

**The cultural influence on animal colours in English descriptive essay
writing at Lesotho General Certificate of Secondary Education**

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ABSTRACT

The study aimed at investigating the cultural influence on animal colours in English descriptive essay writing at Lesotho General Certificate of Secondary Education in order to establish any cultural relations or diversifications between Sesotho and English animal colours. To achieve this purpose, the study was guided by Opponent Process Theory of colours (OPT) developed by Wilson in 1949 and Attribution Theory of Success and Failure (ATSF) by Weiner 1972. OPT helped the researcher to group colours as they were used by both learners and their English Language teachers while ATSF helped to unpack the reasons behind such use or failure to use certain colours as per the pairings provided by OPT. Informed by an interpretive paradigm, the study employed a sequential mixed method of quanti-QUAL. The data was collected from a sample drawn from Form E learners and their English Language teachers at LGCSE using essay writing and focus group interviews for learners as well as individual interviews for teachers. Learners wrote an essay under the supervision of their English Language teachers and the researcher to ensure trustworthiness of the findings. The essay was written to assist the researcher identify how learners use and pair animal colours in English descriptive essay writing and investigate any cultural influence behind such use. The findings for this study revealed that most learners (75% of the sampled essays) preferred black and white for their favourite animals. 2% preferred blue/yellow colour pair while 0% used red/green colour pair. 23% of the sampled essays preferred other colours not provided in the theory. The study revealed that choice and pairing of animal colours at LGCSE is culturally influenced by linguistic relativity, linguistic arbitrariness, lexical variations and social practices and beliefs. On this note, the study proposed team teaching, consistent teacher workshops on animal colours, regular visits by experts on animal colours and zoo visiting by LGCSE learners and their English Language teachers.

DECLARATION OF ORIGINALITY

I affirm herewith, that this thesis is my own work. I have referenced in accordance with the faculty requirements in both the text and references, be it from a printed source, internet or any other source. All data and findings for this thesis have not been fabricated or embellished. This work has not been previously or concurrently used for any other course or exam purpose and has not been published elsewhere. I understand that any false claim in relation to this work may result in disciplinary action in conformity with the university regulations. I also confirm that my work may be electronically checked for plagiarism through the use of plagiarism detection software and stored for subsequent comparison.

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LIST OF ABBREVIATIONS

ATSF	Attribution Theory of Success and Failure
OPT	Opponent Process Theory of colours
ESL	English as a Second Language
MOET	Ministry of Education and Training
JC	Junior Certificate
LGCSE	Lesotho General Certificate of Secondary Education
ECOL	Examinations Council of Lesotho
DUT	Durban University of Technology
LOLT	Language of Learning and Teaching
L1	First language
L2	Second language

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CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This chapter intends to outline and discuss the background and context of the study, the statement of the problem, motivation and rationale of the study, research questions, aim and objectives, significance of the study, trustworthiness, ethical considerations, organization of the study and then provide a summative perspective of the chapter.

1.1 BACKGROUND AND CONTEXT OF THE STUDY

After the colonial subordination, a number of anthropological linguists in South America, Asia and Africa became uncomfortable with the way language was used and understood by societies. They claimed that it was separated from the societal way of life (American Anthropological Association 2008: 332). According to Benrabah (2013: 3) different countries then started developing language policies contrary to those developed by their colonial masters. This practice resulted from a number of studies that suggested that language should be used as an important tool of the communal life of the people (Duranti and Goodwin 2000: 3). Gill (2013: 53) provides a description of the efforts taken by Malaysian Government to build the national identity through its language policy. Gill (2013: 54) further illustrates that Malaysia declared Bahasa Malaysia as the official language and the only medium of instruction. In the similar way, the Indian government also noted the medium of instruction as a vital tool for building the Indian nation (Azam and Chin 2011: 28). In their study, Azam and Chin (2011: 28) point out that there was consensus that instead of English, Indian languages should be used in education, law and administration due to the unfavourable impacts it had on the indigenous people. They, however, report that this failed due to lack of commitment by the Indian government. King and Benson (2003) on the other hand, studied the influence of a foreign language on the education system of Ecuador and Bolivia. Their study reflects that the education policies in Ecuador and Bolivia were suffering the

strong influence of the colonizer's language used as official language. This was claimed to be a challenge to the second speakers of the coloniser's language. Subsequently, languages which were initially marginalized were then declared the official languages.

African countries were also subjected to the European rule and English, French, Spanish and Portuguese were used as official languages (Azam and Chin 2011: 28). Studies like Benrabah (2013) on attitudes, conflicts and language policies in Algeria over the period from 1930 to 2012 called for a critical review on language policies in African colonies. Musau (2004: 7) and Babaci-Wilhite (2016: 17) assert that the studies resulted into new language policies in African countries where native languages were then used in government business and education. Weinstein (1990: 10) among others, mentions that Wolof was then raised to a national and official language of Senegal. The other recent example is where the Republic of South Africa (RSA) raised nine African languages to official status (Orman 2008: 26). It is Orman's (2008: 26) assertion that the champions of officialisation of African languages declared that they aimed at breaking the cultural and economic dependence on the former colonial powers. Orman (2008: 27) further points out that the language policies were also meant to promote all official languages into mediums of all official communication in government, administration and education in order to ease communication. This language situation is suggestive that anthropological linguists became aware that communicating in a foreign language can be challenging to its second speakers.

Since the attainment of independence, Lesotho granted Sesotho and English a status of the official languages of the country (Kamwangamala 2013: 2). This may impose some challenges as Kormas (2017: 1) affirms that learners' culture can have an influence in the learning of the second language. Learners at LGCSE are therefore, no exemptions to this claim. They may face challenges in learning any concept in a foreign language which may call for more investigations on the cultural influence on different aspects of language. It is, therefore, essential to investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE. This comes as a result of unsatisfactory performance of English descriptive essay writing at LGCSE in which

animal colours sometimes form part (ECOL 2017: 2). Miller (2011: 359) emphasises that language and culture are highly intertwined.

