how they express their ideas, the best use of tenses or grammar, as well as their ability to understand the content they learn and assessment questions. It also found out that trainees who have poor English language proficiency find it difficult to understand their subjects content and also performing their best in academic work, while those who are good at the language perform well academically as they can understand what they are learning and they can handle the assessment activities appropriately.

Key words: *Eenhana Vocational Training Centre, English as Second Language, Trainees' Academic Performance*

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LIST OF ABBREVIATION

AIDS – Acquired Immuno Deficiency Syndrome

CBET – Competency Based Education and Training

ELP – English Language Proficiency

GE – General English

HIV – Human Immuno Virus

NCSA – Namibia Construction Skills Academy

SUA – Sokoine University of Agriculture

VTCs – Vocational Training Centres

ZPD – Zone of Proximal Development

CHAPTER 1

THE PROBLEM / INTRODUCTION

1.1. INTRODUCTION

This chapter is a navigator of this research as it is introducing and giving a clear picture of what this research is about. It presented the background of the study, which gave information on how the research topic emerged and perceived to be a matter of concern. It also looked at the theoretical foundation which proved that English as a Second Language influences academic performance of students. It further dealt with the statement of the problem in which the works of other researchers were looked at, to identify what they concluded about the issue under study.

Furthermore, it clarified the purpose of the study, the objectives and research questions that were used in finding a solution to the problem under study. It further presented the significance and scope of the study, as well as the limitations of the study. Lastly it gave the review of the chapters.

1.2. BACKGROUND OF THE STUDY

Namibia is a multi – lingual country of at least 14 languages due to different ethnic groups such as Herero, Damara, Nama, Kwanyama, Ndonga and so forth, but with only one language as the official language and medium of instruction across the curriculum. This language got into use when the South West Africa People’s Organisation (SWAPO) language policy decided English to be an official language and the only language of communication throughout all government sectors (Freedman, 2011).

English as a Second Language being an important and official language in the country prompted the curriculum designers and education’s national assessment and evaluation to set up the language promotional and admission requirements from primary level grades, Grade 1 to secondary level Grade 12 as well as to higher institutions of education. This implies that to pass grade 10, a pass with 23 points and Grade 12, a pass with 25 points with or at least E or better in English as a minimum entry requirement to tertiary education levels should be achieved, as it is said that a learner in Grade 10 or 12 should be promoted to another level if he or she has obtained an E grade or better in 5 five subjects out of six subjects including English (Hanse- Himarwa 2017). Some of the tertiary institutions where learners go to further their studies are vocational training centres

which train and prepare trainees with knowledge and skills to be used in technical aspects of the job market.

The vocational training centres admit those who have just completed Grade 10 and do not meet the entry requirements for Grade 11 to 12. They also admit those who have completed Grade 12 and do not meet the admission requirements for universities and other institutions which are more into academic comprehension. In addition, the Namibian education policy has a provision of training the marginalized and vulnerable ethnic groups such as; the San and the Himba, despite not having schooled up to grade 10 or 12, which are the entry grades into vocational training centres.

Despite the school phases or grade levels achieved for instance Grade 10 or 12, when training or teaching is being done, it is always delivered in English. All the trainees with different grade levels achieved, which are either Grade 10 or 12, or the marginalized and vulnerable ones who may not have done any of the two grade levels are all taught in the same classrooms, receiving the same subject content and do the same assessments in English as a medium of instruction. These trainees are expected to pass all the modules they are doing in their trades for them to graduate and get into the job market in which they can interact with speakers of different languages.

Therefore, this practice of teaching or training these trainees in the same class and providing them with the same content, using English language as medium of instruction, seems to be a problem to the trainees. This is because trainees may not all achieve the teaching and learning objectives due to their different proficiency levels in the language. It has also been observed that the low academic performance of trainees at the Windhoek Vocational Training Centre has been on the increase at an alarming rate without any proven reasons Malwa (2018), and this may be the same case at Eenhana Vocational Training Centre, which may be linked to the language proficiency levels of trainees. This is because English as a Second language is suggested to have huge influences on the students' academic performances almost throughout the world where it is used as a medium of instruction as indicated by the following researcher that in this country, since English was taken from the British empire, and Kiswahili became the medium of instruction in primary and secondary school levels, and tertiary education levels, where English remained as a medium of instruction, it was still perceived to have a negative influence on the academic performance of students (Mlay 2010).

In India, it is also an inherited language and is used as a second language and a medium of instruction in most of the schools, and it is claimed that learners struggle to master the language skills which are listening, reading, speaking and writing. This results into the language anxiety among students, as it negatively affects the students' academic performance (Ujjwal 2018). It is also revealed that foreign languages which are used as second languages in schools do not become effective predictor of the primary education's academic performance, but at the upper education levels like secondary and tertiary levels, it is regarded as the main contributor to the academic failure and importantly academic achievement (Tuncer and Dogan 2015).

In West Africa, as English is still the second language and medium of instruction, there is an under-achievement academically at Nigeria Senior Secondary Schools and at higher institution due to low English language proficiency among students (Olanipelan 2013). In Ghana, it is also indicated that language inefficiency contributes much to poor academic performance (Owen 2016), and if students have poor English proficiency, they may not perform well academically. This is for instance; a student with better English proficiency performs better in Mathematics, while those with poor performance in the language do the same in other subjects (Dogo 2016). In Nigeria, it is also observed that a student who lacks some language skills like speaking may not perform well academically (Ogundele et al 2013).

In east Africa, where English is used as a medium of instruction in schools, for example, in Tanzania, it is experienced that students with low English proficiency perform low in their academic work (Kotut 2016). It is also indicated that teaching of students with poor English proficiency is done in a poor manner which results into exceptionally low academic performance (Fortuny & Chaudry 2011). Poor academic achievements of students in external examination have been affected by the low English proficiency among students. The decline in academic achievement is a result of low proficiency in the language of instruction. It is further indicated that for students to pass or get better grades in examinations, they must have better English proficiency for better understanding of their academic work. It is also said that students need to have better understanding of the English language as it is also the language of the textbooks (Ogundele & Olanipekun 2013).

In South Africa, it is said that successful understanding and interpretation of subject contents such as in Mathematics, is highly influenced by the understanding degree of English language used for

learning, teaching and assessment (Graven 2018). While on the other side, poor English language proficiency is preventing the best academic performance among students for whom English is not their mother tongue (Munyaradzi 2017).

It is also suggested that students memorise subject contents instead of studying with understanding since they have poor language proficiency. This practice makes them to fail to provide correct information being asked by the questions especially in answering essay type of questions. It is then said that the students gain truly little knowledge from their studies as they are unable to comprehend what is taught or learned (Mlay 2010).

Furthermore, English is considered as a problem to the students' academic performance that if they are not good at the language, then it can be difficult for them to express clearly what they have learnt, which may affect the standards of their academic performance negatively (Mwinsheikhe, 2003, in Mlay 2010). It is also stated that some students who could not express themselves in English hardly perform their best in academic work (Nkandi 2015). It also appears to be a problem as during instructional periods, teachers try to do code-switching to enable them to understand the lessons' contents better (Mlay 2010).

In Namibia, English as a second language has been noted as the major causes of poor academic performance of students in examinations (Sibinda 2016). It also affects the academic performance negatively as the teachers who are teaching in a medium of instruction find the language more challenging to them. This makes them incompetent in delivering the best that can enhance the students understanding, so this promote poor academic performance among the students (Kamati and Woldemariam 2016) It also has an influence on the academic performance as poor performance of students in English as a Second language has been claimed to have difficulty in understanding fully the content of different subjects taught to them (Sibinda 2016). The studies' findings obtained from different sides of the world, really stimulated the desire to examine how English as a Second Language influences trainees' academic performances strong.

1.3. THEORETICAL FOUNDATIONS

The main issue of the study was the influences of English as a Second language in academic performance, in which language was defined as a way in which thoughts are well arranged in a manner that meanings can be formed and understood (Nath 2010). To provide understanding of

this practice, language and academic performance are studied by Vygotsky, as a theorist, and indicated that there is a correlation between the two. It showed that academic performance depends on the ability to use the language of instruction. He explained this as a Zone of Proximal Development (ZPD). It explains that the gap between what the children can comprehend by themselves and what can be understood with assistance indicates that a learner needs to be supported quickly up a learning curve and their ZPD can continuously be advanced with necessary help (Heather et al 2009). This idea is very much into scaffolding learning which entails that for someone to learn something, help and support should be provided.

Vygotsky claims that the cognitive development of students is driven by the use of language, as the student can only be able to learn how to think and internalize the complex concepts which may enhance understanding of the learned aspect (Dahms et al 2007 in Mlay 2010). This presents that learning happens via the use of language which enables the transformation of perceived experience into the internal processes. This promotes learning which may enhance performance as what is being learned can be understood (Mlay 2010). Vygotsky further indicated that a language first acts as a social communication which enhances proper understanding of concepts which lead to mental development that may promote learning.

It is further stated that the capacity to use mental functions to the higher levels such as in thinking, reasoning and logically processing of memory are led by the usage of language (Culligan 2013). That means proper thinking and learning which may enhance academic performance mainly occurs if there is an understanding of the concepts being learned. Vygotsky also claims that as language is used for communication, then it can be used in playing a major role in the mental developments of students, which may also indirectly transform what is perceived during communication into meaningful understanding (Culligan 2013). Vygotsky then suggests that students' understanding of what they are learning may become their mental resources which they may later use in their academic activities (Culligan 2013).

It was suggested that being proficient in the language may be a good example of learning and development as with exposure and understanding of the language would result into meaningful form of learning (Rublic 2017). It was also suggested that the language one uses may highly influence how he views his surroundings. That means that as English is a medium of instruction, trainees should be able to understand the language for them to perceive what they are learning

effectively. Vygotsky made it clear that the trainees' thinking capability was a zone of proximal development. It means that the attention was paid to how the trainees are using the language which might influence understanding of their academic work. Lastly, Vygotsky suggests that language promotes social interaction among the trainees which enables them to share information, thus resulting into learning and academic performances (Mlay 2010). Based on the theorist's study, the Zone of Proximal Development and scaffolding show that trainees need to be good at the language, be able to understand the content they are being taught or learning for academic performance to take shape. It also provides an understanding of why it is a higher institution's mandate to ensure that learners pass English language as a medium of instruction for them to be admitted. It enhanced understanding that for individuals to learn and perform at their best, they should be able to use the language effectively.

1.4. STATEMENT OF THE PROBLEM

Most of the trainees at the vocational training centres are those who obtained low points in their exist grades which are grade 10 and 12, the points which may not qualify them to be able to do courses which require cognitive usage but rather technical subjects, which just require (hands-on) skills. They at least obtained an E or better in English as a Second Language. Obtaining an E or better in English is considered as one of the least grades a candidate can obtain in examination. The candidates who obtained such an E grade did not even reach the good passing mark which is 50. It indicates that some language learning aspects were required to be learned for better performance either in English or other subjects to be achieved. The grading criteria is presented in the table below which indicates the grading scale from A* to U and the marks to give the grades.

Below is a grading system of Namibia, adapted form University of Cambridge International Examination

Grade Scale	Grade Description	US Grade
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A*	90.00 - 100.00	Excellent	A+
A	80.00 - 89.99	Excellent	A
B	70.00 - 79.99	Particularly good	A-
C	60.00 - 69.99	Good	B
D	50.00 - 59.99	Sufficient	C+
E	40.00 - 49.99	Mediocre	C
F	30.00 - 39.99	Poor	D+
G	20.00 - 29.99	Extremely poor	D
U	0.00 - 19.99	Ungraded	F

Some trainees had never been in grade 10 or 12. These are the marginalized people who get admitted due to the Ministry of Education's provision that the marginalized and vulnerable tribe groups should be admitted in institutions of higher learning. Based on the types of trainees at vocational training centres, this study tried to examine the influences of English as a Second Language on trainees' academic performance at Eenhana Vocational Training Centre. This is because proficiency of English as a Second Language is the most influencing factor on the academic performance of trainees (Sadeghi et al 2013).

1.5. PURPOSE OF THE STUDY

The study examined the influences of English as Second Language on the trainees' academic performances at Eenhana Vocational Training Centre in Ohangwena Region, Namibia. The investigation was guided by the following objectives:

1.6. RESEARCH OBJECTIVES

The objectives of the study were to:

- explore how English as a Second Language influence academic performance of trainees

- identify how the influence of English as a Second Language and medium of instruction affects other subjects
- examine how trainees comprehend their academic work

1.7. RESEARCH QUESTIONS

To achieve the objectives, the study tried to find answers to the following questions:

- What factors in English influenced trainees' academic performance?
- How did the influence of English as a Second Language and medium of instruction affect other subjects?
- How did trainees comprehend their academic work?

