STUDENTS' ATTITUDES TOWARDS USING ENGLISH AS LANGUAGE OF INSTRUCTION IN BOTSWANA SCHOOLS: EVIDENCE FROM A SCHOOL IN KWENENG DISTRICT, BOTSWANA

Nanayaa Moyo-Baffour
Kweneng International Secondary School
jazinaz@yahoo.com

Mary A. Onyewadume
maryadeolaonyewadum@gmail.com

Abstract

Literature indicates that plurilinguism is ubiquitous in African countries and influences academic performance hence more research exploring this phenomena was imperative. This study used concurrent nested research design to explore the phenomenon of plurilinguism. The study involved systematic random sampling of 120 Form five students to examine students' attitudes towards the Botswana Language in Education policy. Questionnaire and focus group were used for data collection. Percentage analysis indicated most participants had a positive attitude towards the Botswana language of instruction policy; t-test analysis indicated no significant difference in the attitude scores of Triple Science participants (M=3.617, SD=. 315) and Double Science participants (M=3.55, SD=.3 82); t (105) =0.957, p=0.213. Themes obtained via content analysis of qualitative data affirmed participants had positive attitude. Monitoring of teachers' adherence to policy expectations and extensive research on code switching were recommended.

Introduction

Most African countries inclusive of Botswana are experiencing plurilingualism and its concomitants (Batibo, 2006). Batibo expatiated that the complexity of plurilingualism seems visible in African countries; they have a variety of linguistic models. Some like Botswana are quadriglossia. Furthermore, only three African countries have accorded indigenous languages the same status they accorded English language: Namibia, South Africa and recently Zimbabwe. In this regard, 26 Namibian local languages, 11 South African languages and all Zimbabwean indigenous languages have been accorded the status of official language and language of instruction.

Justifying Botswana's quadriglossia, Batibo (2006) asserted that similar to most ex-British colonies, Botswana's quadriglossia status began at independence. At the time, it was necessary to prove the country's sovereignty, to unite different indigenous communities and to indicate development by proving its modernity. Elucidating, Batibo claimed that, in accordance with being quadriglossia, in Botswana, the first order status language is English language; it is also the language of instruction. The second order is Setswana, the national language; it has educational function. Next in status are languages spoken in a vast area like a lingua franca, such as Ikalanga. The least in status are the languages spoken by minorities such as Afrikaans in Kgalahadi. The languages with the least status have the localized function of being used for cultural discourses.

An apparent influence of plurilinguism on Botswana's linguistic environment is that in spite of implementing quadriglossia from independence, the Revised National Policy on Education of Botswana indicates that Botswana does not have a national language policy (Republic of Botswana, 1994). Expanding this claim, Nyati-Ramahobo, 2004 (as cited in UNICEF, 2016), noted that at independence, the Botswana language policy was solely implicit, teachers did not have adequate English language teaching skills therefore Setswana was used to teach the lower classes (primaries 1 to 5); English was used as the language of instruction beginning from primary six Batibo (2005) also noted that prior to independence, Setswana was used as the language of instruction from primary 1 up to primary 4; English was added on to Setswana as language of instruction. As such, both languages were used from primary 5 up to tertiary level English language. Thus, at Botswana's independence in 1966, the Botswana language policy was similar to that of some other African countries; such as Tanzania and Uganda.

Explicating the nature of the language of instruction policy after independence, Nyati-Ramahobo (2004) noted that, in order to enhance head start English language in Botswana, the use of any language other than English as the language of instruction from primary 3 up to tertiary education level was banned, whereas Setswana was thenceforth used as the language of instruction from primary 1 and 2; and Setswana was taught as a school subject from primary 1 level of education upwards. Thus as the language of instruction in English language as a school subject, and the language of instruction for other subjects in Botswana schools, English language gained dominance among other subjects in the Botswana curriculum.

Statement of the Problem

Similar to the experience of some other African countries who are plurilinguistic, there is an on-going debate about the best timing to introduce English language as language of instruction; to learners in Botswana. The argument was that from childhood, learners could speak Setswana, Botswana's national language (e.g., learners in Kweneng district where this study was conducted are native speakers of Setswana), other learners could speak some other mother tongues (e. g., Shekari, Nama Simbokhusu, Sesobeye, Shieyeyi). These mother tongues are not English, (Botswana's official language). Therefore, at school age (e.g., age six years) learners assume studies with their mother tongue; policy makers are then challenged about knowing the best time to introduce the prospective learner to English language. The ripples of this challenge apparently reverberate when students experience academic performance challenges. Of recent, recurrent poor academic performance has been a challenge stake holders of education in Botswana are making efforts to unravel it behooves researchers to explore the dynamics of plurilinguism on academic performance issues.

More so, earlier linguistic studies conducted in Botswana (Batibo, 2006; Odotei, 1991, as cited in Batibo, 2006), indicated that learners' attitudes towards their linguistic environment influenced their academic performance. Odotei had compared academic performance at the Botswana Primary School Leaving Certificate Examination, for pupils living in Setswana as mother tongue linguistic area of Botswana (e.g., Molepolole in Kweneng district) with their counterparts who were living in a non- Setswana linguistic area (e.g.; Ghanzi). He concluded that the pupils from the Setswana linguistic area performed better in the examination, than their counterparts.