1.1.1 Language

Language is a social phenomenon that reflects the society which uses it. It is a system of communication by signs, gestures, written or spoken words used by the people of a particular country or area. A number of authors including Moravcsik (2013: x), Aitchison (2000: 4), Barber (2000: 299), Berwick and Chomsky (2016: 89) as well as Komska, Moyd and Gramling (2018: 4) concur that language is a system that allows people to communicate about anything whatsoever, be it present, absent or even non-existent. It might, therefore, be impossible to communicate without language. Language is a tool for communication. Barber (2000: 2) further adds that, "It is a great machine-tool which makes human culture possible". Thus, language is used to pass culture from one generation to the other. Risager (2006: 13) and Mayes (2013: 1) conclude that language is the major means in which people conduct their lives. Language is, therefore, interconnected to culture in different ways. There is no message that can be transmitted without the use of language. However, American Anthropological Association (2008: 332) claims that a non-native speaker of any language faces some challenges in using such language outside its cultural setting. Schmalzer (2007: xx) names this language situation a cultural mismatch and concludes that it results to a number of challenges in learning. This may suggest that culture emanates from human interaction while interaction is purely a form of communication. This ideology continues to confirm a strong relationship between language and culture. Based on this understanding, it is suggestive that describing animal colours outside their cultural setting can be challenging to some people including learners.

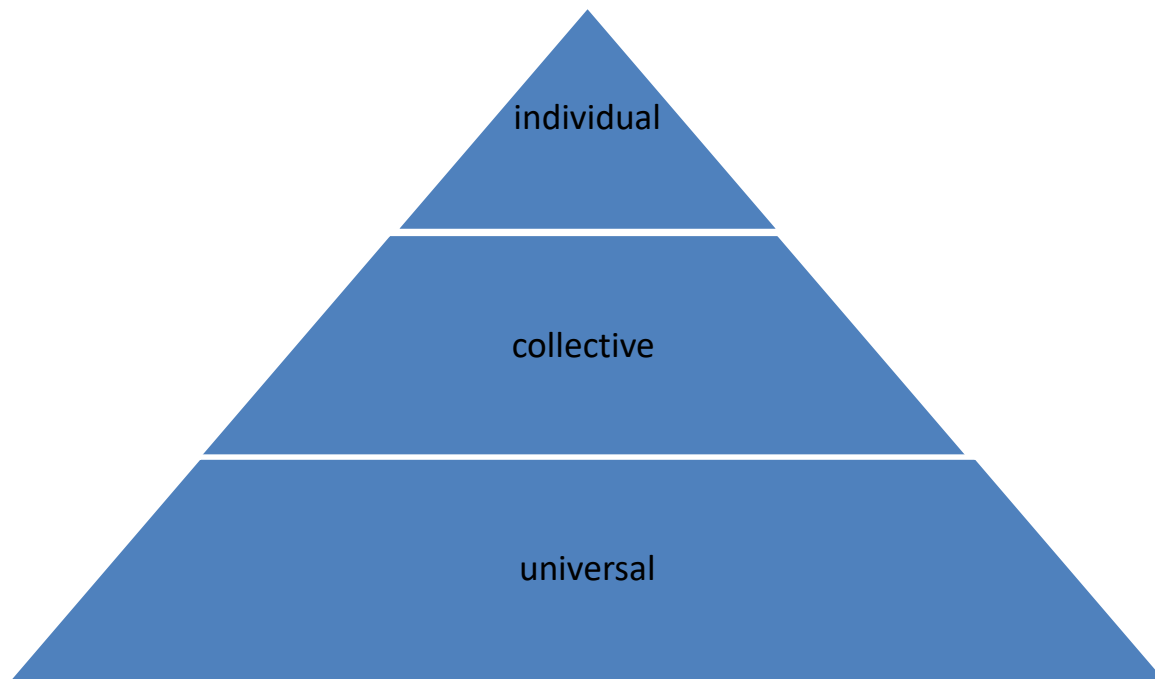
1.1.2 Culture

Culture can be defined as the way people live. That is, what they eat, wear, speak and celebrate. It is about where we come from and is passed from one generation to the other (Kalman 2009: 4). This justifies the conclusion that culture is the total way of life

for people. In support of this conclusion, Burke (2008: 135) comments that today people refer to everything as culture, so much that, it is difficult to say what does not count as culture. However, Alpers (2003: 148) and Takacs (2014: 66) argue that there is an assortment of scholars and social anthropologists who hold different perceptions about culture. Salzmann (2018: 3) maintains that culture consists of some aspects which are expressly meant to satisfy man's vital needs while Meyer (2015: 1) enhances that it sets a range and within that range each individual makes a choice. Meyer's (2015: 1) philosophical understanding of culture is in line with Hinds, Motz and Nelson (2006: 19) understanding that, it is always in progress and never achieved. Hull (2006: 239) as well as Murdocca, Glasbeek and Brock (2014: 50) maintain that some scholars adopt a positivist approach towards culture and this positivist approach cannot, however, do much to humanity. Positivists believe in the scientific evidence, such as experiments in order to reveal the truth about nature (Hull 2006: 239). This is to say that they believe in what they can see or do. This means that they define culture on the basis of what is observable. Jenkins (2006: 1) suggests two types of culture which are participatory and convergent culture. He indicates that convergence culture maps a territory where the old and the new ways of life intersect while Dahlgren (2015: 5) and Wang (2018: 1) point out that culture must imply some form of participation attained through the media of art, literature, education, religion, commerce and international relations. Anderson (2019: 21) supports that culture builds societal moral standards. Dahlgren (2015: 5) and Wang (2018: 1) further suggest that culture must also bring about the process of unification in the midst of diversity in a society. It should again motivate the society to attain the ideal moral perfection.

Dahlgren (2015: 5) supports that cultures differ. He provides an example of a western culture which is marked by intellectualism and materialism as well as an Indian culture manifested by spiritual and non-physical in nature. Davis, National Research Board and Transportation Research Board (2003: 97) as well as Powell and Smiley (2016: 185) complement that culture changes, it is never always the same. In an attempt to understand how culture operates, Hofstede (2001: 7) provides the diagram in Figure 1.0 below to show how societies can programme culture.

Figure 1.0: Societal programming of culture



Hofsted (2001: 7) describes that, “The individual level of human programming denotes that no two people are programmed exactly alike”. This is an implication that different people may perceive culture differently as it can portray itself in various ways including the values, symbols and rituals. LGCSE learners may, therefore, interpret one animal colour differently due to diverse cultural orientations. Sweeney (2016: 68) and Hofsted (2001: 7) concur that the second part indicates the collective programming. This infers that people can collectively hold communal understanding of what culture can be but individual personalities may always be seen or practised. From the last section, Hofsted (2001: 7) in collaboration with Nakata (2009:3) and Patrice (2019: 3) indicate that there are sometimes shared behaviours that are universal in societies. They further claim that these behaviours are sometimes common in a society, which indicates that the society can hold mutual understanding of culture. Thus, culture occupies an important position in human society. According to Dugen (2014: 17) there are number of things that make each culture unique. For example, language, tradition, beliefs, animals, plants and colours. This suggests that the way people describe and use animal colours

is clued to their culture and it entirely depends on how they use their language. One can further assume that because languages differ from one nation to the other, colours are also likely to differ from country to country.