1.8. SIGNIFICANCE OF THE STUDY

Finding out how English as a Second Language influences the trainees' academic performance, at Eenhana Vocational Training Centre would enable the researcher to suggest teaching and learning strategies to promote best performance among trainees. It would also contribute to the understanding of trainers about how the trainees' academic performance is affected by the medium of instruction.

1.9. SCOPE OF THE STUDY

This study was conducted at Eenhana vocational Training Centre in Ohangwena Region, Namibia. The participants of this study were nine trainees of year one doing the trade of welding and cabinet making, brick laying as well as office administration and five trainers who teach them. These participants were selected through snowball sampling method. The study was conducted during their training session –during their teaching and learning session, while they were at the centre.

The eligible trainees who participated in the study were the registered trainees for year one, and they proved that by presenting their student cards. This study was done across different trades in different modules, as they are all taught in English.

1.10. LIMITATIONS OF THE STUDY

The researcher managed to complete the study, but a lot of limitations were encountered. These involved the extremely limited time of collecting data. This happened due to the delay caused by the world's crisis of COvid-19 which caused the lockdown of countries. So, the permission for collecting data was granted late, and the participants were also difficult to find as institutions did not resume earlier.

During data collection, enough information was not obtained as there were few assessments done at Eenhana Vocational Training Centre due to short academic time spent at the centre before lockdown. This is similar to teaching and learning which was done, which was also not enough to enable the trainees to learn a lot and improve their English as a Second Language in order to provide a concise information about how English influences their academic performance. The little study which was done prompted the researcher to do document observation and analysis in very few documents which the researcher felt they were not enough to be used to get quality evidence. Lastly, the targeted number of trainers as participants was not obtained as some had never been available for interview.

1.11. OPERATIONAL DEFINITIONS OF KEY CONCEPTS

Eenhana Vocational Training Centre is one of the four higher education institutions situated in the most important city of Ohangwena Region. Ohangwena Region is part of the thirteen regions in Namibia, which is at the northern Namibia and it is bordered with Angola. Eenhana is mainly a subtropical forest which is developed into numerous infrastructure, and it is linked to other regions by road.

The maps below are for Namibia in which Ohangwena Region is, as well as where Eenhana Town is located. They are adapted from:

[illegible]

English as a Second Language – this is a language of instruction used by the non-speakers of English as native language. It is, therefore, a language used in study, in other words, the medium of instruction (Richard 2019).

Academic Performance – this is an assertion of trainees’ final grades in their subject’s assessment activities such as in tests and examinations. It entails how trainers deal with their school activities to achieve the set standards of their academic grades (What is academic performance 2020)

Trainee – this is an individual who is learning or being equipped with certain technical field of work such as plumbing, welding, panel beating and so forth. Such a person is being trained as the preparation of technical work in the working industries (Sophie 2020).

1.12. REVIEW OF CHAPTERS

This research is structured into five chapters. The first chapter (chapter 1) was an introduction of the research. It presented the background of the study, the theoretical foundations, statements of the problem, purpose of the study which includes the research objectives and research questions. It also discussed the significance of the study, the scope of the study as well as the limitations of the study.

Chapter 2 was a literature’s review of work or studies related to this study. Chapter 3 was about research objectives, design, and methodology discussions. It also looked at the population and sample, data collection and analysis. Validity and reliability were also dealt with, and lastly, it looked at ethical considerations which was more into privacy.

Chapter 4 dealt with data analysis and interpretation, while chapter 5 was about the findings, conclusions and recommendations obtained from the study. That chapter also presented the summary and interpretations of the findings.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

A literature review is an examination of educational studies on a specific topic, and it is aimed at providing an overview of the information on the issues under study which contributed a lot to the research approaches or methods and finding of a research gap that was to be filled, (McCombes 2019). Therefore, the researcher reviewed the literature to find out what other scholars had said about the influences of English as a Second Language on the trainees' academic performance. Analyzing others' works aided in finding out the gap that was filled by this research. It also contributed a lot of information on what research approaches and methodologies used to enable much in finding out the research solution. The research solutions that this research drew out was used in giving ideas and the recommendations for other researches to be conducted or for actions in finding or solving the problem of influences of English as a Second Language on trainees' academic performance at vocational training centres.

The literature review focused on the three main research questions of the study which were to:

- examine how English as a Second Language influences academic performance of trainees
- identify how the influence of English as a Second Language and medium of instruction affect other subjects
- examine how trainees comprehend their academic work

2.2. VOCATIONAL TRAINING CENTRES

Vocational Training Centres are some of the higher institutions of learning which are meant to equip trainees with skills to use in their independent lifestyle, at their workplaces, communities, or family areas. The equipping of trainees with skills can be done via trainings, career guidance as well as job – placements in at other sectors that may support their jobs or skill to be attained. For trainees to be admitted to vocational training centres, entry requirements, for example in Kenya, are a certificate of primary education, for secondary education levels and also adult

learners, and someone to be admitted should at least be 17 years and above (Hardman, Drew and Egan 2012).

According to (Competency Based Education and Training (CBET) inception report 2014), the training programs provided by NCSA- Namibia Construction Skills Academy which is also known as vocational training centre, provides the best practice CBET principles that are based on unit standards. Trainees partake in structured training courses that encompass the theory lessons, practical skills enhancement activities, equipping them into real work contexts and on the job market coaching and mentoring. And trainees to be admitted in the Namibia's vocational training centres, must hold a grade 10 or 12 certificate, as well as sound English Language and communication skills.

Furthermore, VTCs train trainees in certain trades, crafts, and careers to various levels such as technician and professional positions in engineering. They are also known as technical education since the trainees are precisely equipped with skills in specific categories of technologies. Trainees are prepared for practical or skilled jobs that are not academic related. The centres train youth with skills and relevant knowledge that are needed in the upgrading the future employment opportunities. Skills and all the experiences are achieved through practical field work and other apprenticeships trainings (Juma 2013).

Continuously, trainees (candidates) who sit for national assessments are awarded a result of either competent or not yet competent. Those awarded a competent result are deemed to have met the requirements of the unit standards that make up the relevant national recognized qualification. The trainees who do not obtain the minimum competent passing result can sit for supplementary assessments to pass the module (CBET 2014).

2.3. LITERATURE REVIEW BASED ON THE RESEARCH QUESTIONS

As this study looked at the influences of English as a Second Language in trainees' academic performance, the following were findings of different scholars on the issue under study.

Djihed (2013) conducted a study in which he investigated the reading comprehension problems of the master students of Physics while reading scientific texts in English as a foreign language. The study aimed at testing the hypothesis of a causal relationship of the two variables: the students

(GE) General English and reading comprehension. The study found out that students' challenges are due to their linguistic handicap mostly in grammar and vocabulary. It proves that those students had a poor level in general English which contributes much to their difficulties in reading comprehension. This study suggested that reading courses in English should be implemented among students, to reinforce and promote understanding of scientific texts. That study focused on the relationship between subject content and English language, in which it indicated that there is a relationship and the effect on reading comprehension but did not say anything about its effect on academic performance.

Furthermore, a descriptive research of correlation type was conducted to determine the relationship between students' English Proficiency and academic performance among their science and technical subjects. The outcomes of the study revealed that there is a connection between the English Language Proficiency and academic performance of students in their science and technical subjects. It also indicated that students performed better in their technical subjects than in their science subjects. And students who passed English Language had performed better in other subjects than those who did not pass English.

The study, therefore, suggests that admission into any course of science should be done based on the pass in English as a language. It further suggests that English language should be part of what students are to learn once admitted into science and technical areas of learning. In addition, it suggested that most of the government institutions should own language laboratories and qualified teachers to teach the English language (Jacob, Alexander & Shola 2013). Even if it was revealed that there was a connection between English and other subjects, it was not indicated of how English influences the academic performances of the trainees.

Continuously, another study was conducted to find the relationships of the students' academic performance and their abilities in English Language competencies at Sokoine University of Agriculture (SUA), Tanzania. That was done among randomly selected final students of degree programs, and there was a notable relationship between students' ability in English writing skills and academic performance. It was found out that a serious problem in spelling, appropriate usage of adjectives as well as right tenses and voices were encountered among students. This study recommends that the university should review its assessment procedures for students taking different courses. This can be done by introducing oral examinations in which students'

competencies in both academic and language skills would be examined (Komba et al 2012). In this case the study also indicates that there is a relationship, but the influence is not tackled, and the study to be conducted would like to find out how English really influence the academic performance of trainees.

Another study was conducted based on individual interview to investigate Rwandan students' reflections on using English as the medium of instruction in their everyday higher education academic activities. The study focused on the language in education which has changed over the last decade. The study found out that the students encountered a lot of challenges in using the adapted language (English as a medium of instruction) in their teaching and learning activities. It also indicates that they are aware of globalization and dissolution of national boundaries and they are willing to upgrade their English for them to cope with their academic work (Kagwesage 2012). This study reveals that English has an impact on the academic performance, but it does not explain in which way or how it affects the academic performance which is the focus for the study at hand.

Another study was conducted in English as the language of instruction that has fallen victim of blame of some researches that it is a contributor to poor performance in secondary schools in Tanzania. The blame had been pointed to English language till when the national examination results became extremely worse in 2011. This was done because the public thought that there was a connection between the students' academic performance and English as a medium of instruction. Therefore, (Komba et.al 2012) tried to investigate whether English Language Proficiency and academic performance had a relationship. The data collection was done by conducting an (ELP) English Language Proficiency tests and a review of students' reports.

Therefore, the study revealed a notable weak positive connection between English Language Proficiency and students' academic contents. The connection was notable in English and in-notable in other subjects that were examined during the study. The study found out that academic performance is determined by different factors, but not only by English as a language of instruction. It, therefore, recommends the educational authorities to put a lot of effort in improving English Proficiency among students as the language has positive effect on the other subjects which may enhance academic performance (Komba 2012). This study has indicated that English has an impact on the academic performance of students even though there are some variables contributing

to the academic performance, but it still does not provide a solution to the issue under study, as it is not revealed how English really influences the academic performance.

Besides the above study, another research was done, a descriptive one which tried to find out the English Language influences on students 'academic performance in Physics. This study was conducted on 50 Physics students to test the three hypotheses that were formulated to aid in finding the solution. The conclusion of the study was that English language influences the students' academic performance in Physics (Jacob, Olanipekun, and Shola 2014).

Furthermore, Mathaka et al (2015) had done a study on investigating the factors affecting the academic performance of undergraduate students in the Faculty of Management and Commerce in South Eastern University of Sri Lanka, simple random sampling method was used. The findings indicated that the actuality of the significant connection between English Language Proficiency, library facility utilization, computer laboratory usage, lecture attendance and so forth revealed that the most contributing factors for improving academic performance will minimize if students participate in some additional activities that may enhance the better usage of the language. It was then suggested that the university should make provisions of facilities that may promote the learning of the English Language; facilities such as libraries and computer laboratories which can increase the academic performance of students.

This study was conducted to investigate the influences of students' backgrounds in the language of instruction on secondary schools' academic performance. The main aim of the study was to find the difference between Form One annual examinations results for students who had English and those who had Swahili as the medium of instruction at their primary levels and also to compare the Form Two of national examinations' results for students who had English and those who had Swahili as their medium of instructions at primary school levels. The data were gathered through review of documents which entailed the students' admissions lists and examination results. The findings of the study were: students who performed better in their academic work were those who had English as a medium of instruction at primary school levels than those who had Swahili either in form one or two.

It was therefore concluded that the English language as a medium of instruction plays a major role in influencing the students' academic performance at secondary schools (Komba and Bosco 2015).

In addition to findings of the study, it is recommended that if English is to be kept as the medium of instruction at post-school, then it should be the medium of instructions throughout all the school levels. English teachers should be thoroughly trained to deliver quality teaching at both primary and secondary school levels. Lastly, remedial teaching or assistance should be given to students experiencing or finding it difficult to understand the language. This could enable them to improve their academic performance. Based on the findings of this study, there was a question of how English as a medium of instruction influenced the academic performance of students, and there was also a need to find out how it influenced their academic performance.

A study was also conducted in History and English to examine the difference and similarities in students' performances. This study looked at the effects of English as the medium of instruction on the students' academic performances in secondary schools, finding the differences between urban and rural schools in Tanzania. This study used the qualitative method in collecting and analyzing data. That was done through interviews, observations, and documentary reviews, while the quantitative method was used for statistical purposes. So, this study found out that students in urban schools performed better than those at rural schools which were caused by the lack of learning materials and the shortage of using learner centered approaches during teaching and learning activities, mostly in rural areas. This study suggests that since English is the medium of instruction, serious actions should be employed to solve the language problem in schools. Reading and oral activities should always be intergraded to develop the students' language skills (Mlay 2010).