In Batibo's (2006) comparative study of Botswana and Tanzania linguistic environments, Batibo investigated the impact of attitudes towards academic performance. However, unlike Odotei's

study that used children as samples (Odotei 1991, as cited in Batibo 2006), Batibo used Form five adolescent learners as the study sample. He confirmed Odotei's postulation that linguistic environment influences attitudes towards the use of a language, predicted that attitudes towards a language would influence academic performance; and suggested more research should be conducted to illuminate attitude, linguistic environment and academic performance phenomena. This suggestion seemed a cue for research that could underscore the current trend of poor academic performance in the Botswana Government Certificate Secondary Examination (BGCSE). More so, efforts to find pragmatic solutions to the poor academic performance trend has engendered an on-going controversy.

Incidentally, there is scarcity of literature to illuminate the debate. In particular, research examining if students' attitude towards using English as the language of instruction embeds students' academic performance, is scarce. In sequel, attitudinal linguistic literature using Botswana's BGSCE students as samples; is therefore scarce. Comparative linguistic attitudinal studies that use BGCSE students as samples is sparse; as well. Yet the outcomes of such research outcomes may indicate how difference in the BGCSE curriculum trajectories could influence linguistic attitudes and academic performance dynamics. For example, unlike the Triple Science students whose syllabus is more numeric than verbal, the Double Science students are required to proficiently use English language to express their learned subject outcomes. These students could feel more pressured than the Triple Science students whose subjects require less verbal proficiency, and more numerical proficiency. The amount of perceived pressure could motivate different attitudes in them. No study has compared the attitudes of the two categories of students towards English language as a language of instruction.

The most relevant research on attitudes to English language at secondary school, is Chimbganda and Mokgwathi's (2012) study which stipulates that code switching is common in some Botswana secondary school classrooms; teachers and students engage in code switching from English to Setswana. Although attitude is implicit in this study, the study did not specifically address the attitude of secondary school learners towards the use of English as a language of instruction. A few other seemingly relevant studies (Mphale & Mhlauli, 2010; Moswela (2014), focused on factors influencing students' academic performance. Although these studies alluded to attitude as well, they did not directly examine students' attitudes towards English, as language of instruction.

Based on these findings, knowledge gap is apparent, regarding the attitudes of students towards the use of English as a language of instruction in Botswana schools. It is expedient that this gap be addressed. The need for an empirical study, focusing on students' attitudes towards the Botswana language policy; seems apparent.

Study Aims

This study has two aims. The first aim is to examine the research participants' attitudes towards Botswana's Language-in-Education Policy for senior secondary school education. The second aim is to compare the Double Science students' attitude towards Botswana's Language -in Education Policy with that of the Triple Science students.

Research Questions

To attain these aims the following two research questions were asked:

1) What are students' attitudes towards the use of English language as Language of instruction?

2) How different are the Triple Science Students and Double Science Students, on attitudes towards the use of English language, as language of instruction?

To better understand the second research question, the following hypotheses were tested at .05 Alpha level:
H0: There is no significant difference between Double Science students and Triple Science students in their attitudes towards English as language of instruction.
H1: There is a significant difference between Double Science students and Triple Science students in their attitudes towards English as language of instruction.

Theoretical Framework

This study is anchored on the ideological amalgamation of ABC Model of attitude (ABC Model of attitude, 2018), with classical conditioning and operant conditioning learning theories. Therefore, this study's theoretical framework is underpinned by the ideologies that behaviour is rooted in attitude; attitude formation occurs by conditioning and by reinforcement. Consequently, the paper is informed by the belief that students' attitudes towards the Botswana language of instruction policy should be identified per adventure the attitude could underscore students' recent poor academic performance behavioral pattern.

Accordingly, this study was based on the postulate that attitude has three components: Affect, Behaviour and Cognition. Affect is the A component of the ABC of models of attitude; it refers to the feeling of the learner about English as the language of instruction in Botswana senior secondary schools. In the study, the term *like* denoted affective component of attitude. (e.g., I *like* studying, I *like* speaking English). Affect was further elicited in antonyms of *like* (e.g., *embarrassed,* I am *embarrassed* speaking English; worry, speaking English w*orries* me). The B component of the model refers to behaviour. In this study, behaviour refers to participants' communication; it was elicited by the extent participants agreed or disagreed with statements on behaviors towards English. Examples are *speaking, writing, studying* (reading) in English language. The C component of the model refers to cognition. In this study, cognition refers to the thinking of the individual about the use of English. For example, *English builds good relationships; English is important etc.*

This study is also informed by the classical learning theory postulate that when cognition (thinking), affect (feeling [e.g., happy, embarrassed, etc.]), and behaviour such as studying English; first occur, the occurrence is as an ordinary event. However, if subsequently the behaviour's occurrence has a visible pattern and the pattern lingers, conditioning occurs. Against this postulate, this study investigated if students have been negatively or positively conditioned by having an already formed attitude towards English as language of instruction. This quest is against the backdrop that for at least five years of primary school and about five years of secondary school, the students have learnt the curriculum and written a series of assignments, tests and examinations in English language. Furthermore, at the juncture of conducting the study, the Final public examination was imminent therefore, the expectation was that over the years they have formed a positive or a negative attitude (i. e., they have been conditioned) towards English language as language of instruction.

The study is also informed by operant conditioning ideology that behaviors followed by positive consequences (reinforcers) have a high probability to re- occur. In this study, it is assumed that over the years of exposure to learning and writing in English, if positive consequences followed using the English language, students would have a positive attitude towards the Botswana language of instruction policy. An example is that they would like to write their examinations in English language.