1.1.3 Colour

According to Aristotle (2013: 73) colour refers to human interpretation of light. This suggests that colour is the pigmentation one sees from an object. Casaponsa and Athanasopoulos (2018: 3) insist that various languages and cultural groups distinctively shape the colour spectrum. Avison (2014: 30) defines colour spectrum as the distribution of colours as the sun rays reflect on the object. For example, Casaponsa and Athanasopoulos (2018: 3) assert that, “Dani used in Papua New Guinea and Bassa which is spoken in Liberia and Sierra Leone, have only two colour expressions which are dark and light while Warpiri people in Australia’s North territory do not have any expression for the word colour”. This highlights that countries may perceive colours differently which points to a challenge to learners who learn colours in a foreign language. Moore (2017: 34) and Jones (2017: 83) submit that a number of cultures including Ancient Greek do not also have the word colour. This indicates that not every culture talks about the term colour. Moore (2017: 35) purports that blue as a colour in English is very recent and adds that Himba tribe in Namibia have no colour blue. For them, blue is a variant of green. This is suggestive that colour is relative. It can be differently described by societies which proposes that learners are likely to experience challenges in learning animal colours in a foreign language. It is Kalman’s (2009: 9) approval that the way societies or nations view colour may also change with time. This implies that people from the same cultural group may view the same colour differently over a range of time. Kalman (2009: 9) reports that colour changes due to environment and mood. He further comments that, “Greek speakers who have two vital colour expressions to define light and dark blue ‘ghalazio’ and ‘ble’ are more likely to perceive the two colours as the same after living for some time in the United Kingdom where the two colours are perceived as blue”. This can be assumed to result from a prolonged exposure to English speaking surroundings. They may start to interpret the two colours

as part of the same colour. This emphasises that one language can influence the other as spelt out by Mayer (2015: 67). This situation results to colour description as a continual pedagogical challenge imposing some challenges to learners as they learn and use colours in a foreign language.

Marques (2017: 41) states that colours are the first adjectives that children pick. He concludes that, “red is ‘rouge’ in French, green is ‘verde’ in Spanish and ‘blau’ in Germany”. This, however, becomes easier to countries that have such colours and becomes challenging to those that do not have them. Lesotho is not an exception in this case, colours that do not exist in Lesotho may appear challenging to learners and their teachers. This points out that LGCSE learners may find it challenging to learn and use words for a certain colour that does not exist in Lesotho. Adetson (2005: 15) postulates that children who grow up speaking a language with fewer colour-names find it more challenging to cope with colours. To prove this affirmation, he conducted a research study within English children and children in Semiotic Namibian tribes. In his study, English children familiar with the rainbow of colours in the Crayola 64 pack coped better with the descriptions of colours. This points to possible relationships between colour and culture.

1.1.4 Colour and Culture

Bortoli and Maroto (2008: 4) declare that a single colour can have several interpretations in different cultures. They report that in Asia, “Orange is a positive, spiritual and life-affirming colour while in the USA, it is seen as a colour of road hazards, traffic delays and fast food restaurants”. This ideology continues to emphasise that animal colours are likely to differ in different cultures. This claim can, therefore, suggest that some LGCSE learners are liable of experiencing challenges in describing animal colours in English-a foreign language. Benjamin (2013: 46) comments that this practice results from linguistic relativity hypothesis. He defines linguistic relativity hypothesis as a situation in which one’s language controls and confines what the person can learn. This is an indication that LGCSE learners may not know all animal colours in English. They may only know those used in their native language as there can be similarities and

diversifications between the two languages. Benjamin (2013: 46) emphasises that this language barrier can affect peoples' understanding of colours as some colours can only be expressed in certain languages. Button (2002: 230) and McAuliffe (2015: 57) ascertain that, "Shona used in Zimbabwe and Boas spoken in Liberia have no words to differentiate red from orange". This is to say that people in Zimbabwe and Liberia may fail to perceive red and orange due to language limitations. This situation can be suggestive that some learners may find describing certain colours in a foreign language challenging and LGCSE learners may not be immune to such situations.

Besides culture, Mpya (2007: 20) argues that environment can also dictate how colours are classified. This is an indication that learners from different cultural environments may classify colours differently. This was proved by Green (2005) in his study where college students in Japan, Republic of China, South Korea and USA were to match colours. The study revealed that respondents in one country matched colours differently from those in other countries. Bonnardel (2018: 1) further adds that colours can also be viewed differently between males and females. This claim became evident in Richardson's (2018) study on identification of light and dark colours between men and women. He found out that women could easily distinguish light colours than men. It can, therefore, be indicative that women and men are sometimes exposed to different environments which in turn affect them differently. As a result, LGCSE learners may not be exceptions to these situations as Mpya (2007: 20) comments that even different languages can make learners perceive colours differently.

1.1.5 Colour and Language

English speakers may sometimes describe and use colours differently from Sesotho speakers. This results from the fact that even people who speak the same language may not perceive colours in the same way as emphasized Warren (2006: 1). Colour is a personal interpretation of light (Hofsted 2001: 7). According to Casaponsa and Athanasopoulos (2018: 3) some people fail to identify differences in colours and he refers to this kind of people as colour blind. Scientists claim that colour blindness is a result of deficiency or absence of the cells in the retina that are sensitive to high levels

of light (Marshall, Baraas and Kremers 2016: 237). Chan, Goh and Tan (2014: 13) add that there are people with colour vision deficiency or blindness and they maintain that this kind of people can see yellow even when it is not there. It can, therefore, be noted that colour description may not always be perceived as a universal phenomenon.