Still on the studies, an exploratory comparative investigation study was done to understand why colleges of education perform differently. That was done via a qualitative method in which observations of lessons and interviews were done on tutors, heads of English department, principals as well as teacher-trainees from 8 colleges of which 4 are with high student performance and the other 4 with poor student performance. The study found out that poor performance was caused by weak students' background in English, unqualified teachers in teaching English language, and lack of teaching and learning support as well as professional development training. All these variables contribute highly to the poor performance of students. It was then recommended that students' admission requirements be screened to ensure that only right students and qualified English teachers are taken to learn and teach the subject. They should also be equipped with regular

professional trainings and support to enhance the quality of teaching and learning (Ekua et al 2015).

Continuously, a study was conducted that aimed at determining the relationship between the English Language Proficiency and academic performance in science, Mathematics and English of students of Philippine Science High School in Northern Luzon – Ilocos Region Campus. The study used Pearson's correlation method where the statistical tools were used for data analysis. The study found out that most of the Grade 8 students who took in the study had satisfactory level of English Language Proficiency and particularly good levels of performance in Mathematics. This means that being good at English means performing the best in another subject. It was recommended that English teachers should keep on upgrading their knowledge, teaching strategies as well as employing new teaching approaches. The curriculum designers and developers should also re-amend the existing curriculum programs to bring in improvement which may enhance the best performance (Robelle et al 2016).

Moreover, Matthew and Lawrence (2012) studied the correlation of students' English Language Proficiency skills and academic performance among all their subjects. This was conducted from a private university in Bangkok among 2026 students as participants. The study compared English language assessment results and grade point average from all participants to determine the relationship between the two performances – related variables. The result from the study indicated that there were significant differences between the variables. It also revealed a highly positive correlation that higher English Language proficiency leads to higher grade point average across all subjects. This means that the higher the student's English proficiency, the higher the academic performance.

Another study was done to determine English Language's relationship with academic performance of medical students during their preparatory year. A cross – sectional study design was used in which test scores for their preparatory year were used in the sample upon their completion of English Language and medical introductory course. The study found out that there was a positive connection between the English language and the medical examination scores. This also concluded that English Language Proficiency played a major role in promoting the academic performance among medical students at the preparatory year level (Feroze et al 2015).

Examining the findings above, this has added to my desire to examine how English as a second Language influences the trainees' academic performances. Most of the findings indicated that English affects the academic performance, but little was said on what aspects of the language really contribute to this poor academic performance, how English and other subjects relates in terms of trainees' academic performance, and how trainees comprehend their academic work. Therefore, during the study, some similarities were found between the study at hand and with the studies done already by different researchers, then their findings were used to support this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter is about the methods that were used in carrying out the research. It dealt with the research approach which gave clarity about the qualitative research method and why it was chosen to be used. It further presents the research design and examples to support it, as well as the examples to defend why it was used. This chapter also deals with methods of data collection in which the one that was used was presented too. It also presents the data collection, the research population, and sample selection. It then gives the quality of the study, data analysis as well as ethical considerations that are considered.

3.2. RESEARCH APPROACH

Research approach is a detailed arrangement of all the procedures involved in the collection, analyzing and interpretation of data based on the nature of research study being dealt with (Piya 2016). The method to be used in collecting data can be determined by the nature of inquiry, in which this explorative approach could be done in a qualitative way, even though other studies could take quantitative or mixed methods.

For clarity, the study that involves the analysis of numbers or figures is categorized as quantitative research method, and this deals with measurements and statistical analysis of numerical data gathered through questionnaires, surveys, or existing statistical data. It mainly focuses on the numerical information collected from selected research population and analyzed to give a generalized finding representing a group of people or to explain a certain phenomenon (Babbie 2010). It is also used in the interpretation of numerical analysis to form a relation between what is known and what to be learned from research. This method requires an understanding of the connection between the variables, which can either be through descriptive or inferential statistics (Piya 2016).

There is another method which involves both the analysis of numbers or figures and ideas. This is known as a mixed method. It involves gathering, examining, and interpreting data through both quantitative and qualitative approaches in the same study or series of studies that investigate the

same study of concern (Cameron 2015). It is also explained that, it is a determined mixing of quantitative and qualitative data collection, analysis, and elucidation of data (Shotern & Smith 2017).

Additionally, another method is qualitative research which inspects the quality phenomenon of the study. It deals with description of ideas, applies reasoning and uses words rather than numerical data (Piya 2016). To understand how English influences the trainees academic performance at Eenhana Vocational Training Centre, this method explored how trainees and trainers make sense out of their own experiences using their own words in academic work as influenced by English as a medium of instruction..

This method was also used for providing understandable techniques for acquiring information concerning understanding of trainees' function academically. This method was based on the formation of ideas that "reality" is subjective, which means that every human being put up own views of how he or she perceives world aspects, so there is no such a thing as "objective reality" that what a person considers reality is just a model made up by that particular person on the basis of personal view and interpretation of phenomenon (Cropley 2019). Through a qualitative method, there would be more than one reality and a lot of possible realities may also work out well. So, this method was used to gain intuition into building of reality (Thomas 2016).

Therefore, this study tried to find subjective realities which helped in promoting understanding of real experiences from the chosen research population, the trainees and trainers, about how they perceive the influences of English as a Second Language into their academic performance. It also enabled an interaction between the researcher and the research participants to give their own experiences and opinions. This method contributed much at getting a lot of ideas from individual trainees and trainers as participants through interviews, observation and report or activities checking. That tried to give information about what the study was searching for. This was the best approach to use as no generalized information was given, as participants were openly expressing themselves, since it was conducted individually, between interviewer and interviewee.

This method advantaged the researcher to strongly use it as it enabled the deeper tackling into the discovery of new ideas from individuals' opinions. That was because numerous kinds of unstructured and semi-structured instruments for collecting data such as individual interviews and

observations were used (Thomas 2016). It was of another importance that due to a closer researcher's involvement; a lot of participants were reached to provide information which was not easy to obtain. It further aided in finding out the issues that are often missed such as subtleties and complexities (Goundar 2013).

3.3. RESEARCH DESIGN

Researchers choose the methods to be used in collection of data. The methods can be either experimental; correctional semi-experimental and so forth (Bhat 2020). As this research is qualitative, its design comprises four categories which are: ethnography, grounded theory, case study and phenomenology. Ethnography is defined as the study of finding information about a certain cultural group. It is done through observation of participants and interviews, and information collected can be analyzed (Priya 2017).

Grounded theory is another method which is concerned with the creation of theory which is based on the information that has been systematically gathered and analyzed. This is used to detect information such as social relationship and behaviours of groups which are known as social processes. Information is gathered in the same way as for all qualitative studies that observation, interviews, and focus groups may be used, and data must be analyzed (Noble and Mitchell 2016).

Another method is case study which is defined as the study of a group of people or individual person or a certain unit even in books which are done to generalize ideas over different situations related to the one studied, Through this method, data can also be collected through interviews, observations or focus study which are also analyzed to draw the conclusions (Roberta & Alison 2017).

Besides the above methods, this research used the phenomenology as a research design. Phenomenology is defined as the study of phenomena which can either be events, situations concepts or experiences. Phenomenology is, therefore, a strategy of describing something which is the fundamental of the universe in which we are. In this study it was used to describe something that the researcher had little knowledge of, and there was a higher demand to know more, something that may happen that we may not have enough information or evidence to comprehend how English as a Second Language influences the trainees academic performance. That enabled the researcher to fill the gap that was part of the lack of information which hindered understanding

(Astalin 2013). This method was also defined as the approach which tries to describe the importance of finding information from the perspective of those who have gone through it. This design tried to explain what and how it was encountered (Teherani et al 2015).

Since this study tried to find information from the participants 'own experiences and opinions, it thus used phenomenology. The information that was given was used to promote understanding of what the participants really go through. This method also enhanced unique and truly techniques that promoted understanding of the study (Regoli 2017). This was used by conducting the research population face to face, in individual manner by interviewing them, or observing their documents such as activity books, or how they were participating in their teaching and learning activities, as it was suggested that through this process, universal meaning of the phenomena may be developed or found which may finally bring in understanding (Creswell 2013).

3.4. METHODS OF DATA COLLECTION IN QUALITATIVE STUDY

The researcher used several methods of gathering and measuring information from the participants on the area of how English influences the trainees' academic performance which is the focus of the study and enabled to answer the research questions to find solutions or draw the conclusions of the study (Nemanja 2019). It was also used in getting information about the participants and the settings in which they were operating or found (Elmusharaf 2012). In this qualitative study, several methods for collecting data were used such as: document analysis, observational analysis, and interviews. Document analysis was one of the methods used which required the reviewing or analysis of the filled information such as trainee's assessment activities and their assessment marks. It was confirmed that documents can be studied to get the meaning through evaluation, which can be used in drawing conclusion (Bowen 2017).

Observation was another method used which involved the selection of participants, observing them and recording the findings that were analyzed to get the answers to the study questions. This method was done in a manner that the researcher's own understanding did not influence the findings of the study, so the researcher focused on the phenomena of the study. It was done in a way that the aim of the observation was based on the research questions, the number of participants to be observed was determined, and the venue where it was done was also decided (Elmusharaf 2012).

Interview as another type for gathering of information from participants was conducted. Answers from the participants during the interview were recorded in the recording device and saved in the compact disc for future references that can be secured for a period after submitting the dissertation (Elmusharaf 2012). During the collection of data, the research used the interview and document analysis. Interview was the best method used as it enabled the researcher to get authentic responses from the individual participants.

It also enabled the researcher to focus on the targeted group as there was control of the whole interview and kept the participants focused by directing them with the questions towards the purpose of the study. It was the best method used as misunderstandings of the questions and responses were corrected during the interview (Defranzo 2014). When interviews were conducted, the participants were selected and informed of the procedures of the interview. That made the participants to be at ease for them to express themselves without fear. In addition, the questions were clarified where it was necessary.

The research also used observation method in a way that the documents used were selected randomly from the population used. They were studied or analyzed based on the research questions. Copies were made from their documents for referencing purposes. During observation, participants were also informed of the researcher's role. This method was also the best in such a way that if the participants were well informed of the study's aim, then they would be free to reveal a lot of information more than they would otherwise (Abby 2017). It also assisted the researcher to find the aspects of the phenomena that could not be easily visible to the public or simply from the participants during the interview (Barbara 2012).

3.5. DATA COLLECTION TOOLS IN THE STUDY

The researcher used the interview, documents analysis as well as the observation of trainees during their teaching and learning activities. They are means of collecting information to support or be used in problem analysis and decision making (Ian et al 2016). To interview the participants, audio recordings were used to record the speeches, while for observation, the participants' work was observed and analyzed. This was done in their written assessment activities and when they were participating in their learning and teaching activities.

During interviews, audio recording was used because it was considered for its uses in providing massive context and real situation of the interview, as everything that was said could be recorded and re-listened to get a thorough understanding of the situation. It was also of importance in a way that it could enable to build a better compatibility between the interviewer and the interviewee as interviewers could avoid threatening and antagonizing behaviours during the interview. That could produce less confrontation and more successful interview (Sullivan 2010). Audio recording was also used to release the burden of taking notes of everything that was said during the interview; instead the interviewer just focused on what was happening, on actively listening and thinking about the follow up questions where clarity was needed. This enabled the interview to have a lot of information as the concentration was just on the conversation (Benard 2016).

Besides the recording device's advantages, the disadvantages are that, it increased some nervousness among the participants, some became uncomfortable and ended up not expressing themselves clearly. and it also made the participants not to be free in sharing ideas freely as they thought that their speeches would be scrutinized differently, like in the language usage or the way ideas were given (Benard 2016). Before the audio recording were used, the interviewees were informed before the interview started and they were informed about the reasons of using it and the purpose in the study being carried out.

Apart from interviews, observation was done in different ways such as direct observation of the participants' learning activities and records of their assessment work or activities. This was considered as the best way of observation that could be done directly or indirectly with the participants' awareness or not that they were being observed. Information was gathered through a continuous period; for instance, the duration they had been learning in the centre, to enable better and a lot of data collection (Stephanie 2013).

For the researcher to understand the right type of observation to use in the study, different types were defined as follow: the observer as a participant, complete observer, participant as observer and complete participant. In the observer participant case, the researcher is expected to be known and identified by the participants, and they must be informed or aware of the research goals. This is normally used when doing a follow up on the participant. Complete observer is a detailed observer where the researcher is neither seen nor noticed by the participants. It is known as one way to minimize the "Hawthorne Effects" as participants are more likely to act natural when they

do not know they are being observed. Participant as observer – In this case the researcher is totally engaged with the participants. The observer is more like a friend to the participants and there is a full interaction between them. This is used when studying, especially about a remote indigenous population or inner – city cultures. Complete participant is implied as a total embedded researcher, almost like a spy. The observer mainly engages with participants and participates in their activities and the participants are aware of the observer and the goals of the research (Jeff 2015).

Therefore, during the data collection, the researcher used the complete observer type, because participants were not made aware that their work was observed. That enabled the researcher to get a lot of information, as the participants were not hesitant with providing their assessment activities to the researcher. It was easier for the researcher to get enough materials from the participants and get the data required.