Literature Review

Several studies (e.g., Abidin, Pour-Mohammadi & Alzwari, 2012; Bani-Khaled, 2014; Eshghinejad, 2016; Sarfo, 2012; Tella, Indoshi & Othuon, 2010 & Telli, 2014), previously undertaken in different parts of the world, apparently affirm Allport's (1935) notion (as cited in Pratknis, Breckler & Greenwald, 2014), that attitude is crucial. These researchers claimed that attitudes could influence learning.

The studies conducted in Africa socio-linguistic settings such as Sarfo's (2012) study, in which Ghanaian students were samples, and Telli's (2014) study, in which Tanzanian students were samples, proved a comparative curriculum platform that demonstrated that apart from Botswana, there were other countries in different parts of Africa, that similar to Botswana, accord English language the statuses of official language and language of instruction; from early primary right through to tertiary institution. Similar to Batswana students, Telli's Tanzanian students were second language speakers of English language; mandated to communicate their ideas orally and in writing in English language. The comparability of the Ghanaian and Tanzanian studies seemed to demonstrate that more studies involving plurilinguistic communities in Africa might be necessary.

A few studies (e.g., Huttner, Dalton-Puffer, & Smit, 2013; Makewa, Role, & Tujuta, 2014; Sarfo, 2012; Tella et al. 2010), affirm the literature that attitude has; three components: Affective, Behavioural and Cognitive. Tella et al. (2010) and Sarfo (2012), focused on the influence of the affective domain of attitude on the behavioural component of attitude. Furthermore, Huttner, Dalton-Puffer and Smit (2013), Makewa, Role, and Tujuta (2014) addressed the influence of the cognitive domain of attitude, on the behavioural domain of attitude. Tella et al. claimed that the affective attitude is the highest cause of students' poor performance (e.g., speaking or reading [behavioural component of attitude]). Again, Sarfo (2012) focused only on the affect component of attitude, and reported that the students had additive bilingual philosophy by being interested in using their native language for communicating at home in addition to using it for communicating for utilitarian reasons (e.g., for job advancements and social mobility).Moreover, Huttnern et al. (2013), explored the influence of cognitive component of attitude on academic performance and claimed that academic behaviors (that which demonstrates a behavioural attitude component) are derived from thinking (cognitive attitude component). Harmonizing with operant conditioning perspective of attitude formation, Huttnern et al. asserted that students who think it is good to accord English language the language of instruction status may be happy that it is the language of instruction, therefore they may like to write their examination in English language.

Introducing curriculum trajectory dimension to discourses on attitudes, Abidin, Pour-Mohammadi and Alzwari' s (2012) study provided insight about the relationship between curriculum trajectories and attitudes towards the use of English as a language of instruction. They studied students' attitudes towards English in secondary schools in Libya; by randomly selecting 180 secondary school students from three different areas of study: Basic Sciences, Life Sciences and Social Sciences. They measured the students' attitudes with Students Attitude Towards English Questionnaire (SATEQ). Furthermore, they examined the relationship between demographic information specialization, and attitudes towards English language. Findings indicated that there were significant differences among the sampled participants in terms of gender, and field of study but not year of study. Moreover, the findings indicated that students who studied Social Sciences had a more positive attitude towards English than those that studied Life Sciences. The Social Sciences students also had more positive attitude towards English than Basic Sciences students. Abidin et al. (2012) therefore posited that curriculum content influenced attitudes towards English. Already, Botswana's

education system recognized students have different aptitudes that should determine their career trajectories. Taking a cue from the reviewed literature, it seems expedient to empirically establish if attitudes of students in the different Botswana education system trajectories such as Triple Science, and Double Science trajectories which the Form five students take; differ.

In sum, the studies reviewed were conducted with appropriate quantitative and qualitative research approaches. They used appropriate data collection methods in form of questionnaires and interviews. However, none of them used mixed methods research design. The different researchers also indicated interests in different geographical sites. However, none of them indicated that they deliberately chose a particular geographical area of study, because the inhabitants were inclined to having a positive attitude towards speaking English language.

Methodology

Research Design

Concurrent Nested Design was used as the research design and typical sampling case study was used as the research approach. The study had two phases: A quantitative survey segment, followed by a focus group discussion segment. The focus group strategy made one-shot collection of participants' resolution of nuances and differences in their perspectives possible (Aurini, Heath & Howells, 2016).

The research site constituted a typical case study (Aurini, Heath & Howells, 2016), because the school constituted the only senior secondary school located in Setswana native speakers' geographic linguistic zone, for implementing the Botswana instruction language policy; at senior secondary school level. This typical case sampling research approach, allowed the collection of quantitative and qualitative data, corroboration of the findings within a single study, enhanced understanding of the context of a small geographical area; and understanding of the case of limited number of individuals (Creswell, 2014).

Research Sample

At the survey site, using systematic random sampling with replacement, 120 Form five students were selected (60 Triple Science and 60 Double Science students). Systematic random sampling technique was used to select an adequate sample size (Jacobs, 2014), of 120 adolescent students, from the population of the 850 Form 5 students; enrolled at the only senior secondary school in a village in one of the districts of Botswana. The students had been exposed to English as the language of instruction; for at least five years of secondary school education.