Sesotho as a language is unique from other languages. It has Northern Orthography spoken in the Republic of South Africa (RSA) and a Southern Orthography spoken in Lesotho. In Northern Orthography, a separate colour lexicon is used, containing terms which are used exclusively as colour lexis to describe not only the colours, but also the colour patterning found among domestic animals (Taljid, 2015: 1). Taljid further affirms that in Northern Orthography, colour lexicon is a native knowledge system which is clearly declining, mostly due to non-linguistic factors, but simultaneously, its incapability to be extended to the description of other objects. He emphasizes that it is generally acknowledged by linguists and anthropologists alike that Northern Orthography has its own closed sub lexicon which contains terms believed to be exclusively used as colour terms for animals. This suggests that some colours in both Northern and Southern Orthography are restricted to animals. Animal colour is the pigment one sees on the animal skin. Aristotle (2013: 73) reports that, "It is a human interpretation of light on the animal". This implies that it is the colour or patches of colours seen on the animal skin. Cheshire (2010: 21) comments that different cultures can interpret animal colours distinctively. To justify this, Oosthuizen (1996: 3) adds that animal colours can be viewed differently by varied societies. He claims that in IsiZulu, animal colours are not valued in isolation but rather in accordance with the importance of the animal within the cultural, economic and biological life of the Zulu people. This is suggestive that Zulu people do not just name animal colours but assign meaning and value to such colours. It is again indicative that different cultures can name and use animal colours differently. For instance, in English, animal colours are derived from the three types of colours namely; primary, secondary and tertiary colours while Sesotho uses its own closed animal colour lexicon (Cheshire 2010: 22). Reasonably, it can be argued that it is challenging to describe Sesotho animal colours in English due to the diversifications that may exist between the same animal colour in both Sesotho and English. To

validate this, Elder (2017: 1) and Taljid (2015: 2) complement that animal colours are themselves typically difficult to describe because of their changing nature. LGCSE learners are, therefore, not immune to this challenge especially when they have to use English as the foreign language.

1.1.6 The place of English Language in Lesotho

Today, English is spoken and used as a medium of teaching and learning in a number of countries in the world. According to Wallwork (2016: 48) English Language is estimated to be spoken by over one billion people from all over the world. Sharifian (2009: 13) advances that it is an international language. It is in former British colony countries such as India, the Philippines, and Ghana where the language undertakes the role of a second language and a medium of instruction in education (Munduku, Nyawara and Kosgey 2017: 21). Lesotho, as a former British protectorate, has also adopted English as the second official language (Laitin 1977: 9). This is endorsed in the Language Bill of Lesotho which states:

‘The official languages of Lesotho shall be Sesotho and English and, accordingly, no instruction shall be invalid by reason only that it is expressed or conducted in one of those languages (USA International Business Publications 2009: 11).

The language situation in Lesotho imposes challenges particularly to ESL learners. Yong, Mei and Chee (2015: 102), Web, Beach and Thein (2003: 3), Clifford (2013: 7) and Mani (2019: 11) approve that this becomes more challenging in English essay writing. Munduku, Nyawara and Kosgey (2017: 21) contend that ESL secondary school learners in countries such as Nigeria and Ghana, do not perform essay writing well. They add that this happens to secondary schools which take learners from lower primary schools where the foundation is not well laid. Lesotho uses English as a medium of instruction throughout all levels of education except in grades one, two and three (Ministry of Education and Training (MOET) 2009: vii). It is further revealed by Khati and Khati (2009: 11) that English is given an added advantage of being a passing subject. This is evident at Junior Certificate (JC) level where learners who fail English

Language do not pass the JC examinations (ECOL 2016: 3). Essay writing forms part of learners' assessment at this level.

MOET (2016: 97) indicates that at the completion of the seven years of primary education, learners should have acquired communicative skills of listening, speaking, reading and writing in English. MOET further stipulates that the aim of teaching English is to learn and use the language. Learners at primary schools are taught, among others, how to write an essay in English (MOET 2016: 98).

The four basic skills of language are further emphasized at Junior Certificate (JC) (ECOL 2001: 8). ECOL continues to pinpoint that, among other aims, it aims at developing English Language skills to address topical issues of national and international interests and to develop confidence and communicative competence in the use of English Language. Learners learn how to construct sentences at word level as well as developing paragraphs. They write narrative, argumentative and descriptive essay writing where they are sometimes expected to describe animal colours (ECOL 2001: 9).

At Lesotho General Certificate of Secondary Education (LGCSE), English is no longer a passing subject. That is, it does not determine how a learner passes. Every subject is independent (ECOL 2018: 4). Regardless of this situation, tertiary institutions continue to regard English Language as a requirement for admission. This implies that learners at LGCSE need to work hard to attain a good grade in English Language where descriptive essay writing forms part of such assessment. For example, a learner is expected to have a credit pass in English at LGCSE in order to qualify for a graduate program at the National University of Lesotho (NUL 2014: 17). At this level, English Language (0175) comprises of Paper 1 and Paper 2. Paper 1 contains two sections of Creative Writing and Directed Writing. Each section carries 30 marks and together they contribute 50 % which is added to 50 % from Paper 2 to determine the learners' final mark in English Language (MOET 2016: 2). According to MOET (2016: 2) English Language (0175) Paper 1 requires that, "Learners develop ideas coherently at word

level, sentence level and at whole text level. They need to use accurate spelling, punctuation and grammar and lastly communicate creatively using a varied range of vocabulary, sentence structures and linguistic devices". This is where learners write down an essay of two to two and half pages. They choose a topic from a variety of five topics on narrative, descriptive and argumentative and informative essay (ECOL 2016: 2). Learners are here expected to narrate a story, argue their points or describe people, places, animals or events. In descriptive essay writing, they are expected to use language descriptively in order to paint a vivid mental picture of what transpired in the story, argument or event. This is where they are sometimes faced with situations where they need to describe animal colours. Failure to describe colours vividly may lead to wrong impression in the reader's mind. Mutikiri (2016: 307) suggests that for any description, the writer must appeal to a sense of sight. The writer must, therefore, ensure that the reader understands and can draw a mental picture of what is described. It is, therefore, important to ensure that English as a subject is well taught, especially the skills of writing. Writing skills need to be more emphasised because it is where learner's ability is assessed.

Although English essay writing is taught and examined from Primary School Leaving Examination (PSLE), it is still a challenge to LGCSE learners. This is endorsed by ECOL (2015: 2) which reveals that learners' essays at LGCSE are not satisfactory especially on descriptive topics. Empirical studies have been conducted in different countries to find out how students can be helped to perform essay writing satisfactorily. For example, WeiZhu (2001) and Hirose (2003) conducted their qualitative studies on the difficulties brought up by the use of second language in essay writing in Canada and Japan by university and high school students, respectively. The studies discovered poor introductions, inability to vary sentence structures, inadequate vocabulary as well as ungrammatical sentences as the main sources for unsatisfactory performance in English essay writing. Anthony and Zulkifli (2013) also conducted a qualitative study on the use of prepositions of time 'on' and 'at' in essays of Form D and Form E Malaysian secondary learners. The study reflected that some learners confuse the use of the two prepositions. In his qualitative study conducted in Australia, Sara (2017) points out that

though English essay writing is a common type of university assessment, a number of students still find it challenging to produce the desired outcomes. To address this, Jangarun et al. (2016) carried out a study on the differences and similarities in the use of discourse connectors on essays of American undergraduate students. This qualitative study was meant to show the importance of conjunctions in English essay writing. From the findings of their study, it was discovered that some students fail to use discourse connectors correctly in their essays. Amandla and Christine (2017) also investigated a related qualitative study on the use of evidence to support and develop descriptions from high schools to the universities in Spain, all in the name of addressing the challenges learners face in the teaching and learning of English descriptive essay writing. The study revealed among others, poor language proficiency as the main finding. This suggests that learners sometimes fail to meet the examiner's expectations due to poor language proficiency.