3.6. POPULATION AND SAMPLING

Research population is defined as the individuals that are selected or available for data collection (Bret 2011). It is also defined as an entire group of people to whom the data was collected for the study (Amitav & Chaudhury 2010).

To get the qualitative population or the participants in the study, the sampling takes three forms which are: Purposive, quota and snowball sampling. Purposive sampling method groups the population to preselected criteria suitable for research questions. The sample size may be fixed or not, it all depends on what is being collected, on the availability of resources and the time allocated for the study (Stephanie 2014). It was also defined as the sampling which is chosen based on the characteristics of the population and objectives of the research (Ashley 2020).

Quota sampling is a method which decides the type of participants to participate according to their characters that suit the aim of the study. The characters may be age group, gender, marital status, residence and many more. The criteria selected give direction of who to participate as this can enable in identifying who is fit for sampling (Stephanie 2014). This sampling was also explained that it is a non-probability sampling method, in which characters of the participants are identified and then used to get the required number of the population of interest. It is used by dividing the population into groups of participants with similar characters for them to provide responses that

belongs to the same strata (Foley 2018). This method was explained as another method of collecting data in qualitative study, but it is not used in this study.

While snowball sampling is a chain of referral in which this method, one or two participants can be selected to participate, who then can refer others to the researcher, who might be the right ones or potentially participants in providing relevant information. This method is used in finding the hidden populations – a group which is not easy to access due to insufficient information of the researcher (Stephanie 2014). Another definition clarify that this is a sampling in which a researcher picks the first few participants and asks them to find the other participants who they know may be fit for the study or sample required. This sampling goes on and on until the researcher gets the required number of participants (Bhesh & Devkota 2020)

This study used snowball sampling to get the participants. It focused on the influences of English as a Second Language on the trainees' academic performance, and the participants were trainees in the vocational training centre who completed their basic education at different schools and were admitted with different entry requirements. Some only completed Grade 10, others went up to Grade 12, while the rest were admitted because of the policy which allows the disadvantaged tribes to be included in education training centres. As the centre has trainees of different academic abilities depending on the levels of basic education achieved, it was not easy for the researcher to find different participants according to their categories. Therefore, one participant was selected with the assistance of the trainer and was asked to refer another one to the researcher and the chain continued until all the study got all the nine required participants.

The population comprised of 9 trainees from one class and one trade, and 5 trainers. Participants were made aware of all the rules concerning the study and how their wellbeing was to be protected in a way that they would not be exposed. The researcher collected the data with the assistance of the trainer into the facilitation of the activity. This sampling aided in getting participants with different academic capabilities. It promoted the study to reach different corners where it might not be possible for the researcher to reach on his or her own (Stephanie 2014). It also enabled the researcher to find participants quickly, as the participants were referred to each other. That contributed to a great extent of getting the population at a convincingly exceptionally low cost (Bhesh & Devkota 2020).

3.7. QUALITY OF THE STUDY

Trustworthiness ensured quality of the study as there was trust and confidence in the way data was collected, how it was interpreted as well as all the methods used in carrying out the study were worthy of consideration. To ensure quality of this study, dependability, transferability, and confirmability was also used in the study. Dependability is defined as the process of ensuring that all the process in the study are presented in details to make it easier for other researchers to do a further study or to repeat the same study when necessary and enable them to get the same results (Ali 2016). It was also explained that it is a way of ensuring that the study is done logically, it is easy to find as it is well documented (Tobin & Begley 2004 in Lorelli et al 2017). Therefore, to ensure dependability, all the recorded interviews are secured to be used by other researchers who may be interested in doing the follow up or critique it.

Conformability was another quality which was employed to ensure that all the steps taken in ensuring that the findings of the study were really based on the data collected from the participants and not based on the researcher's ideas (Ali 2016), and it was clarified when the findings and the interpretations were clearly taken from the collected data which provided all the ideas used in the analysis and drawing up of conclusion (Tobin & Begley 2004 in Lorelli 2016). During data collection, analysis and interpretation, bias was avoided in a way that population selection was not done in a way that participants were grouped into study cohort that were different from each other. The study also ensured that the same research questions were used to different individual participants and ensured that the findings are truly representing the data collected and the conclusion drawn (Christopher et.al 2019).

Furthermore, the researcher incorporated transferability which ensured that the findings of the study could be applied to other contexts and really be effective. Sufficient and detailed information of the issue under study was scrutinized to enable other researchers to have a better understanding of it and to research it further or compare it with other studies (Ali 2016). This understanding was enhanced by recording, presenting, and analyzing all the data collected. Through the presentation and analysis of all collected data, the other researcher would be able to do their own analysis or follow up, to be able to clearly comprehend the study.

3.8. DATA ANALYSIS

Data analysis implied all the processes undertaken from the collection of data, into analysis and interpretation as well as coming up with the study's conclusions and recommendations. To analyse the data, the researcher used thematic and narrative analysis methods. Thematic analysis is explained as the thorough examination of the data collected to identify the similar themes or ideas and the patterns of meanings that evoke repeatedly (Jack 2019). Narrative analysis is defined as the reformulation and interpretation of the stories or information told by the participants within the context of the research questions asked (Allen 2017). It is also explained that it focuses on the experiences given by the participants in answering the questions (Bhatia 2018).

Therefore, data was thematic and narratively analyzed; followed the steps of analyzing qualitative research as follow: before analysis of the data, the researcher had done coding in which data was grouped accordingly. After that step, then the researcher identified the themes or patterns and relationship of how the data was grouped based on the research questions. That was done by critically analyzing the data to find out the ideas that are alike be grouped together and analyzed as well as interpreted. After that, the data was summarized by basing the findings onto the research questions and objectives.

During this stage, similarities and differences from the data, about how the participants reacted to the questions and the language used in expressing themselves, as well as other cases that popped up were done (Dudovskiy 2018). Once the similarities and differences were well grouped and the analysis finalized, the researcher interpreted the information in which discussion was done based on the themes identified and unified with the findings of other researchers from the literature review conducted. They were also unified with the Zone of Proximal theory that is supporting the study. After all the above were done, the interpretations were compared to each other to come up with the unifying conclusion of the study.

3.9. ETHICAL CONSIDERATION

The research ethics were explained as the procedures needed in everyday work based on the protection of the participants' dignity as well as the information to be published in the research (Mantzorou & Fouka 2020). The dignity of the participants was protected as the researcher ensured the maintenance of confidentiality. Confidentiality was defined as a strategy of protecting the confidential information such as papers submitted for publications or recordings for data collection

purposes (David 2015). The researcher, therefore, informed the participants before the collection of data began about how it would be carried out, what the information would be used for the purpose of the study. The participants were informed that their information would not be exposed in a way to tarnish them or to negatively criticize them but to provide information needed for the study.

The participants' informed consent was obtained as they were made aware of the reason why they had to participate in the study and what they were expected to do towards the study. That included all the methods used in data collection, the outcomes of the study and the different situations comforting or discomforting they might find in themselves. It was then explained that it was the voluntary agreement of the participants to take part in the study. It was not that they had to sign an agreement form, but to be just informed and decided whether to participate or not (Susan 2017). This ethic was adhered to in a way that the participants were informed before the collection of data started, about their rights to participate or not, the steps that were followed as well as the importance of participating. After the participants had proven to understand the ethic, then that was where the collection of data commenced.

3.10. SUMMARY OF THE CHAPTER

This chapter presented the methodology of how the study was carried out. The topics were: research approach, research design, and methods of data collection, data collection tools, population and sample research, quality of the study, data analysis and ethical consideration.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1. INTRODUCTION

The main objective of this study was to understand how English as a Second Language influences the academic performance of trainees at Eenhana Vocational Training Centre. In the collection of data, nine trainees and five trainers from Eenhana Vocational Training Centre were selected through snowball sampling. As the study is qualitative, data was obtained from the participants through qualitative approach in which interviews of individual participants, and observation or (document analysis) of the trainees' academic activities was conducted. Observation or document analyses was used to find out how the language influences the trainee's academic performance, while interview was used to get their opinion on how the language influences their academic performance.

The data collected was analyzed through narrative and content analysis, in which coding was used. This involved the grouping of similar key concepts, similar answers to the questions as well as the differences encountered through interview and observation or document analysis. Presentation and discussion of the data collected was done, and all the findings to the research questions as in relation to the research objectives were given.

Before the participants were interviewed, they were informed about the aim of the research's interview, and they were given the consent letter to read for them to understand that their information is protected and will be treated with confidentiality. It was also clarified that the interview was not to judge individuals negatively and that participants were free to give their responses based on how they understand the questions. The recording device that was used during the interview was introduced to them before the interview started. That was done for them to be aware that their voices are recorded and would be analyzed as per the requirements of the research objective. They were also advised to be free with the device as it would not be used to expose them but to collect data only.

During data analysis, the qualitative analysis steps were used such as narrative and thematic analysis in which coding, organized data in themes and reviewing them and finally drew the

conclusion as well as gave some recommendations. Through analysis, attention was highly given to the aspects that are really based on the aim of the study.

The data collection process targeted five trainers but only three showed up for interview, while on the side of the trainees, all of them that were identified turned up of for the interview. Observation was done in two theory subjects and one practical subject, in which their activities and how they were communicating were observed and analyzed. Two sets of questions were used during the interview. One set was for the trainees while the other one was for trainers.

4.2. DATA COLLECTION THEMES

Data collected was organized under the following themes which are extracted from the research questions as well as from the participants' responses and the documents that were observed and analyzed. They were:

- Influences of English as a Second Language on trainees' academic performances
- Challenges experienced by trainees in English as a Second Language across all their subjects
- Understanding / comprehending of academic work
- Relationship of English as a Second Language and medium of instruction with other subjects
- Trainees' competence and confidence in the English as a Second Language usage

4.2.1. Influences of English as a Second Language on the trainees' academic performances

Trainees were asked to give their opinions on how English influences their academic work, and several responses were given as follow:

Some trainees indicated that English as a Second language or medium of instruction influences their academic performances positively, as they always understand what is asked or what is taught. Even if they said that it does not affect them negatively, their responses did not agree with what they said. This was because they struggled in answering these questions, and they used few words or expressions in responding to the question. During the interview, one of those participants who said that it does not affect him negatively, but he asked for the question to be clarified. This

indicated that what he said does not hold a lot of truth, because if English does not affect their academic performance negatively, then he could have understood the questions. In addition, they could have used long and a lot of expressions as well as varieties of vocabulary to respond to the question.

Two of the participants indicated that English as a medium of instruction influences their academic performance negatively as they find it difficult to understand the questions, instructions or subjects' contents. One of them said it gave him tough time to comprehend the questions.

In this case, the words or expression ‘‘tough time’’ used in the answer indicated that English can really be a hindering aspect as these words do not appropriately explain the problem experienced. There is a correlation between the response on how English affect him and the explanation provided to indicate how he view English across his academic work. The other trainee said that when he is given difficult words or vocabulary that he does not understand, it becomes difficult for him to understand, which also affects his performance as he sometimes ends up misinterpreting the question or providing incorrect information to the questions asked. This convinced the researcher that if someone does not understand the meaning of words used in the question, then the understanding of the question may be barred.

Besides those who found it difficult to understand, two of the participants expressed that they did not experience a lot of problems when it came to understanding of their academic work. They said that in most cases they understand the instructions and the subject contents, as they are better at the language. They also said that English is not a big challenge to them. But even when they were answering the question, they proved that they could understand English, and they are better at the language as their expressions were understandable and used the right diction. They neither asked for the clarification nor for the repetition of the questions. They also did not ask for simplification of the questions. One participants (trainees) who said that English does not negatively influence them, indicated:

‘‘English gives me advantages of understanding or getting what the instruction is about.’’ This participant proved to be good at the language because of the way he expressed himself. There are no language errors that could hamper precision. Even the one quoted indicates that the expression

is good. This convinced the researcher that what he said could be true that English as a Second Language enables him to understand and perform well academically.

4.2.2. Summary

Participants indicated that when they are good at English as a Second Language, they understand what they are learning and questions asked during assessments, making them to academically perform well. When the participants find it difficult to understand the language of instruction, they struggle in answering the questions, and in most cases end up misinterpreting the questions. They find it difficult finding the right vocabulary to use, as well as the right expressions to be used in providing the answers.

4.2.3. Challenges experienced by trainees in English as a Second Language across all their subjects

All the trainees interviewed gave the challenges they experience in English as a Second Language across all their subjects. Almost all of them, except only one participant, had indicated to experience challenges such as finding it difficult to understand some of the vocabulary used in their modules' content or when used in the questions especially during assessments. This poor understanding of some vocabulary affects the way they comprehend their academic work, which in most cases results into poor academic performance. One of them said that, ‘*...sometimes I may not understand what is asked.*’ For someone not to understand what is asked can be caused by the poor understanding of what the question means or what is expected to be done, but if someone did not just study, he can understand the question but may not be able to provide answers as he has no knowledge of what is asked.