Sampling Procedures

Systematic random sampling technique with replacement was used to select the study sample. The process involved using zero as the starting integer, and then using an interval of 10 to select every tenth student from the list of form 5 students in the school. The selected 10th sampled student was administered the Informed Consent Form to read. If they agreed to participate in the study, they were sampled; if otherwise, sampling was done with replacement; until 120 students were selected. In addition, homogenous sampling technique was used to select samples for the focus groups. As such, after the 120 students had filled the questionnaires, 50 students who indicated interest to participate in the focus group were divided into Triple Science and Double Science groups. From each of these groups, 12 students were randomly selected (24 Focus group members: Group 1 =12 Triple Science Students; Group 2=12 Double Science Students).

Study Instruments

The Students Attitude Towards Learning Questionnaire and a Focus group interview guide, constituted the research instruments. The questionnaire was adopted from Abidin, Pour-Mohammadi, and Alzwari's (2012) study. It had three attitudinal components (i.e., behavioral, cognitive, and affective) whose overall Cronbach reliability coefficient was 0.878. The interview guide had three structured, open -ended questions aimed at eliciting attitudes towards the use of English.as language of instruction; from the Focus group members. The content validity of the Focus group interview instrument was established by a counselling expert and by the University of Botswana Institutional Review Board (1RB).

Data Collection Procedure

Through the University of Botswana IRB, the research permit was obtained from the then Ministry of Education IRB, following which the permission of the School Head was obtained. The students were verbally informed about the nature of the research, including the information that they could choose to participate in the two segments of the study, or choose to participate in the survey only. In addition, they were informed that only 24 students (12 Triple Science Students and 12 Double Science Students) would be selected to participate in the focus group discussion; those interested in participating in the focus group should wait behind after filling the questionnaire.

The 120 sampled participants were individually administered the Informed Consent Form to fill. After filling the form, the individual was administered the attitude to English Questionnaire. After filling and submitting the questionnaire, homogenous sampling was used to constitute 12 Triple Science students into a focus group and constitute 12 Double Science Students into another Focus group.

The focus group discussions were conducted in September in 2016; in the Guidance and Counselling Common room. The room was well lighted, well ventilated and the seats were comfortable because they were cushioned. Each Focus group session lasted about 35 minutes. In each Focus group, the Focus group facilitator reiterated the study aim, assured group members confidentiality, obtained members' informed consent verbally, led the group members to establish rapport and established the group ground rules. Then the facilitator read out each interview question. In a round (by giving each participant the opportunity to speak), at least four responses were obtained; some were additive responses others were new. If there were no further responses, the second question was asked responses obtained. This procedure was used to elicit data for the third question. After the session, the Focus Group Facilitator thanked the students.

Data Analysis

SPSS version 24 percentage analysis was used to obtain participants' attitude towards English language as language of instruction. In addition, t-Test of independent sample means was used to establish if there was a significant difference between Double Science students and Triple Science students on attitudes towards the use of English language as Language of Instruction. Afterwards, the qualitative data on attitudes towards English language as Language of instruction; which were obtained from the focus group, were subjected to content analysis.

Results

The results are presented in two segments. First, the quantitative results; second the qualitative one. These results are presented as follows:

a) Quantitative Results:

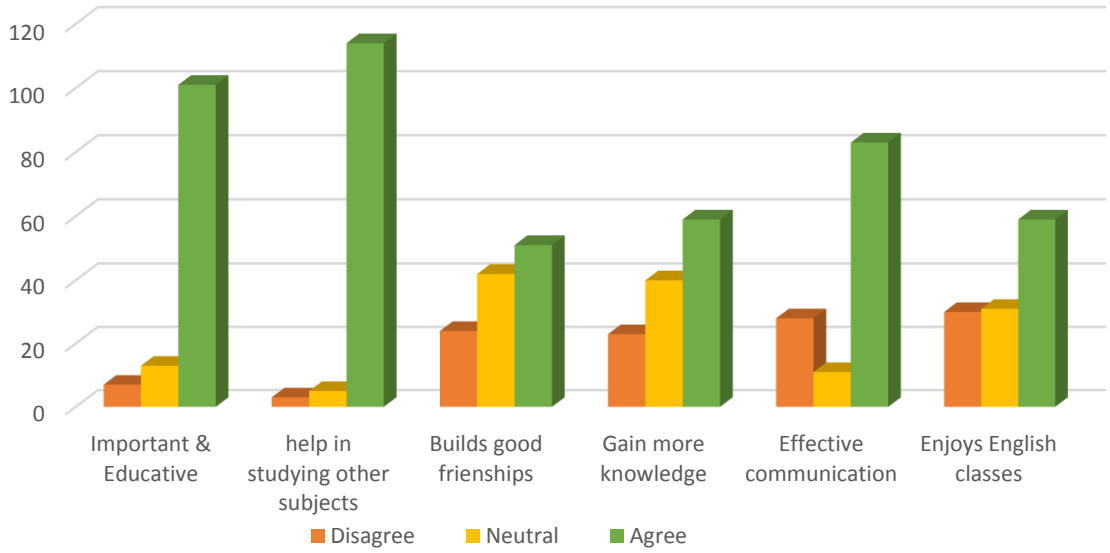
Figures 1 and 2 indicate the responses of the students to the questionnaire statements that addressed the first research question: What are students' attitudes towards the use of English language as Language of instruction?