As the problem of poor English essay writing escalated, another qualitative study on learners' abilities and problems in essay writing at different levels of education in Karawang in Indonesia was conducted by Wigati (2006) in order to establish problems faced by Indonesian learners. The results reflected that Indonesian learners' academic descriptive essays are still not satisfactory. Furthermore, Ferris (2003) conducted an empirical investigation on the influence of mother tongue on the use of second language where he found out that L1 (Mother tongue) has a direct impact on L2 (second language) in Californian State University. Among other researchers that looked into different causes of unsatisfactory performance in English essay writing is Chew and Mulkeen (2005) who looked into the impact of unqualified primary and high school teachers teaching in the rural areas in Malawi, Mozambique, Tanzania, Uganda and Lesotho. Their study reflected that unqualified teachers have a direct impact on the unsatisfactory performance of English essay writing. This may infer that if teachers are not capable of teaching animal colours in English descriptive essay writing, the learners' requisite abilities may be compromised.

To further address the problem, Moji (2014) investigated on how the cohesive devices are used in English essay writing in Lesotho. She used a qualitative case study of three high schools in Berea district. Her study revealed that learners' essays are not cohesive enough due to learners' failure to use cohesive devices correctly. Mpoi (2014) also conducted her study on the factors that influence learners to commit errors in English Language acquisition in Lesotho. In her qualitative study, she showed causes of errors in spelling, its impacts and importance on the learners' essays. Still as an attempt to address unsatisfactory performance of English essay writing, Lebona (2019) investigated the impact of wrong tense shift in English essay writing of Form E learners in three selected high schools in Maseru, Lesotho. His qualitative study revealed that some Form E learners wrongly shift from one tense to the other and this negatively impacts on their performance of English essay writing. Most of the studies conducted both nationally and internationally, appear to focus on the mechanics of English Language. From the existing literature, the researcher fails to see any study that looked into the cultural influence in English essay writing at LGCSE though language and culture seem to be highly interlinked. It is, therefore, important to investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE in order to establish its impact on learners' performance in English Language.

1.2 STATEMENT OF THE PROBLEM

A statement of the problem is defined as what is being investigated (Lunenburg and Irby 2008: 17). This is suggestive that there might be no study without a problem to investigate. A number of research studies have, therefore, investigated various language aspects or problems in ESL countries relating to English essay writing. The studies revealed that some ESL learners find it challenging to write English essays. The studies were conducted in order to find out how different aspects of language could relate to poor performance of English essay writing with animal colours inclusive. Regardless of all efforts to find out why such learners fail to perform well in English essay writing, to date, English descriptive essay writing in which animal colours sometimes form part, still appears challenging to ESL learners. This is endorsed by ECOL (2017: 2) and ECOL (2018: 2) reports which disclose that ESL learners at

LGCSE who choose to write on descriptive topics do not perform satisfactorily. This probes, among others, questions such as: What is the major source for unsatisfactory performance in English descriptive essay writing? Is it the learners' or teachers' inability, attitude or culture? Drawing from the literature in the background and the researcher's fourteen years of teaching English essay writing at LGCSE, the problem of failing to describe animal colours apparently seems to prevail not only among learners but teachers too. To prove this claim, ECOL's (2020: 2) report declares that English descriptive essay writing in which animal colours sometimes form part, is not satisfactorily performed in English Language examination at LGCSE. This situation negatively effects on the learners' performance in English Language as those who fail or score below symbol "C" in English Language are not admitted into some colleges of their choice. For example, learners who fail to score at least a symbol "C" in English Language at LGCSE are denied chance to enroll for some diploma courses at Lerotholi Polytechnic College (Lerotholi Polytechnic 2019: 17). The affected learners may, therefore, enroll into programs they do not desire and fail to perform as expected. Other learners, on the other hand, may drop out of the school and bring a loss of money to whoever finances their education. To prove the continuity of unsatisfactory performance of English Language at LGCSE, ECOL (2020: 1) provides the national grades analysis in English Language for 2019. It indicates a small number of LGCSE learners who recorded grade "C" and above in 2019 English Language examination. Table 1.2.1 below displays the grades analysis for the country in English Language for 2019 in numbers and percentages.

1.2.1 English Language Grades Analysis for 2019

Grade	Number	%
A*	28	0.2
A	122	0.89
B	781	5.91
C	1629	11.9
D	3730	27.3
E	4420	32.3
F	2304	16.8
G	536	3.92
U	94	0.68
X	168	1.23
TOTAL	13644	101.3

Out of 13644 learners who sat for 2019 English Language examination, only 2560 learners qualify for admission into the National University of Lesotho on condition that they have also passed other subjects well. This amounts to only 19.71 % of the total learners who sat for 2019 LGCSE English Language examination. “These learners qualify for admission due to their satisfactory performance in English Language which serves as an entry requirement into the National University of Lesotho for any degree program” (NUL 2014: 1). As a result, 11080 learners are not admissible for any degree programme from the National University of Lesotho even if they have performed other subjects satisfactorily. This may imply that the country may experience lack of decidedly qualified human resource for the country in the near future resulting from the small number of learners who graduate into the university education. Among other aspects, animal colours appear to share the blame in the poor performance of English Language as Taljid (2015: 2) points out that they can be challenging to describe. According to ECOL (2014: 2) animal colours in English descriptive essay writing sometimes contribute 25 % of the final mark in English Language examination. This appears to be a reasonable percentage that can noticeably affect the learners’ final mark in English

Language paper and therefore, calls for attention. However, the current literature still appears silent on animal colours in English descriptive essay writing at LGCSE yet this can largely contribute towards learners' performance. It also fails to show how societal values like culture can influence the teaching and learning of animal colours in English as the second language. Much emphasis, as shown in the context of the study, is placed on different grammatical aspects of English Language yet some other values and ideologies like culture cannot be detached from the language which is a tool for describing such animal colours. It is, therefore, significant to emphatically establish the influence of culture on animal colours in English descriptive essay writing at LGCSE so as to improve learners' performance in English Language and give more learners access to university education. Hence the need for the proposed study.