The other two participants indicated that during studying, they use dictionaries to find meanings of difficult words, while during assessments in all modules; they sometimes fail or perform poorly because of poor understanding of difficult words used in questions. This experiences indicated that using a dictionary to find the meaning of words every time in order to understand the meaning of the question can result into poor academic performance, because if trainees happen to be given an assessment activity in which they are not allowed to use dictionaries, and there happen to be vocabulary that they do not understand, then this is an indication that they cannot pass the assessment activities, or just perform well academically as they can find it difficult to understand

the questions. Whereas if trainees can understand the meaning of most vocabulary used in their academic work, or they can contextualize what they are learning or being assessed on, then best academic performance can always be achieved.

Apart from challenging vocabulary that were sometimes experienced during learning and assessments, one of the participants stated that his low English proficiency level made him perform poorly, as at most cases he found it difficult to comprehending his academic work. The low proficiency in the language of instruction, hinders understanding of the learned contents and leads to poor expression which may contribute to poor academic performance. Another participant indicated to experience spelling problems across all the modules she is doing in her course, which leads her to score low marks, thus failing the written assessment activities especially in English as a Second Language module in which the language rules are mostly considered.

One of the participants also expressed not to have a serious problem with English as a Second Language, even though he said that sometimes he comes across new terms which he tries to find their meanings from a dictionary when studying. He also said that a lack of understanding the meaning of vocabulary used in academic work always leads him to perform poorly in his academic work as he cannot answer questions correctly. He expressed it that, *‘I don’t really find challenges, even though there are cases when I can use dictionary to find the meaning of confusing or new words that I don’t know.’*

Furthermore, one of them also indicated that when the words she studied or learned in the contents taught are changed in the assessments, for example when the synonyms are used, that fails her if she does not know the synonyms used. As a result, it leads to poor academic performance.

Based on the information provided by the participants, it has revealed that, in most cases, any poor understanding of vocabulary used in the learning contents or assessments may result into academic performance being negatively affected, as trainees may not understand what is asked or learned , and they may also end up misinterpreting the information.

4.2.4. Summary

Participants indicated that difficulties of understanding vocabulary used in their modules or subjects and in assessment activities make them perform poorly in their academic work as they cannot comprehend their learning and assessment activities. Spelling problem is also indicated to have a negative effect on academic performance. The usage of synonyms of the learned words in the modules' contents is also a challenge, as the participants may sometimes find it difficult to understand for instance assessment questions, if they do not know them.

4.2.5. Understanding or comprehending of academic work

The participants (trainees) expressed how English as a Second Language enhanced or contributed to their academic performance. They gave their points of view in which some did not really mean what they said. That was evoked when some indicated that they moderately comprehend their academic work, but they failed to explain how it really enabled them to comprehend their work. How they responded to the question, gave a picture that English as a medium of instruction influences their academic performance. This is revealed by one participant, who said, “ *It contributes so because I am being trained how to speak English.* ”

This answer is not appropriate, as it does not provide the challenges the participants experienced in their academic work. This could be caused by lack of vocabulary to use in responding to the question, having a limited number of words in English as a Second Language, and it could also be caused by poor understanding of English as a Second Language in general. In other ways it can be caused by inability to ask for the question to be clarified.

Some participants said that since all the modules are taught in English, so when there are challenging words or words whose meanings they do not understand their meanings, it becomes difficult for them to understand their academic work, thus resulting into failure. The other participants indicated that English really contributes much to the academic performance, as English as a Second Language helps in expressing themselves clearly. So, it enables them to convey the messages or answer the questions correctly.

In addition to those participants that experienced problems, one of them said that English as a Second Language slightly contribute to his academic work. He understood that the course he is studying and the career that he is to pursue does not require much proficiency of English as a

Second Language. He clearly said, ‘ ‘ *What I am studying does not require expertise in English and I can do my technical work without much knowledge of English.* ’ ’ This participant has no idea of what English contributes to his study and why it is necessary to know English. His response makes sense, but it can be more meaningful after passing the course he is doing. This is because assessment instructions are done in English which he has to understand for him to be able to do the technical assessments (practice) correctly. Besides that, he has other theory modules that are taught and assessed in English as a medium of instruction. He can be expected to pass them for him to graduate to join the job market. This participant did not understand what English contributes to the understanding of his academic work. It also indicates that this participant does not academically perform well, otherwise, he could have expressed that in his response.

Furthermore, the other one said that English as a medium of instruction negatively contribute to his academic performance. This is for example when the questions given are difficult to understand due to the vocabulary used (bombastic words), he performs poorly. He suggested the simple words to be used during instruction and assessments, but this may not be practical possible as their examinations are not set by their trainers, and simple words to his trainers may not be simple words to all who are involved in the assessments’ administrations. Lastly, two more other participants said that they struggle to understand their academic work due to their poor proficiency in the English as a Second Language.

In this case, it is also revealed that English as a medium of instruction may negatively impact the trainees’ academic performance, especially when they fail to understand the diction used in the subject contents or in assessments. It means that trainees need to have better understandings of the English Language for them to comprehend their academic work better.

4.2.5. Summary

Understanding or comprehending of academic work is influenced by the participants’ levels of proficiency in English as a Second Language. If participants have limited numbers of vocabulary, and their proficiency is low, they are likely to perform poorly in their academic work, as they may find it difficult to understand their work.

4.2.6. Relationship of English as a Second Language and medium of instruction with other subjects

All the sampled trainees as participants gave their opinions of how English as a Second Language relates to other subjects or modules they are doing in their courses. One of the participants understood that English as a medium of instruction is a key component in all subjects, as it makes work easier, because when you learn a word in one subject, and finds it in another subject; it enables an understanding of what is being learned.

The other one understood that if someone's proficiency in English is poor, then his performance is also likely to be poor, as English hinders understanding and best performance when the individual trainee has poor English proficiency. It also makes someone to find it difficult to understand the academic work, thus making studying challenging, as in most cases it can only lead to memorizing of content rather than studying with understanding. He also said that it also affects their listening and their communication with trainers, this is for instance, during theory lessons and practical work. As a result, this can make them unable to participate into lessons, discussions or ask questions where they do not understand. But he also said that when they understand the context of the question or content studied, then they can perform well.

Apart from those who indicated to understand the relationship between English and other subjects, there were those who misunderstood the question. One of them wrongly answered it that, *'English as a Second Language can be used anywhere worldwide, and that when they complete their courses, they may work with those who do not understand their vernacular language, and you can conduct with different people.'* This gives an understanding that there is a strong relationship between English and other subjects, because if someone is unable to express himself correctly, then that means he can also not find it easy to perform well academically. If his English is limited, or he is struggling in the language, he may just end up connecting words trying to bring sense out of what he is saying, but that cannot happen. He can find it difficult to present understandable information during learning and assessments. As a result, he can just fail, or not perform well. The trainee's response gave an insight that some of them do not put more effort into English as a Second Language, because they do not understand its aim into their academic work, and this can have an impact on their academic performance.

4.2.7. Summary

It is noted that English as a Second Language is a key component in all subjects. If a participant is good at English as a Second Language, then it would be easier for him to understand the learning and assessments contents which may enhance best performance. While if the participant is poor at the language, it may result into poor participation, difficult to understand the learning and assessment work, or find it difficult to present understandable information during learning and instructional period, thus resulting into poor academic performance.

4.2.8. Trainees' competence and confidence in English as a Second Language usage

During the interview, trainees' confidence was observed and found to be giving a different picture to what they were saying and how they said it, about the influences of English into trainees' academic performance. They were unable to speak at length, some acted as if they were afraid of making errors and portrayed not to be free. That discomfort might be caused by a lot of factors, but on the other side, it could be an indication of not being sure of what to say, and a lack of trust among themselves that they can speak good English and provide correct answers. Even though there were those who lacked confidence, there were those who were free to express themselves and did not show any sign of being at unease. They were freely expressing themselves. This means that if someone is good at the language, he always finds it easier and simple to express himself.

On the side of competence in the language, most of the participants were unable to use various vocabularies to present and clarify their points. Their responses were too short in a way that they were unable to support or conclude their responses. They also had to repeat or overuse certain words in their responses. Another issue which gives insight into their language competence was that, the questions had to be reformulated or simplified for them to be able to understand and respond to them. This was for example, the question which asked them how they comprehend their academic work, and the one about the relationship between English and other subjects. These questions had to be restructured to ensure easy understanding. The experiences encountered gave ideas that the trainees had poor competence in English as a second Language, and this is likely to affect their academic performance negatively.

4.2.9. Summary

It is noted that being unsure of what to say, for instance due to poor language proficiency, in which the participant may have limited vocabulary, may lower someone's confidence, and results into poor academic performance. While knowing the language of instruction (English as a Second Language, enhances free expression, best understanding of subjects' contents and assessments activities, hence resulting into best academic performance.

4.3. Interview with trainers as participants

The study aimed at interviewing (5) five trainers as participants, but only three were interviewed as the other two who were supposed to be interviewed were not available for the interview. To analyse their responses to the interview, the following themes were identified based on the questions and answers given. They were:

- trainees' competence in English as a Second Language,
- factors in English as a Second Language influencing trainees' performance,
- relationship of English as a Second Language and medium of instruction with other subjects
- how well trainees comprehend their academic work.

4.3.1. Trainees' competences in English as a Second Language

Trainers as participants expressed that trainees have different competences in English as a Second Language which are based on their schools' background and exposure to the English as a Second Language. They said that some trainees find it difficult to express themselves in that in most cases, trainees misspell words. They hardly spell words correctly. Even English as they have poor language usage and limited numbers of vocabularies. They also said though they said that trainees have competency' difficulties with English as a Second Language, one trainer said that trainees do not experience many problems when it comes to Mathematics, the language used in Mathematics is said to be easy for understanding by the trainees, but there used to be cases when they misinterpret the questions which led them to failure

4.3.2. Summary

Some trainees do not experience problems in English as a Second Language which makes them to understand their learning and assessment contents. While some trainees find it difficult to express themselves due to poor language usage and limited numbers of vocabulary, as well as the misspelling of words.

4.3.3. Factors in English as a Second Language influencing trainees' academic performance

Trainers expressed that most of the trainees' academic performance is affected by using vernacular language. Trainees lack the English language expressions. In most cases they try to translate from their mother tongues into English when giving answers especially in theoretical subjects like HIV and AIDS. This fails them as the contents or factual points' meanings are changed and sometimes wrongly misinterpreted.

The other factor that influences their academic performance is the use of tenses or grammar correctly. They find it difficult in providing answers in the tenses of the questions. This also has negative effect in their academic performance, even though their assessment in other subjects except in English as a medium of instructions are more onto content given but not onto both language usage and content based. They also said that trainees have poor expressions; they find it difficult to even explain any subject content's aspects in the class. They hardly get involved into discussions during theory subjects, and during practical work in technical subjects. Most of them find it easier to ask or talk to each other in their mother tongue. Besides that, trainees experience poor understanding of vocabularies across their modules. This problem makes them to misunderstand or to misinterpret the questions asked, or not to understand the learning contents, and this result into poor academic performances as the trainees end up giving wrong information to the asked questions.

4.3.3. Summary

Factors in English as a Second Language that influences trainees' academic performance are the usage of vernacular language during learning activities whereby trainees try to translate their expressions from their mother tongues into English. Lack of proper English as a Second Language

expressions, incorrect use of tenses and grammar, as well as poor understanding of vocabulary across their modules are noticed.

4.3.4. Relationship of English as a Second Language and medium of instruction with other subjects

Trainers explained that since all the modules are taught in English, trainees need to understand the language's basics for them to be able to understand and interpret the questions correctly. This is because if a trainee is not good at English (the medium of instruction), then he is likely to perform poorly in his academic work as he can find it challenging to comprehend the instructions even. This was clearly said by one of the trainers that, *“ If the trainee is not good at English, he cannot connect well or answer problem solving questions in Mathematics.”*

The other trainer also said that if trainees do not understand the language of instruction, then there is no way they can cope or answer questions well in other subjects. Someone needs to understand the language of instructions for him to be able to comprehend his academic work. He needs to understand anything he is learning for him to be able to connect the known to unknown information and draw conclusions which may lead to comprehension. But those who are good at the language always perform their best academically, as they can understand well the questions and the subject contents, and when answering or presenting their answers, their work would be up to standard.

4.3.5 Summary

It is noted that when trainees understand the basics of the language, then they can be able to understand and interpret the subjects' contents as well as questions correctly. While if they do not understand the language of instruction, then there will be no way they can understand their academic work and deal with assessments properly.