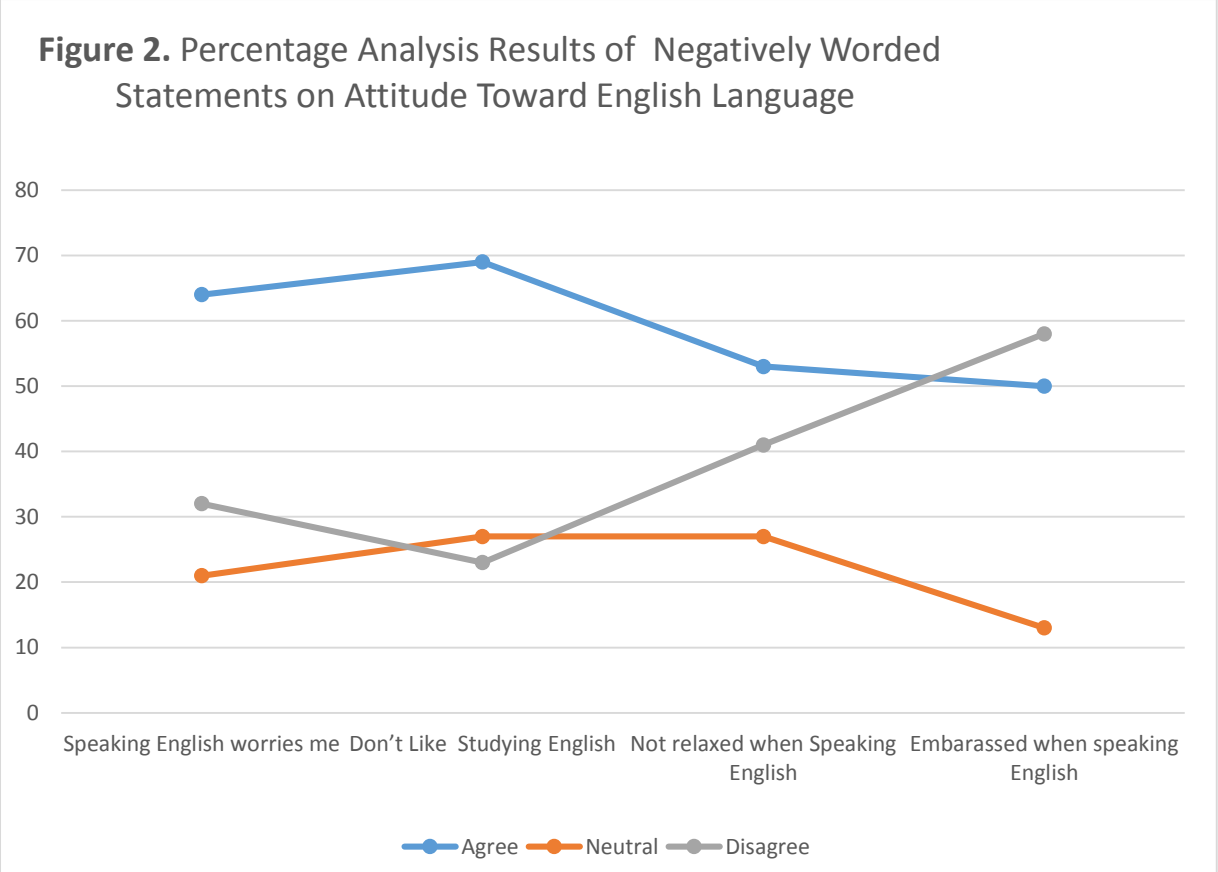
As indicated in Figure 1, the participants' responses to the three questions, indicated that the majority of the participants had positive attitude towards English being Botswana's language of instruction. Eighty-three percent (83%) agreed that English language enhanced their education, 95 % agreed that being good at English would help students study other subjects and 42% (majority of those who responded to the questionnaire statement, others were either neutral or disagreed with the statement), claimed English could help students build social relationships.

Note: Figure 1: Students' attitudes towards English language; elicited by positively worded statements on the questionnaire.

As showed in Figure 2, participants' responses to statements that could enhance English language proficiency skills indicated that 51% claimed they did not enjoy doing English language class activities , 55% claimed speaking English was worrisome, 58% did not like studying English, 44% claimed they were not relaxed when speaking English and 52% claimed they felt embarrassed when speaking it.

Figure 1. Percentage Analysis Results of Positively Worded Statements on Students' Attitudes Towards English Language





Note: Figure 2: Students' attitudes towards English language; elicited by negatively worded statements on the questionnaire.

In sum, the results in Tables 1 and 2 indicated that majority of the participants had a positive attitude towards English as language of instruction, but some participants were uncomfortable when engaged in English language proficiency enhancing activities: Doing English language class room activities, speaking, writing, and studying English language.

To enhance understanding, the second research question was constituted into research hypotheses, which were tested at .05 level of significance:

H0: There is no significant difference between Double Science students and Triple Science students in their attitudes towards English as a language of instruction.

H1: There is a significant difference between Double Science students and Triple Science students in their attitudes towards English as language of instruction.