1.3 MOTIVATION AND RATIONALE OF THE STUDY

The study has been motivated by the language situation in Lesotho. The language situation is such that only English is used as a medium of instruction from grade 3 upwards. The situation imposes challenges to learners of English as a second language (ESL) (Yong, Mei and Chee 2015: 83). This situation sometimes forces learners to translate their native knowledge into English and this results to first language approximation (mother tongue interference). This may imply that it sometimes becomes challenging for ESL learners who first learned in their native language to switch to English due to some cultural influences they hold. The researcher, therefore, felt a need to investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE. This comes as a result of unsatisfactory performance of learners in English descriptive essay writing at LGCSE where animal colours sometimes form part of such assessment (ECOL 2015: 2 and ECOL 2017: 2). The researcher holds the opinion that culture might be contributing towards the unsatisfactory performance of English descriptive essay writing at LGCSE. The researcher further fails to see any study on the impact of culture on animal colours in English descriptive essay writing at LGCSE though descriptive essay writing on animal colours can negatively impact on learners' performance at LGCSE if it is not performed well. The present study, therefore, attempted to fill this gap by investigating the cultural influence on animal colours in

English descriptive essay writing at LGCSE. To achieve this purpose, the following main research question was answered.

1.4 RESEARCH QUESTIONS

1.4.1 Main research question

The main research question is the conception of the statement of purpose so that it forms a question (Maree 2016: 11). The main research question for this study was:

1. What is the cultural influence on animal colours in English descriptive essay writing?

1.4.2. Subsidiary research questions

Maree (2016: 12) avers that subsidiary research questions are more specific and give added focus to the main research question. The following were the specific research questions that unpacked the main research question of the study:

1. How does culture influence the teaching and learning of animal colours in English descriptive essay writing?
2. What are the possible sources of the cultural influence in the teaching and learning of animal colours in English descriptive essay writing?
3. What are the pedagogical implications of the cultural influence in the teaching and learning of animal colours in English descriptive essay writing?

1.5 AIM AND OBJECTIVES OF THE STUDY

An objective refers to a thing aimed at. This is in line with Carysforth and Neild (2002: 56) and Bennett, Lees and Fisher (2010: 15) who define it as the aim one has towards something. The study, therefore, aimed at investigating the cultural influence on animal colours in English descriptive essay writing at LGCSE. The stated aim led to the objectives as listed below.

1. To investigate the cultural influence in the teaching and learning of animal colours in English descriptive essay writing.
2. To discover possible sources of the cultural influence in the teaching and learning of animal colours in English descriptive essay writing.

3. To find out pedagogical implications of the cultural influence in the teaching and learning of animal colours in English descriptive essay writing.

At the completion of this study, the relationship or diversifications between the native language (Sesotho) and English animal colours were established. The study also discovered the possible sources of the cultural influence on animal colours in English descriptive essay writing as well as pedagogical strategies needed in the teaching and learning of animal colours in English descriptive essay writing at LGCSE.

1.6 SIGNIFICANCE OF THE STUDY/ POTENTIAL OUTPUTS

Significance of the study illustrates how different people and/or entities can benefit from the study. According to Rossman and Marshall (2000: 26) and Sessay (2012: 32) significance of the study refers to how the study can benefit different individuals and/or groups. This study can benefit teachers, learners and textbook writers.

Barlex and Williams (2016: 3) establish that, “Research assists teachers learn which pedagogies to use in their teaching”. Based on the recommendations from this study, teachers will hopefully gain various pedagogies for improving learners’ functional understanding of essay writing using the correct descriptive colour terms for animals. Additionally, teachers may be well-informed with challenges and motivations which LGCSE learners have towards using animal colours in English and how such challenges can be solved. Gillies, Ashman and Terwel (2007: 78) and Samaras (2010: xx) agree that research in education helps teachers find solutions to particular problems emanating from their classrooms. Learners who will have access to the study may be equipped with knowledge of how they can overcome the challenges faced in the learning of animal colours in English descriptive essay writing. This knowledge may help them improve their grades in English Language. The textbook writers also stand to benefit from the findings of the study. They may be informed on gaps that exist in the literature on animal colours. The writers will hopefully write not only to fill the gap but also to address the challenges faced in the teaching and learning of animal colours in English descriptive essay writing. The study has also put to light some existing

similarities and diversifications between Sesotho and English animal colours. This practice may in turn ease the description of animal colours in English descriptive essay writing.

1.7 TRUSTWORTHINESS OF THE STUDY FINDINGS

Trustworthiness of the study is defined as the truthful and honesty of the researched work (Laura 2012: 33). To achieve honesty in the results, issues of reliability credibility, transferability and conformability were given much attention and are elaborated in chapter four.

1.8 ETHICAL CONSIDERATIONS

There are ethics that guide every research and researchers need to take such into consideration. Maree (2007: 44) mentions that it is crucial to highlight the ethical considerations with reference to the research. In response to this affirmation, the researcher, therefore, explained the research to every participant and ensured them that no one was forced to partake in this study. Principals and parents were written letters seeking for permission to use their children for this study. The letters were written in both Sesotho and English. The instruments for data generation were also written in both Sesotho and English to cater for those who are not proficient enough in English Language or were not comfortable to use English Language. Learners' scripts are safely kept in the locked cupboard at the researcher's home for five years before they can be destroyed. After five years, the learners' scripts would be burned to maintain issues of confidentiality while electronical information would then be deleted. The researcher did not disclose any participant's identification without their knowledge.

1.9 ORGANIZATION OF THE STUDY

Organization of the study provides a map that aims at guiding readers throughout the study. Kenjale (2017: 35) indicates that it gives what each chapter contains or deals with. This section gives a blueprint of how the study is organized.

Chapter One provides the background and context of the study, motivation and rationale of the study, the statement of the problem, research questions, aim and

objectives, significance of the study, trustworthiness, ethical considerations, organization of the study and summative perspective of the chapter.

Chapter Two embarks on the review of related literature. It contains the literature review on the research questions followed by a brief summative perspective of the chapter.

Chapter Three deals with the theoretical and conceptual frameworks that guide the study.

Chapter Four discusses the research design, research paradigm, population and sampling criteria, methods of data generation, data generation procedure, data analysis, how trustworthiness of the findings was maintained, ethical considerations and a summative perspective of the chapter.

Chapter Five presents findings and their interpretations.

Chapter Six deals with discussion of the findings.

Chapter Seven provides the conclusions and recommendations made in relation to the findings.