4.3.6. How well trainees comprehend their academic work

The trainers explain that how trainees comprehend their academic work depends on the individual trainee's understanding of the content taught, and how good he answers the questions. In English Communication as a subject, they only perform well, especially in short questions which require them to extract answers from the texts, but for longer pieces of writing, for instance writing reports, if they were given an example of a report, then they memorise it. Once they are given a question to write a report, they make use of the one given in the class and only change names and certain

information to suit what is asked. This is an indication that they do not comprehend their academic work well. This means that if they happen to be given a question which is completely different from the examples given during lessons, then they cannot perform well. They are more into memorizing than understanding their academic work.

This means some understand better while some really struggle to understand the language and as a result they perform poorly. They also indicate that some trainees used to be confused because of the language barrier.

4.3.7. Summary

How well participants comprehend their academic work depends on individual trainee's ability to understand the language of instruction and the content taught. Those participants who understand English perform well while those who struggle, or do not understand this language do not academically perform well.

4.4. ENGLISH AS A SECOND LANGUAGE PARTICIPANTS' ANALYSIS

The following data was collected from English Communication subject. Trainees were assessed on language usage in which the researcher identified three questions to analyse how the language influences their academic performance. The selected participants' activities were used, and the questions that were identified are:

- Rewrite the following sentences into a question, **(They come from all walks of life),**
- Rewrite the following sentence starting with Dr. Cerullo said... **(Bullies are often people who have been bullied or abused themselves.)**
- Rewrite the following sentence starting with the underlined words **(Stronger students often bully the weaker ones).**

4.4.1. Rewrite the following sentences into a question, *(They come from all walks of life.)*

All the nine selected participants participated in the activity, in which four of them did not get the answers correctly, and each of them gave a different wrong answer. Their responses were as follow:

Participant 1: *“Does they come from all walk of life?”*

This participant understands the rule of changing statements into questions but does not provide the correct answer grammatically. This is because he fails to use the right concord / subject verb agreement. This has resulted into English as a medium of instruction influencing the participant’s academic performance negatively.

Participant 2: *“Do they came from all walks of life?”*

This participant also shows a problem in English as a medium of instruction. He understands how questions can be asked or formed from the statements but lacks the grammar. He could not differentiate the tenses. If this could be a long story or information to be changed into questions, then the information of the context will not be the same as he might end up misinterpreting information. This participant failed the question, because he had no idea of what the tenses play in the speeches.

Participant 3: *“They did not come form all walks of life.”*

In this case, the participant had no idea of what the question expected him to do. He failed to change it into a question, which shows that he did not understand the instructions. In addition, he also misspelled the word “from.” This provides information that, if a trainee lacks the basics of the language or to say language rules, then it can be difficult for him to convey information as it supposed to be done.

Participant 4: *“Did they come from all walks of life?”*

This participant had an idea of what a question required him to do, unfortunately he had a lack of understanding of tenses. This means that if someone does not have knowledge of the language rules, the misinterpretation of questions or any information may happen. And if the questions are not correctly answered or content is misinterpreted, the academic performance will not be satisfactory either.

Five other participants answered the question correctly that: *“Do they come from all walks of life?”*

These participants understood the rules of the language, the grammar. They answered the question correctly, and this shows that if someone is good at the language, there is a little doubt that his or her performance may not be up to standard.

4.4.2. Summary

Analysis indicated some participants to lack grammar or basics of the language, understanding and usage of tenses. They also failed to understand the questions or instructions. They misspelled the words, and they also found it difficult to present information correctly. All those made the participants perform poorly in their academic work. But those who understood English as a Second Language’s basic rules (grammar) and could spell the words correctly, performed well in the question that was asked.

4.4.3. Rewrite the following sentence starting with Dr. Cerullo said...

(Bullies are often people who have been bullied or abused themselves.)

Five participants, among the nine selected ones, wrongly answered the question.

Participant 1: *“Dr. Cerullo said that bullies are often people who have been bullied or abused themselves.”*

This participant answered the question wrongly in a way that he did not consider the rules of the language when reporting. His answer did not give the same meaning of understanding of what the speaker was trying to convey. This is wrong because the answer is supposed to be in the past tense as per the introductory verb given. In this way, the participant had just failed because of poor language proficiency.

Participant 2: *“Dr. Cerullo said that Bullies were often people who had been bullied or abused themselves.”*

This participant did not answer the question correctly, as he had just misspelled the word bullies. He considered it as a proper noun while it is not. This is an indication that if the trainees can misspell the words during their learning and assessment activities, then they cannot academically perform well, as this type of error may affect the right answers to be given.

Participant 3: *“Dr. Cerullo said that bullies are often people who had been bullied or abused themselves.”*

This answer is not correct. The participant had no idea of tenses or language rules, and that if context of the question is changed wrongly, then the answer can be wrong. The meaning of the information in the question is wrongly changed.

Participant 4: *“Dr. Cerullo said that Bullies are often people who have been bullied or abused themselves.”*

This participant did not value the proper usage of English. He just had an idea that what matters is the answer provided but failed to understand that wrong spelling and tenses can negatively affect the answer and leads into failure.

Participant 5: *“Dr. Cerullo said that bullies were often people who had been bullied or abused their selves.”*

In this answer, wrong spelling of the word “themselves” evoked in the answer given by the participant. This shows that when trainees have a spelling problem, then they may not perform well, as they will just end up presenting wrong words which may also change the context of what is learned or assessed.

4.4.3. Summary

Participants indicated to have problems with language rules. The question was not answered correctly as the context of the question was changed, wrong tenses were used, as well as words misspelt. All these affected their academic performance negatively, but those who got the answer correctly, proved to understand the language rules, tenses and were good at spelling of words.

4.4.4. Rewrite the following sentence starting with the underlined words

(Stronger students often bully the weaker ones).

Three of the nine participants did not answer the question correctly, and the following were their responses:

Participant 1: The verb used was wrongly formed as, “*are often bully.*”

As it evoked in the previous answers for the first questions, the similar mistake happens here that the participant failed to consider the sense his answer was giving. The language rules were not considered that they could contribute a lot to the answer to be correct. The participant used the word “bully” which is supposed to be bullied. This wrong form of the word has made the answer wrong.

Participant 2: The verb used in the statement was formed as “*bullies.*”

This answer is also wrong, because the structure of the question is changed, the tense was not considered, and the concord used was totally wrong. This participant did not understand the English Language and why it was important to use the language correctly. This is an indication that what matters to this participant is just the content given, but how it was presented and the meaning it conveyed was given little attention.

Participant 3: The verb used was wrong as it was “*are being bullied.*”

This answer is also wrong because the context of the statement given is changed. The participant changed the statement into present continuous tense, while it supposed to be in simple present tense. The code switching used in the statements made the answer wrong. This may mean that the

participant lacked the understandings of the grammar. So, the change of question's context and the structure in which it is presented may negatively affect the participants academic performance.

The rest six participants answered the question correctly that; *“Weaker ones are often bullied by stronger students.”*

These participants understood the question and how it was supposed to be answered. When participants understand the language well, then that can enable them to answer the questions correctly.

4.4.5. Summary

The academic performance of participants was negatively influenced by English as a Second Language in a way that the structure and context of the question was changed. Neither the tense of the question was considered, nor the language rules nor concord or subject verb agreement. All these happened because participants were not good at English. While others got the answer correctly, indicated to understand the language rules or its basics.

4.5. LESSON OBSERVATIONS

The researcher observed the lessons in which the selected participants attended, which included theory and practical activities in technical subjects. It was noted that the trainers used English as a medium of instruction during the lessons as it was supposed to be done, but when the trainees were discussing in their groups , especially during practical activities; interactions were mostly being done in their vernacular languages (mostly in Oshiwambo). They were freely instructing each other in such a language. They even named or mentioned some tools or materials in Oshiwambo. English as a Second Language was only used when they were talking with the trainers.

During theory lessons, more talking was just done by the trainers. Trainees hardly said anything during the lessons. They quietly listened and spoke only less when they were asked questions. They rarely asked questions. That forced one trainer to ask the trainees to recap the main points of the lesson, and some trainees refused to say something, while others tried to give two to three points from what was taught during the lesson of 45 minutes. When they were giving a recap of the lesson, they could not speak at length or give complete sentences.

4.6. Summary

Notwithstanding the effort put on the academic work that trainers communicate in English as a Second Language, trainees as participants try to communicate with each other in their mother tongue making it difficult for them to learn English as a Second Language and use it correctly, in order to present answers correctly. More talking was done by trainers especially during lessons. This was caused by trainees' poor English.

4.7. OBSERVATION / DOCUMENT ANALYSIS

The document analysis was made in the HIV and AIDS subject, as this was another subject, I found with trainees' work not returned to them. This analysis looked at how English as a Second Language influenced the trainees' academic performance.

The trainees were asked to address the community about their roles in supporting people infected with HIV and AIDS. In all the trainees' papers that were analyzed, they gave their opinions and expressed themselves based on their competences in English as a medium of instruction (English as a Second Language) in which a trainee said,

“Living with an infected person does not mean you will also get infected, and that is a chance for you to do good in life, by doing good, I mean you should help him where he needs help and if his self-confidence is low, you should boost it up. Remind him to drink his medicine on time and exercise regularly for fitness.”

This trainee understood the question and gave the roles that the community should play in supporting people infected with HIV and AIDS, but there were some words or expression which were wrongly used. This is for example, “remind him to drink his medicine”. This is an indication that the trainee had a limited vocabulary, so he did not know what to say or how to say it, he switched to this mother tongue and tried to translate those expressions into English. This can seriously affect the performance when the examiners or trainers may find it difficult to understand what it means.

The other trainee wrote.

‘‘In the world of today, people are live in bad condition. This is just simply because people are infected especially the age of 15 -35. This stage is very much not comfortable and this problem it bring someone to feel not accepted in the community.’’

This trainee did not understand the question well or found it difficult to understand. He did not give the role to be played by the community members, and what he gave did not answer the question asked. This is a problem when trainees find it difficult to understand the questions, and this could be a result of poor proficiency in the English Language. The trainee has a limited language ability insufficient vocabulary. He could not understand the question, thus, he ended up giving wrong responses to the question. These aspects made him unable to give a meaningful answer.

Continuously, the other trainees also responded to the question that.

‘‘We can help them by treating them equally and giving them full attention so that they can feel proud and fee free although they are HIV infected just because they are also human being like everyone.’’ And the other one also said that, *‘‘I want the infected people to take their medications regularly. Medication is created to help and speed up your life but not to kill this disease.’’*

These two trainees understood the question; they had ideas of what the community members and those living with HIV and AIDS can do. They gave their responses but their poor proficiency in the language made them unable to correctly express themselves. These trainees lack diction as well correct language usage. This is the reason why both gave inappropriate responses. Their responses are difficult to understand, and this is an indication that English as a Second Language has played a major role in this activity. It had affected the best academic performance of these trainees as they had just given responses that were not meaningful.

Not all trainees did not understand the question or unable to express themselves correctly. This one proved to understand the question and was able to correctly present that,

‘‘We need to support those people so that they can live their life with peace, health and stay longer. We can help them by giving a well-balanced diet, because it can keep the immune system able to fight against diseases.’’

4.8 Summary

The data analysis indicated that the participants' performance in this activity was affected by a lot of factors such as wrong expressions used which made the answers difficult to understand, participants had limited vocabulary and this prompted them to directly translate from their mother tongue into English, which made the answers difficult to understand. Some participants understood the question, but their responses were not that good due to poor English proficiency. All the above points affected their performance, which could be the same in all other subjects.

4.7. ASSESSMENT MARKS ANALYSIS

The participants' performance in different subjects was looked at to find out how they perform academically to determine the similarities and differences in terms of English as the influencing factor. Three subjects used were English for communication, HIV and AIDS as well as Welding and Metal Fabrication. The participants' academic performance can be considered a pass if 60 and above marks are obtained from any given assessment activity.

The table below illustrates the performance of the selected participants in English for Communication subject, HIV and AIDS as well as in Welding and Metal Fabrication.

Participants	English for Communication	HIV and AIDS	Welding and metal fabrication
1	64	63	76
2	61	65	66
3	67	70	69
4	52	58	65
5	58	60	65
6	52	58	63
7	48	50	61
8	36	45	54
9	33	43	58

The performance of the selected participants has a lot of commonalities or relationship that the better the participant is in English for communication, the better the performance is in HIV and

AIDS module. Some participant performed well while some did not obtain the minimum passing requirement. The performance of those who scored poorly in English for communication is not that much different to the one for HIV and AIDS module. But their performance in Welding and Metal Fabrication is much better as compared to other subjects. This prompted the researcher to conclude that may be it is determined by their skills they have on Welding and Metal Fabrication, but not much on how the English as a medium of instruction was used to enable them to understand what to do.

4.8. Summary

The participants' marks in all three subjects indicated that the better a participant is in English for communication, the better the performance in other theory subjects. But there is a slightly difference in Welding and Metal Fabrication, in which participants performed better than in other subjects, but still the better they are in English for communications, the better they perform well even in Welding and Metal Fabrication.