Table1 displays the descriptive statistics of the two groups of participants; Table 2 indicates the t-test for independent sample means analysis that the quantitative data was further subjected to:

Table 1

Descriptive Statistics of Students' Attitudes Towards English by Subject Specialisation

	Specialisation	N	Mean	Std. Deviation	Std. Error Mean
Attitudes	Triple Sciences	35	3.6174	.31460	.05318
	Double Sciences	72	3.5461	.38173	.04499

Table 2

t-Test of Triple Science and Double Science Students' Attitudes Towards English as Language of Instruction

		Levene's Test for Equality of Variances					
		F	Sig.	T	Df	Mean Difference	Std. Error Difference
Attitude	Equal variances assumed	1.570	.213	.957	105	.07126	.07446
	Equal variances not assumed			1.023	80.368	.07126	.06965

Table 2 indicates that there was no significant difference in the attitudes towards English as language of instruction scores for Triple Sciences Students (M=3.617, SD= .315), and those of Double Science Students (M=3.55, SD =.382), t (105) =0.957, p=0.213. The p value was greater than 0.05. Therefore, there was no significant difference between the two groups of subject specializations. Consequently, the null hypothesis was not rejected. This result suggests that the subject specialization of the students (triple science or double science), did not influence their attitude towards English as language of instruction. The result indicated that when English Language was used to teach the subject menu of triple science participants (who had three subjects that required numerical aptitude) and when English was used to teach the subject menu of double science participants (whose subject combination required more verbal aptitude) the attitude of these different categories of participants towards English Language as language of instruction were similar.

b) Qualitative Results:

The qualitative results induced by subjecting the focus group data to content analysis, indicated that most Focus group participants had positive attitude towards the use of English as language of instruction; however, Triple Science more than the Double Science group members had strong negative attitude towards code switching from English to Setswana. Five themes were induced:

1) English is Socio-culturally Integrative:

The following statements indicated English language improves cultural intelligence: English is a universal language, an international language, understood worldwide, it is useful; to communicate with people from other countries.

2) English Language is Instrumental

The following Focus group interviewee statements showed English language enhances knowledge: Students' knowledge can easily be transferred than by using other languages. English language would assist students to apply gained knowledge in other classes.

3 Different Attitudes Towards Code Switching During Classroom Learning:

Some Double Science Focus group members preferred code switching from English language to Setswana: "*English, I don't get the questions right. I need a little bit of mother tongue on the questions so that I can understand." (*A Double Science student's justification for preferring code switching). In contrast however, some Triple Science and some Double Science students expressed dissatisfaction about teachers' use of code switching. They claimed the teachers may think it was a good teaching strategy but it was not really necessary to do so. They claimed that questions were asked in English language, therefore it was unfair to code-switch.

Majority of the Triple Science students were particularly against codeswitching than the Double Science students: *"Just imagine learning about the brain, we have the noun cerebrum, what is it in Setswana?"*(A Triple science female student). This statement was used to justify the argument that English solely has science terminologies therefore English only should be used as language of instruction. Demonstrating extreme positive attitude for the use of English a Triple Science male student said:"*Setswana is more complicated, for example, when writing the Setswana tests, the instructions are in English while contents are in Setswana. We understand instructions in English. But if it was in Setswana we wouldn't understand what is needed and what we are supposed to do."*

These statement suggests a very strong attitude towards the use of English language as language of instruction.

"*Setswana is more complicated, for example when writing the Setswana tests, the instructions are in English while contents are in Setswana. We understand instructions in English. But if it was in Setswana we wouldn't understand what is needed and what we are supposed to do."(*Another Triple Science male student). This statement suggests a very strong attitude towards the use of English language as language of instruction.

"Just imagine learning about the brain, we have the noun cerebrum, what is it in Setswana?"(A Triple science female student). This statement was used as justification against using any language apart from English, to explain science terminologies. Adding on to this argument, another Triple science female said:

> "*Setswana is more complicated, for example, when writing the Setswana tests, the instructions are in English while contents are in Setswana. We understand instructions in English. But if it was in Setswana we wouldn't understand what is needed and what we are supposed to do."*

4) Bilingualism is Preferable for Outside Classroom Learning Communication

The Focus group participants preferred to use both English and Setswana as a means of communication outside the classroom; at study time.

5) Perceived Low English Language Proficiency

Most Double Science focus group participants self-rated their English language proficiency 7-8 on 10 marks maximum obtainable grade. They had English writing competency challenges such as punctuation, vocabulary and spellings. Triple Science participants rated their English language speaking and writing proficiency from five to zero (5 -0). They claimed their examinations required numerical, more than verbal aptitude; writing in English was more challenging than speaking in English because writing required adherence to rules of grammar.

Discussion

In the main, the quantitative results, and the themes obtained across the focus groups indicated that the participants of this study have a positive attitude toward the Botswana Language-in- Education-Policy; the participants' subject combination notwithstanding. The finding that participants of this study had positive attitude toward the policy is consistent with previous literature (Abdin, 2012; Eshghinejad, 2016), whose subjects were similarly students, second language learners of English, who had positive attitude towards learning the English language. Moreover, that in the main, there was no difference in the attitude of the two subject combination trajectories, coheres with Abdin's (2012) finding that no significant difference existed between the participants from different subject combinations.

It is however interesting to note that although there was no significant difference in between the groups, yet the mean scores indicated there was a slight difference between them, the difference was only insignificant. The Mean scores of the Triple Science students' Mean score was higher than their counterpart. These results indicated these participants have been conditioned positively towards the Botswana Language- Education Policy; moreover the Triple Science students' attitude was more positive than the attitude of the Double Science students. This Focus group induced themes proved this difference more distinctly. The two groups agreed on four of the focus group themes whereas they differed slightly about the fifth theme. The fifth theme was belief about code switching from English to Setswana. The Triple Science participants were vehemently against bilingualism in the classroom although they communicated in English and Setswana after school hours. In contrast, the Double Science class believed in code switching from English to Setswana, in class and after school hours.