1.10 SUMMARY

Chapter One provided the background and context of the study. The chapter further presented the statement of the problem as well as the motivation and rationale for the study. It provided the research questions towards investigating the cultural influence on animal colours in English descriptive essay writing at LGCSE. The other objective derived by the chapter was to show a plan of how the study is organized and lastly, trustworthiness and ethical considerations were highlighted to show how issues of reliability were maintained. The next section presents literature review as Chapter Two.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 INTRODUCTION

Literature review refers to a critical survey of books, scholarly articles or any other sources relevant to the topic. Matsoso (2019: 3) explains it as an overview of documented scholarship on a particular topic and answers to related research questions. This section, therefore, aims to critically analyse, interpret and evaluate both global and local scholars on the cultural influence on animal colours, possible sources of such influence and their pedagogical implications as well as how they can be addressed in order to establish how the current study intends to address any existing gap.

2.1 CULTURAL INFLUENCE ON ANIMAL COLOURS IN ENGLISH DESCRIPTIVE ESSAY WRITING

Mutable animal colours seem to impose a challenge to learners and scholars in different languages. Mani (2019:11) emphasises that they become more challenging to ESL learners. To substantiate this challenge, in his study, Rathschild (2019: 17) qualitatively studied Corn Constrictors and Boa Constrictors snakes in Central America, Northern Mexico and Peru, his study revealed that these snakes are liable of changing colours to all sorts due to the existing environment. This indicates that environment as part of culture influences these kinds of snakes to own a number of colours as they appear to take the colour of the surrounding. It may, therefore, become challenging to describe such snakes to anybody including learners at different levels of their education due to a number of varying colours for each snake. This is further affirmed by Vege (2019: 5) who also qualitatively discovered that irrespective of any reason, Central American snakes in Honduras, Nicaragua and Costa Rica can fake any colour that can hide it from its predators. However, Dickmann (2017: 14) justifies that not all animals are capable of changing colours. He reveals that some animals do not change colours and can only escape their predators through the process of mobility. This may suggest that besides environment, there might be other factors which might also have an impact on animal

colours. This makes it crucial to investigate the influence of culture on animal colours as Kalman (2009: 4) earlier defined culture as a total way of life for people. This may also strengthen that it is difficult to separate people from their culture which gives culture an opportunity to impose direct or indirect influence on the people and their surroundings. The researcher fails to see any study that investigated the influence of culture in the classroom context in Lesotho. In that case, the researcher intended to investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE. This section appears essential as animal colours may contribute 50% of the final examination Paper (Paper1) in English Language at LGCSE (ECOL 2019: 2).

Cross and Board (2014: 67) discovered that learners in Scotland, Wales and Northern Ireland at primary level appear to hold a number of misconceptions about animal colours. They report that this results from the fact that conversations about animals are not common among such learners. This may infer that in some cultures, animal conversations are minimal which suggests for possibility that learners may fail to adequately describe animal colours in English descriptive essay writing. This might be a case even at secondary schools in these countries and other countries with Lesotho included as ECOL (2014: 2) reports that English descriptive essay writing is not satisfactory performed at LGCSE. One, therefore, wonders the extent to which culture influences the situation as the problem seems to escalate even after a number of studies were conducted on the grammatical aspects of English Language in essay writing at LGCSE. For example, Lebona (2019) and Tlali (2018) among others, studied different aspects of language that lead to poor learners' performance of English essay writing at LGCSE in Maseru and Leribe districts respectively. To amplify this problem, Tunnicliffe and Patrick (2012: 141) from their qualitative study conducted in three high schools in Texas (USA) report that, "Some learners still fail to describe animal colours even after numerous trips to the animal zoos". Lesotho appears not to be an exception in this case as ECOL (2018: 2) still approves that English descriptive essay writing in which animal colours sometimes form part, is still not satisfactorily performed at LGCSE. This calls for a critical investigation of cultural influence on animal colours at secondary schools in Lesotho as the current studies seem not to cover this area though

Levine and Rowe (2015: 219) maintain that language and culture can influence each other.

To prove that Africa is not an exception to the problem of animal colours, Kimwele, Duncan and Hope (2011) qualitatively conducted their study in Kenya on the highly ranked officials which disclosed that many of the educated personnel in Kenya are not well introduced to animal colours. This may imply that knowledge of animal colours is probably not taken as an important issue in some cultures or communities and this may affect learners at different levels. It is reasonable, therefore, to assume that learners may not take animal colours as an important concept due to their cultural influence from their communities which may negatively impact on their performance of English descriptive essay writing. This was earlier justified by Taljid (2015:2) from his qualitative study conducted in the University of Pretoria (RSA), where he revealed that different scholars view and describe animal colours differently in English. Lesotho too, is not an exception in this case as Lesitsi (2002: 24) who affirms that there is a relationship between Sesotho animal colours and gender fails to describe some Sesotho animal colours in English. He reports that such colours do not exist in English. This assertion is in line with Zank's (2013:7) understanding that culture can limit one's use of language due to language relativity. It is, however, Ronchi's (2013:124) justification that, "It is not every colour that may seem challenging to learners as there might be some similarities between and among colours in various languages or cultures". This informs that colours that exist in a certain language or culture may appear less challenging to describe in a foreign language. Nevertheless, it continues to be a challenge for colours that do not exist in one's language. In the context of this study, this may suggest that culture can have an influence on animal colours in a foreign language which the researcher fails to see any study that analytically studied this area in Lesotho at any level of education. It is, therefore, important to critically investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE as this forms part of learners' assessment in English Language.

Djurdjevic (2015: 583) complements that animal colours also differ due to chromatophores. He describes chromatophores as special pigment-containing cells which may change size to allow different amount of pigment to spread, thus creating the varying colours and patterns of an animal. Castro (2011: 4) describes chromatophores as the organic compounds found in the animal cells which can play various roles such as camouflage and defense against ultraviolet rays by changing colours duly. This justifies that some animals can possess a number of colours triggered by different factors. The changes may be biologically, culturally or physically influenced. For example, some colour changes result from the physical environment (Willmer 2011: 110). That being the case then, other psychosomatic factors including culture may also have an impact on animal colours. This is advanced by Messenger (2001: 234) in his study on vertebrate's animals in Oxford University. He complements that the size and density of the chromatophores varies according to habit and lifestyle of an animal. Lifestyles are, therefore, culturally affiliated (Njoku 2006: 109; Cheney 2012: 147). Lantos (2010: 169) further supports that culture is a total way of life. This adds that it is possible for culture to have an influence on animal colours at different levels of learning ascribable to its totality. It is, therefore, worth investigating its influence on animal colours in English descriptive essay writing at LGCSE as this area seems less researched.