4.9. SUMMARY OF CHAPTER

This chapter presented the participants' responses to the research questions. The participants provided their responses which are narrated and grouped under different themes based on the research questions.

The analysis of data provided information that the academic performance of trainees is influenced by their proficiency levels in English as a Second Language. This evoked in different ways which imply that those trainees who have a good command of English, or understand English, perform well in their academic work. They understood the questions and answered them correctly. They spelt the words correctly. But the analysis also indicated that being good at the language alone does not guarantee better performance. Subject knowledge and skills are also required to be mastered.

Besides being good at the language of instruction and performing well academically, those who have poor language skills or do not understand English as the medium of instruction did not perform well in their assessment activities and even in the interview questions that were posed to them. This means that the poorer someone is at the language of instruction, the poorer their academic performance can be. When participants find it difficult to understand English, the

medium of instruction, they struggle to understand their learning and assessment content. They also find it difficult providing accurate answers to the questions. They end up changing the structure and context of the questions.

The participants' poor proficiency in English as a Second Language lead them to have limited vocabulary and spelling problems which leads to poor academic performance, as they find it difficult to present answers correctly. They also lack proper expressions of English as a Second Language. Poor grammar or basics of the language and wrong tenses also hinders their academic performance. It is also noted that the usage of vernacular language and not actively participating in their academic work due to inability to use English as a Second Language prevents them from performing well in their academic work.

It, therefore, means that for a trainee to perform well academically, he should be good at the medium of instruction, while if he has a problem in English as a Second Language, then he may not academically perform well.

CHAPTER 5

DISCUSSION AND INTERPRETATION OF RESULTS

5.1. INTRODUCTION

The data collected from interview, observation and document observation were analyzed in chapter 4. That was done by coding or presenting information in different themes that were taken from the participants responses and the research questions used. As this study was about finding out how English as a Second Language influences the trainees' academic performance at Eenhana Vocational Training Centre, conclusion of the findings was drawn from the analyzed data and compared to the literature review. This chapter also presented the limitations and recommendations for the scholar who may would like to research on the similar study.

The data collection of this study was based on the main 3 research questions, which were then divided into sub -questions. The research questions were:

- examine how English as a Second Language influence academic performance of trainees
- identify how the influence of English as a Second Language and medium of instruction affect other subjects
- examine how trainees comprehend their academic work

5.2. DISCUSSION AND INTERPRETATION OF FINDINGS

5.2.1. Influences of English as a Second Language on the trainees' academic performance

Nine participants' data were analyzed in which different participants were noticed to have given their experiences towards English language. It is noted that the understanding and performance of trainees in their academic work is determined by their proficiency in the language of instruction. Some of the participants indicated that they get to understanding of their academic work well, and that is prompted by the advantage of understanding English as the medium of instruction. That also contributes much to their best academic performance as it is presented by (Jacob, Olanipekun & Shola 2015).

English as a Second Language is noted to play a major role in the trainees' academic performance, as that when they find it difficult to express themselves in English, this also affects the way they cope with their other subjects, so they find it difficult to understand and answer questions. So, it cannot be easier for trainees to give quality and well-articulated answer while they find it difficult to express themselves in English. Some trainees were noted to have used few words when responding to the interview questions posed to them. It shows that they were unable to give detailed information especially in content subjects which require explanations, for instance in HIV and AIDS module, as it was alluded by (Djihed 2018, Komba 2012). This means that for the trainees to perform well academically, then they should be good at the language of instruction.

It is also noted that trainees perform poorly in their academic work when they cannot understand what is asked or understand the meaning of questions and the content studied. Trainees need to understand a lot of vocabulary for them to perform well in their academic work. If trainees have low language proficiency, they may not realise that what affects their academic performance negatively might be the poor understanding of the content due to low or poor understanding of English. The poor understanding of vocabulary makes trainees to misinterpret the questions and fail to provide correct information, thus resulting into poor academic performance as it was mentioned by (Komba 2012, Kagwesage 2012).

5.2.2. Challenges experienced in English as a Second Language by trainees across all their subjects

Trainees had said that they found it difficult to understanding some of the vocabulary used in their subjects due to their low English proficiency levels and this results into poor academic performance. So, trainees need to understand the meaning of words and other expressions used in their academic work for them to perform well. This is because when they understand the meanings of words, then they can be able to interpret questions and provide correct answers. Some trainees consider the usage of dictionaries to find the meanings of words but relying in a dictionary may sometimes promote poor academic performance if they happen to be assessed and not being allowed to use a dictionary. They may find it difficult to contextualize, thus resulting into undesired academic performance. This is agreeing with what was said by (Ekua et al 2015, Komba 2012).

Poor proficiency level in English language of instruction makes trainees not to comprehend their academic work, resulting into poor academic performance. This hinders understanding of the

content being learned. This can also lead to poor expression which may contribute to poor academic performance, as the answers cannot be articulated clearly, as was said by (Feroze et al 2015, Jacob, Alexandel & Shola 2013).

Besides that, lack of understanding of why trainees need to understand English as a Second Language hinders the best academic performance is that trainees do not put much effort on the language which can enable them to understand what they are learning. If there is no understanding of what is being learned, then academic performance would not be fruitful. But those who understand why English is important in their academic work, perform their best as they can be able to answer questions correctly as it is expected, as said by (Komba 2012).

5.2 .3. Understanding or comprehending of academic work

Some trainees indicated not to be unable to comprehend their academic work due to limited English proficiency which contributes much to poor academic performance. This can affect in a way that if the subjects studied are in English, it will not be easier for someone to perform well if he cannot understand the medium of instruction, as it was said by (Kagwesage 2012). So, trainees need to understand the medium of instruction first for them to comprehend and perform well academically.

Comprehending of academic work can be contributed by a lot of factors, for instance understanding the meaning of vocabulary used in the assessment activities as said by Djihed 2018). If they can comprehend the instruction and all the diction used in the questions or content learned, then even during assessment, they can understand and perform their best if they are also knowledgeable about what is assessed as revealed by(Ekua et al 2015) . This may not only affect those who may not understand the meaning of words or expressions, but those who may be good at the language of instruction, having a good sound of vocabulary, may be the best advantage that can enable them to perform well in their academic work as alluded by (Robelle et al 2016).

5.2 4. Relationship between English as a Second Language and other subjects

Being good at English as a medium of instruction makes the trainees academic work easier and perform their best. This only happens when for instance they learn certain words in one subject, and they find them used in other subjects, then that would be helpful as it can make them understand the other content because of the language understanding that they have like what was said by (Kagwesage 2012). And when they understand what they are learning, they can be able to understand the assessment activities, answer them correctly and as a result perform well academically. But if they lack such an understanding, they will not be able to academically perform well. English can act as a hindering factor to good performance. This means that if trainees are good at the medium of instruction, then they are likely to perform well in their academic work and vice versa, as said by (Mlay 2010).

5.2. 5. Confidence and competence in English as a Second Language

It is noted that trainees found it difficult to speak at length and some were not at ease. They acted as if they were afraid of making errors. That was an indication that trainees were not confident in what they were saying. That could be caused by not having ideas of what to say, or not being able to express themselves due to limited proficiency in English as a Second Language. The trainees also opted to just be listeners and not actively participated in a way that they could give answers or participate in class discussion. They were neither able to support, nor clarify their points. They also overused or repeated some words in their responses. That indicated the state of not being good at the language, and it can have a negative impact on the trainees' academic performance as it is supported by (Mlay 2010). But those who displayed adequate competence at the language were freely expressing themselves when participating in the lessons. They found it easier to participate. This means understanding and being competent in the language contributes much to the confidence of the trainees which may enhance freedom of participation in learning activities, as it is noted that practice makes perfect as it is supported by (Robelle et al 2016).

5. 3 .1. Interview with trainers as participants

Trainers stated that trainees' competence in English are determined by their school's background and exposure to the language (English as a Second Language).It was noted that their exposure to the language at their previous grades or basic education made some trainees to find it difficult in

expressing themselves in English. This is because they have poor language skills and limited number of vocabularies. But those who got the best exposure to the language, confidently express themselves in English. This means someone's proficiency level in English determines their ability to participate, which may enhance best academic performance as alluded to by (Robelle et al 2016, Ekua et al 2015).

The trainees also experienced a lot of spelling problems which in most cases affect their best academic performance, as they end up failing because of wrongly spelt answers, for instance, in English for communication, and HIV and AIDS subjects, but they perform well in Mathematics and technical subjects as compared to other theory subjects. They said that Mathematics and technical subject's English is noted to be easier to understand as it was mentioned by (Komba et al 2012). This means that the academic performance of trainees may be impacted by the poor understanding of vocabulary or expressions used in their subject contents or assessment activities. Thus, it depends on the individual's ability to understand and use the language.

5.3.2. Factors in English as a Second Language that influence trainees' academic performance

The usage of mother tongues affect the trainees academic performance negatively ,as they try to translate some of their vernacular languages' expressions into English, which may not present the same information as it is supposed to be presented in the English Language. This makes the trainees misinterpret information, and results into academic failure, as said by (Komba et al 2012, Robelle et al 2016).

The use of grammar or tenses also affects the trainees' academic performance in theory subjects, as they find it difficult to present their answers correctly and in understandable manner. This was said that their poor command or best command in English as a medium of instruction either makes them perform well or poorly, as it was revealed by (Djihed 2018).

5.3. 3. Relationship between English as a medium of instruction and other subjects

Trainees were noted to have lacked the language's basics which enables them to express themselves clearly and to understand and interpret the questions correctly. This means that if the trainees experiences difficulties in understanding the subject contents or assessment activities due

to poor English skills, then their academic performance can never be good. Trainees need to understand what they are learning for them to be able to comprehend their academic work and perform better, as noted by (Jacob, Olanipekun & Shola 2014).

5.3. 4. How well trainees comprehend their academic work

Trainees' comprehensions of academic work depend on their individuals' effort and understanding of the language of instruction, which can promote better understanding of the content taught, as said by (Jacob, Alexandel & Shola 2013). This enhances better performance to those who are good at the language, as they can be able to provide the required answers to follow the instructions as per assessments, for instance in technical work.

Those trainees who have problems in the language of instructions end up memorizing what is taught which may not promote comprehension of what they are learning. These trainees do not always perform well. This is, for example, if the structure or words they have memorized happen to be changed, they get confused and be unable to provide correct answers, resulting into academic failure, as explained by (Kagwesage 2012).

5.4. ENGLISH AS A SECOND LANGUAGE PARTICIPANTS' ANALYSIS

Trainees experienced poor grammar or language usage which affects their academic performance negatively, as they found it difficult to correctly present the information which was asked. They could not use correct tenses or expressions to present what is asked. They sometimes failed to understand what the assessment questions or instructions expected them to do. That also resulted into poor academic performance as they failed to understand what the questions were asking, as articulated by (Komba et al 2012). This means that the weaker the trainees are at the language of instruction, the poorer they can perform in their academic work. But if they understand or are good at the language of instruction, then they can perform well as they can understand what is being said, asked or anything they are learning, (Jacob, Olanipekun & Shola 2014).

5.5. LESSON OBSERVATION

Some trainees had shown to have a problem of discussing in their mother tongue, especially in technical work (practical). They only used English when talking to the instructor or trainer. This can be a burden to their academic work as they may find it difficult to understand the instructions

and procedures that they may be given to them by the instructors during individual assessments, as supported by Komba 2012, Robelle et al 2016, Ekua et al 2015). When there will be no one to translate to them in their mother tongue. Therefore, facing the assessment activity alone and you struggle to understand English, it may result into poor academic performance.

Trainees also found it difficult to express or participate during lesson discussions. This is mostly caused by their inabilities to present information in English. This means that poor English usage or masterly leads to unsatisfactory academic performance.

5.6. OBSERVATION / DOCUMENT ANALYSIS

The document analysis was done in HIV and AIDS module as well as in the assessment marks for English for communication, HIV and AIDS as well as in Welding and metal fabrication. It is found out that trainees who understood the questions because they are good at English, answered the questions correctly, and in assessment marks, those who performed well in English for communication also did well in other subjects. This provides an understanding that, being good at the language of instruction, enhances best academic performance, as it said by Mathew & Lawrence 2012, Jacob, Olanipekun & Shola 2014).

5.7. SUMMARY OF THE CHAPTER

This research tried to find information of how English as a Second Language influences the trainees' academic performance at Eenhana Vocational Training Centre. To find answers to the study question, the following research questions were used:

- What factors in English influenced trainees' academic performance?
- How did the influence of English as a Second Language and medium of instruction affect other subjects?
- How did trainees comprehend their academic work?

During the collection of data, a sample of 9 trainees doing the same trade (course) and in the same year, as well as 3 of 5 trainers who taught the selected participants were selected and interviewed. Two sets of interview questions were used. One was for trainees and the other one for trainers. The researcher asked the consent of participants to be interviewed and used a voice recorder to record their interviews. After data was collected, it was then analyzed.