According to these results, the participants have been exposed to the policy and they are conditioned positively to it. As indicated in Figure 1, majority of them were aware of its integrative significance. Their positive attitude was encouraging because it suggested that the language has prospects in terms of Botswana's agendum of being recognized as a country with global relevance (Batibo, 2006). These participants would be Botswana's future work force. They would drive the machinery of Botswana's development and they would help Botswana to prove its mettle in the global community.

However, Botswana's prospect regarding this policy may be marred by the fewer participants who indicated negative affective, such as *feeling embarrassed when speaking English*; *not liking English Language classroom activities.* These experiences should be far away from Botswana schools. This assertion is because Botswana Qualifications Authority ensured that only professional English Language teachers were deployed to schools. The policy planner's expected teachers to empower the participants with English Language skills. Such skills should have negatively reinforced such participants, thereby enhance their English Language proficiency. In turn such negative affect would be unheard of.

Mokgwathi and Webbs (2013) found code switching was a common phenomenon in some Botswana classrooms; code switching increased classroom participation, some teachers and students code-switch English language and Setswana. This study finding seemed to Mokgwathi and Webb's finding . It seemed code switching was deviced as a teaching strategy to reduce students' negative affect. Rather than code switch, its seemed more expedient to heed Batibo's (2006) suggestion. He had explained that linguistic issues are complex; to unravel them, extensive research should be conducted. Based on this view, more research focusing on these results seem necessary.

The Triple Science participants' justification for advocating that English language was the science register therefore only English language should be used as language of instruction contradicted Mokgwathi and Webb's (2013) conclusion that because teachers and students alike non-native speakers of English code switching the two languages seemed inevitable. However, Mokgwathi and Webb's observation that code switching constituted a gap between policy planning and policy implementation aligned with these participant's argument. Thus it seemed teachers who believe in code switching reinforced participants' code switching behavior:

"…I also have a problem (of understanding concepts), sometimes when they (teachers) *explain in English, I don't get the questions right. I need a little bit of mother tongue on the questions so that I can understand." "…I also have a problem (of understanding concepts), sometimes when they* (teachers) *explain in English, I don't get the questions right. I need a little bit of mother tongue on the questions so that I can understand." (A Double Science participant that believed in code switching).*

Opposing this view, a girl said: *"Most of the time we use our mother tongue…yeaahhh it is not mmmmhhh, they may think it is (necessary) it is not really necessary to do so. When we do write tests, we write in English and it is not fair."*(Another participant who was averse to code switching) Some Triple Science students also indicated they would not want to be taught in Setswana because Setswana language does not have the appropriate vocabulary to explain science terminology: "*…just imagine learning about the brain, we have the noun cerebrum, what is it in Setswana?"* Another Triple Science student boy said:

"*Setswana is more complicated, e.g., when writing the Setswana tests, the instructions are in English while (whereas) contents are in Setswana. We understand instructions in English. But if it was in Setswana we wouldn't understand what is needed and what we are supposed to do."*

Juxtaposing these perspectives proved that some students were in support of code switching, others were against it. This scenario is worrisome considering the finding that code switching stunts students' English Language proficiency (Mokgwathi &Webb, 2013). In apparent perception of the negative impact of code switching, the Focus group members advocated for adherence to using only English, as the language of instruction. A participant said:

Speaking is not a problem, when it comes to writing, the problem is writing English. English is governed by many things when it comes to writing, many rules, tenses, vocabulary, and punctuation. Those are the things that will bring down academic performance. In terms of other subject like science it is not a problem…. they just look for key points, if they are there you get it right.''(A Triple Science Student focus group participant).

This advocacy for code switching implicitly indicates code switching was the solution to low English Language proficiency. Whereas the antagonists implicitly perceived the need for empowering the participants with English Language writing skills. These opposing views tend to present an impasse.

Mokgwathi and Webb's (2013) indicated that codeswitching stunts English Language proficiency growth. Batibo's (2006) study and Odotei's (1991, as cited in Batibo 2006) study, proved that linguistic environment influenced academic performance. The impasse needs to be resolved in favour of participants' English Language proficiency growth. It is apparent that teachers should strategize to enhance participants' English Language proficiency skills. The Double Science participants in particular; because they take more verbal aptitude courses than the Triple science participants; the inclination towards code switching seemed an implicit call for empowerment.

As the pivot of the English Language classroom implementer of the Language –in – Education –Policy, teachers are the fulcrum of the empowerment. They should provide activities that reinforce especially the Double Science participants to enhance their proficiency. Teachers could conduct especially action research, to unravel how best to empower participants. Counsellors in schools could be behavior modification agents. They could cognitively restructure teachers and the participants who believed code switching was the solution to English Language deficits. They could teach teachers reinforcement techniques thereby improve teachers' use of these teaching techniques.

In order to reduce the gap between policy expectation and policy implementation, policy planners should monitor English language teachers policy implementation strategies; to ensure they adhere to policy expectations. In particular, they should ensure.

Conclusion

The quantitative results of this study reveal that the majority of the students had a positive attitude towards the use of English language, as language of instruction; in spite of the participants' subject combination. The Focus group elicited themes confirmed this result. Moreover, the Focus group interviewee statements made the quantitative results more distinct.