The study was strengthened by the Zone of Proximal Development theory and guided by the data collected from the participants that provided information of how English as a Second Language influences trainees academic performance at Eenhana Vocational Training Centre. It was found out that the trainees proficiency level in English as a Second Language determine how they perform. This means that the better the trainees are at English as a medium of instruction, the better they are likely to perform well academically. This is because they can understand what they learn, and they would be able to present correct and well-expressed answers. While if trainees' proficiency at English as a Second Language level is not good, they are likely not to understand what they learn academically, misspell the words, misinterpret information, or wrongly present it as they may not understand perfectly the information given or may find it difficult to get the right diction to be used in their answers, especially in theory subjects.

5.8. RECOMMENTATIONS

For future research, the researcher suggests the study to be done on selected participants based on their Grade 10 or 12 school leaving certificates, considering the grade obtained in English as a Second Language in order to get convincing information of the influences the medium of instruction plays in trainees academic performance. The academic performance of those who graduated at Eenhana Vocational Training Centre can also be used to aid in the analysis and deeper understanding of the English as a Second Language' influence in the trainees' academic performance. The findings of the study are that the academic performance of trainees is highly influenced by their abilities to use the language. This study is therefore recommending a lot to be done at the VTCs and by other educational stakeholders that:

- VTCs should introduce a bridging course for trainees to attend before starting with their main academic courses which will strictly be English
- English as a Second Language learning to be taken seriously in basic education and institutions of higher learning
- Trainees should read a lot and practise English activities to acquire vocabulary and improve their grammar
- All trainers should strictly consider the appropriate usage of the language
- There should be learning spots at the centres where trainees can go to learn and practise English besides just learning it in the lessons

- Lastly, as there is an integration of trainees with different school leaving certificates, the Ministry of Higher Education should also make provisions for improvements of different English Language proficiency.

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APPENDIX 1: INFORMATION OR INTRODUCTION LETTER

Botho University

Botho Education Park, Kgale

P.O. Box 501564

Gaborone, Botswana

Tel: +267 363 5421 /363 5422 /3635446

Fax: +267 391 3187858

This study will explore the influences of English as a Second Language on the trainees' academic performance at Eenhana Vocational Training Centre. The poor performance of students in English is a major concern in most schools, institutions and other centres of learning where English is used as the medium of instruction. Most of the researchers have indicated that. In most cases, students' challenges in academics are due to their linguistic handicap, mostly in grammar and vocabulary. It indicates that those students who have poor level in General English experiences difficulties in reading comprehension (Djihed 2013). Due to globalization and dissolution of national boundaries, educators are trying their best to upgrade the (adapted) English Language for students to cope with their academic work (Kagwesage 2012).

The purpose of this study will be to explore the influences of English as a Second Language on the trainees' academic performance at Eenhana Vocational Training Centre.

Hambeleleni Albertina Nepolo

Researcher student number: 1817488 (Botho University)

NB: NB: For verification please feel free to contact my supervisor: Dr. Ifeoma Eze, contact details: +267 75 279 711 or at her email: ifeoma.eze@bothouniversity.ac.bw

APPENDIX 2: INFORMED CONSENT FORM

Botho University
Botho Education Park, Kgale
P.O. Box501564
Gaborone, Botswana
Tel: +267 363 5421 /363 5422 /3635446
Fax: +267 391 3187858

I hereby testify that the researcher, Ms. Hambeleleni Albertina Nepolo, has informed me of the Nature of this study. I have read and understood that my participation in the study and the interview and is voluntary.

I understand that:

- My identity will remain anonymous during the analysis, processing of data and reporting of the study.
- I am free to withdraw from the study any time if I no longer wish to partake
- My answers to the questions directed to me during the interview will be analyzed for the research
- I will have sufficient opportunity to ask questions

I, declare that I am prepared to participate in the study.

Participant's name..... (please print)

Date:

Name of witness..... (please print)

Date:

I, Ms. Nepolo Hambeleleni Albertina, hereby confirm that the participant has been fully informed of the nature of the study and what is expected of him or her during data collection.

Researcher's name:

Researcher's signature:

Date:

Nepolo Hambeleleni Albertina

Researcher student number: 1817488 (Botho University)

NB: For verification please feel free to contact my supervisor: Dr. Ifeoma Eze, contact details: +267 75 279 711 or at her email: ifeoma.eze@bothouniversity.ac.bw

APPENDIX 3

DATA TOOLS FOR INTERVIEW

INTERVIEW QUESTIONS FOR THE RESEARCH ON THE INFLUENCES OF ENGLISH AS A SECOND LANGUAGE ON THE TRAINEES' ACADEMIC PERFORMANCE AT EENHANA VOCATIONAL TRAINING CENTRE

TRAINEES' QUESTIONS

1. In which year are you?

2. What trade are you doing?

3. How do you describe your competency in English as a medium of instruction?

4. What factors in English influences trainees' academic performance?

- What challenges do you experience in English as a medium of instructions across all your subjects?
- During instruction or other learning activities, how do you think English enables or prevents you from performing your best in your academic work?

5. What relationships do English as a Second Language and medium of instruction has with other subjects?

- What influence do you think English as a language of instruction has on your academic performance?
- Why do you think it is necessary to know English as a Second Language?

6. How do trainees comprehend their academic work?

- How do you comprehend your academic work?
- How does English as a medium of instruction contribute to your academic performance?

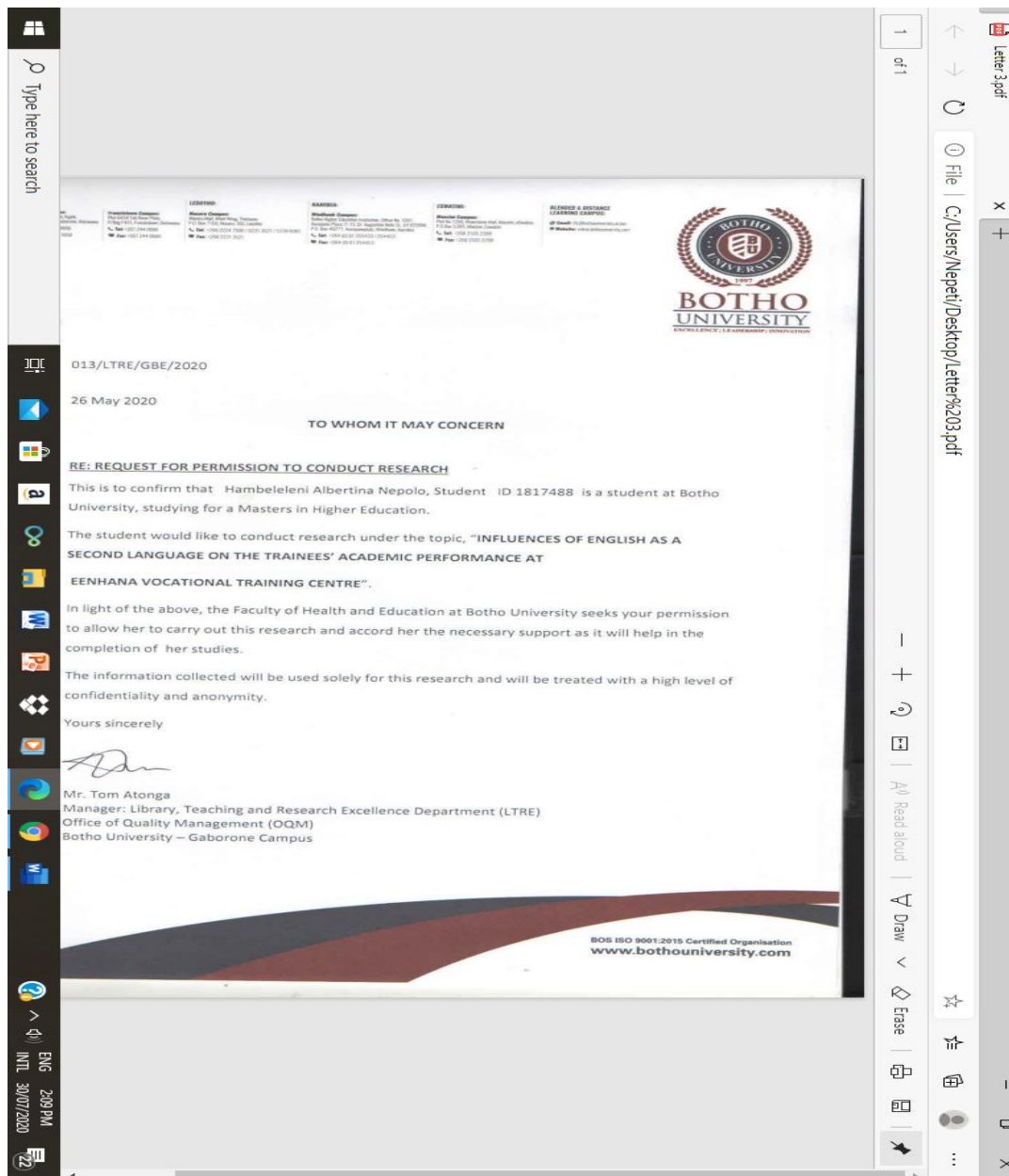
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APPENDIX: 4

INTERVIEW QUESTIONS FOR TRAINERS

1. What subject and level do you teach?
2. How are the trainees' competences at the language?
3. What factors in English influences the trainees' academic performance?
4. In which area of English have you noticed that affect the academic performance of trainees?
5. What relationship do you think English as a medium of instruction has on other subjects?
6. Why do you think it is necessary for trainees to pass English for them to be admitted in Vocational Training Centres?
7. How well do trainees comprehend their academic work?

APPENDIX:5. PERMISSION LETTER



APPENDIX 6: Letter from the researcher seeking for permission from the Centre Manager of Eenhana Vocational Training Centre in Ohangwena Region

7th May 2020

Enquiry: H. A. Nepolo

Cell: 0812600520

Email: hanepolo@gmail.com

To: The Centre Manager

Eenhana Vocational Training Centre

Dear Mr. Ndipwashimwe

Permission to conduct educational research in Ohangwena Region at Eenhana Vocational Training Centre

I am Hambeleleni Albertina Nepolo, a virtual Master of Education in Higher Education student at Botho University, I would like to ask your esteem office to grant me permission to conduct a research in Ohangwena Region at Eenhana Vocational Training Centre, as part of the requirements for my master dissertation. The study will be conducted as from the 11th May to 30th June 2020 during my last study semester.

The study aims at exploring the Influences of English as a Second Language on the trainees' academic performance at Eenhana Vocational Training Centre. The information that will be collected will be treated confidentiality and anonymity in terms of the participants, and it will also be used by the educational stakeholders who may be interested to understand the influences of English as a medium of instruction or second Language on the trainees. The topic under study is approved by my supervisor, Dr. Eze Ifeoma who can be reached at her mobile number +267 75 279 711 or at her email: ifeoma.eze@bothouniversity.ac.bw

Studies have already been conducted on how English as a Second Language influences the academic performances of students, but this study would like to find out how English as a medium of instruction influences the trainees' academic performance, as the Vocational Training Centres admit trainees who have completed or achieved different levels (grade 10 and 12, while some trainees are admitted based on the benefits set by the ministry. these are the marginalized and vulnerable people).

Your humble understanding and consideration in this regard will be highly appreciated.

Yours' sincerely

...H.A. Nepolo.....

Hambeleleni Albertina Nepolo

APPENDIX: 7. ACCEPTANCE LETTER

EVTC

EENHANA VOCATIONAL TRAINING CENTRE
P.O. Box 13434 Eenhana, Tel: +264 65 263600, Fax 264 65263871
info@evtc.edu.na, Paulus Hamutenya Street, Plot No 503

NAMIBIA TRAINING AUTHORITY

Enquiries: Mr. Albina Uusiku
Tel: 065-263600
E-mails: auusiku@evtc.edu.na

16 June 2020

Mrs Hambeleleni. A. Nepolo
Student ID: 1817488
Cell: 0812600520
Email: hanepolo@gmail.com

Dear Mrs Nepolo,

PERMISSION TO CONDUCT RESEARCH

The purpose of this letter is to inform you that we have permitted you to conduct the research titled **"INFLUENCES OF ENGLISH AS A SECOND LANGUAGE ON THE TRAINEES' ACADEMIC PERFORMANCE"** at Eenhana Vocational Training Centre. This also serves as an assurance that this institution has policies that emphasize the protection of trainees' rights and will ensure that these policies are followed in the conduct of this research

Should you have any queries, please contact Mr Albina Uusiku.

I hope, this offer will merit your favourable consideration.

Yours faithfully,

Isak T Ndiwashimwe
Isak T Ndiwashimwe
Centre Manager

Office of The Centre Manager
2020 -06- 16
P.O. Box 13434 Eenhana
Paulus Hamutenya Street
Tel: 065-263600 Fax: 065-263871
Email: info@evtc.edu.na

All Official correspondence should be addressed to the Centre Manager

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