The Triple Science participants were vehemently against code switching English and Setswana; whereas some Double Science students approved of code switching. This result apparently explained the finding that though the Triple Science participants had a higher Mean positive attitude to English as language of instruction score than the Double Science participants. How the Language-in-Education Policy could be more effectively implemented at this research site seem imperative. Negative attitude deters mastery of a second language (Tella, Indoshi, & Othuo, 2010). Therefore the findings of this study have implications for teachers, counselors, education policy makers and the study participants themselves. Research to identify participants' perceived English Language proficiency empowering activities seemed necessary. The participants should be henceforth engaged in activities that could enhance their English Language proficiency.

References

ABC Model of Attitude (2018). ABC model of attitude: Affect, behavior and cognition. Retrieved from https://study.com/academy/lesson/the-abc-model-of-attitudes-affect-behavior-cognition.html

Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian Social Science, 8*(2), 119-134. Retrieved from https://pdfs.semanticscholar.org/16f0/9055f4243f2ece59d0b270f746467dc547c8.pdf

Allport, G.W. (1935). *Attitudes*. Retrieved from http://web.comhem.se/u52239948/08/allport35.pdf

Al-Nofaie, H. (2010). The attitudes of teachers and students towards using Arabic in EFL classrooms in Saudi public schools: A case study. *Novistas Research on Youth and Language -Royal, 4*(1), 64-95.

Aurini, J. D., Heath, M., & Howells, S. (2016). *The how to of qualitative research*. New York: Sage Publications.

Bani-Khaled, T. A. A. D. (2014). The role of English as perceived by students of applied English at the University of Jordan. *European Scientific Journal, 10*(5), 400-420.

Batibo, H. M. (2006). Marginalization and empowerment. In M. Puetz, J. Fishman, & Van Aertselan (Eds.), *Along the Route to Power: Implications of the empowerment through Language (*pp. 261-284). ISBN 9-78-3-11-0185-99-7.

Chimbganda, A. B. & Mokgwathi, T. S. (2012). Code–switching in Botswana's ESL classrooms: A paradox of linguistic policy in education. *International Journal of English Lingistics, 2*(2), 21-32. Retrieved from http://www.ccsenet.org/journal/index.php/ijel/article/view/16050

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches.* London: Sage Publications.

Eshghinejad, S. (2016). EFL students' attitudes towards learning English language: The case study of Kashan University students. *Cogent Education 3*(1), 1-13. Retrieved from http://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1236434

Huttner, J., Dalton-Puffer, C., & Smit, U. (2013). The power of beliefs: Lay theories and their influence on the implementation of CLIL programmes. *International Journal of Bilingual Education and Bilingualism. 16*(3), 267-284. Retrieved from: http://www.tandfonline.com/doi/abs/10.1080/13670050.2013.777385

Jacob, R. M. (2018). Educational research : Sampling a population. Retrieved from https://www.researchgate.net/file.PostFileLoader.html?id...assetKey

Mokgwathi, T., & Webb, V. (2013). The educational effects of code-switching in the classroom – benefits and setbacks: A case of selected senior secondary schools in Botswana. *Studies in the Languages of Africa, Nanayaa Moyo-Baffour and Mary A.Onyewadume 44*(3), 108-125. https://www.tandfonline.com/doi/abs/10.1080/10228195.2013.839734

Moswela, B. (2014). Students' academic achievement: Whose responsibility and accountability? *International Journal of Business and Social Science, 5*(10), 46-57.

Mphale, L. M., & Mhlauli, M. B. (2014). An investigation on students' academic performance for junior secondary schools in Botswana. *European Journal of Educational Research, 3*(3), 111-127. Retrieved from http://www.eu-jer.com/an-investigation-on-students-academic-performance-for-junior-secondary-schools-in-botswana

Prophet, B., & Badede, N. (2009). Language and student performance in Junior secondary science examinations: The case of second language learners in Botswana. *International Journal of Science & Mathematics Education.* Retrieved from https://link.springer.com/article/10.1007/s10763-006-9058-3

Republic of Botswana (1994). *Revised National Policy on Education.* Gaborone: Government Printers.

Sarfo, E. (2012). Ghananian university students' attitudes towards the English. *International Review of Social Science and Humanities, 4*(1), 86-99. Retrieved from http://irssh.com/yahoo_site_admin/assets/docs/9_IRSSH-365-V4N1.321102221.pdf

Telli, G. (2014). The language of instruction issue in Tanzania: Pertinenet detrmining factorss and pereceptions of education stakeholders. *Journal of Languages and Culture, 5*(1), 9-16. Retrieved from http://www.academicjournals.org/article/article1397036301_Telli.pdf

Thomas, G. (2009). How to do your research project. London: Sage Publications.

Unicef (2016). Language and learning-Botswana . Retrieved from : https://www.unicef.org/esaro/UNICEF(2016)LanguageandLearning-Botswana.pdf

Vision 2016. (2010). Vision 2016: Towards prosperity for all. Gaborone: Government of Botswana. Retrieved from http://www.paris21.org/sites/default/files/3144.pdf

Wamalwa, E., Adika, S., & Kevogo, A. (2013). Multilingual and language attitudes: Students' perceptions towards Kiswahili in Mtwara region of Tanzania. *Research on Humanities and Social Science, 3*(12), 53-65.

Wang, C., Kim, D.-H., Bong, M., & Ahn, H. (2013). Examining measurement properties of an English self-efficacy scale for English language learners in Korea. *International Journal of Education Research, 59*, 24-34.

Wenden, A. L. (1987). *Learner strategies in language learning*. NJ: Prentice Hall.