Brebbia, Created and Collins (2011: 33) as well as Delhey (2014: 367) maintain that animals can also produce colours structurally. This is in line with McGraw's and Hill's (2006: 295) perception that animals acquire colours through structural process and pigmentation colours. This indicates that as body cells secrete the pigmentation for colouring and patterning of an animal, the sunlight also plays an important role as its intensity determines the colour and patterning on the animal skin. This is strongly emphasised by Paris (2014: 226) who writes:

"Rays of the sun and their colours seem materially to depend upon their chemical influences: a comparison between the polar and tropical animal and between the parts of their bodies exposed, and not exposed to light, demonstrate

the truth of the statement”

This quotation indicates that animal colour can be determined by the intensity of the sunlight under which the colour is formed. Lehner and Hessler (2011: 68) support that some animals possess different colours due to their different exposures to the sun which suggests why we have one animal with patches of different colours. This infers that different animals may be exposed to different cultures that may in turn regulate the intensity of sunlight that animals receive for their colouration. Moore (2008: 1190) further claims that structural colours change from various points of view due to diffractions of light. He explains that light waves spread throughout the body of an animal causing a number of slide colours across the body. Varying intensities of light waves, therefore, form different patches of colours on the animal. Castro (2011: 4) provides an example of Shark in North America whose colouring is caused structurally. He defines structural colours as the interaction of light and a thin surface tissue on the animal while Huttunen (2018: 64) defines it as a colour sensation that is not created by colour substances but through diffraction scattering of light. One may conclude that this is a natural process that occurs as the sunlight hits the animal skin to form colour. Castro (2011: 4) continues that when Shark is fresh from water, it has an overall iridescence that changes with the viewing angle. According to Walter Foster Creative Team (2018: 7) iridescence is a Greek word taken from the word “iris” which means the rainbow. Feisner (2006: 115), Minnaert (2013: 228) and Huttunen (2018: 187) agree that iridescence is the phenomenon of glittering with different colours that change according to the angles from which the object is viewed. This proposes that Sharks in North America which are fresh from water give different colours due to different points of view. Consequently, one can accept that this can make it hard for learners of different levels to describe their colours as they may provide various colours depending on the position of the viewer and the intensity of the sunlight. This can also suggest that different viewers might be influenced by different factors to perceive same colours differently. Kutzler and Peterson (2010: 132) among others, affirm that culture can affect how different people perceive colours. The existing literature, however, seems to be silent on the cultural influence on animal colours in English descriptive essay writing. In light of this, there is a need to investigate the cultural influence on animal colours in

English descriptive essay writing at LGCSE as it has ability to affect learners' performance in English Language at this level.

Stephens (2016: 4) further reveals that there are a number of vertebrates and invertebrates in Australia that are kin to change colours. He continues that this colour change includes changes for seconds, minutes, hours and long term changes that result from phenotypic plasticity and development. Whitman (2009: 5) defines phenotypic plasticity as the ability of an individual animal to produce different colours when exposed to different environmental conditions. Whitman (2009: 5) further adds that plasticity enables animals to produce colours that match their surroundings in order to reduce the risk of predation. Phenotypic plasticity, therefore, happens because of camouflage in animals. Merilaita and Stephens (2016: 186) describe camouflage in animals as crypsis. They claim that this cryptic colouration is common in small animals such as insects, lizards, snakes, frogs and crabs. Atkins 1926, Abramowitz 1937 and Brown and Webb 1948 (cited in Merilaita and Stephens 2016: 107-117) studied how different types of crabs, for example, shore and fiddler crabs change their colours. Their studies indicate that crabs which are also found in Lesotho are darker at night and lighter during the day. This might again point to a challenge for learners of different levels as they might hold different colours depending on the time of the day they view a crab. It appears to prove that there is possibility of different factors and surroundings affecting colours for different animals which strengthens a need to investigate, among others, the cultural influence on animal colours in English descriptive essay writing at LGCSE as culture may form part of such surroundings.

Attitudes in English descriptive essay writing similarly appear to be a challenge to learners. Mclead (2018: 18) describes attitude as, "Psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour". According to Falvo (2004: 233), Warner (2011: 5) and Olukoya (2019: 229) attitudes can either be positive or negative. Positive attitudes are constructive feelings about something while negative attitudes refer to unconstructive feelings about something (Warner 2011: 5; Chung, 2010: 17). Positive attitudes, as a result, act like magnets for

courage and courage keeps one moving on. Unfortunately, negative attitudes lead to anxiety or depression and fear in learners. This is substantiated by Mclead (2018: 18) who states that fear distort perception while a positive attitude reduces distortion and can negate the effects of fear. Falvo (2004: 233), Warner (2012: 5) and Olukoya (2019: 229) insist on two kinds of attitudes while Fitzmaurice (2011: 106) adds neutral as the third kind of attitudes. Fitzmaurice (2011: 106) describes neutral attitudes as attitudes that do not show if someone likes or dislikes something. This implies that there are things that learners may like or dislike about whatsoever. Budding and Koziol (2009: 108) as well as Murayama, Fitzgibbon and Sakaki (2019: 375), however, add that if learners get a positive reward in their learning, they are likely to develop positive attitudes in what they learn. This provides that attitudes can change accordingly. There are factors that may develop negative attitudes in learners and there are those that can develop positive attitudes towards learning. This is in line with Takacs (2008: 17) who, among others, points to linguistic features and the influence of second language as some of the factors that can negatively or positively impact on the learners' interest to learn. This is further supported by Neil (2006: 1) who suggests culture as one of the factors that can promote or discourage learning. This, therefore, calls for a critical investigation on the cultural influence on animal colours in English descriptive essay writing at LGCSE which seems to lack in the context of Lesotho. This becomes important as descriptive essay writing in which animal colours sometimes form part, still appears challenging to learners at LGCSE (ECOL 2017: 2).

Myburgh, Poggenpoel and Van Rensburg (2004: 32) affirm that, "If learners do not speak the language of instruction, authentic teaching and learning may not take place". This may infer that such situation largely accounts for the school ineffectiveness and low academic achievements. Cummins (2001: 301) enlightens that it was discovered that children speaking more than one language perform better in classes when the school effectively teaches in the learner's home language. Home language is defined by Chitara (2011: 120) as language that is mostly used at home. Chitara (2011: 231) defines language of learning and teaching (LOLT) as the language medium in which learning and teaching as well as assessment take place. Language of teaching and

learning, therefore, appears to impose challenges to learners who learn it as the second language (L2). Most probably because they learn and use it outside its cultural setting. Benson (2017: 89) stipulates that second language used as a language of learning and teaching cripples and destroys the learner's productive and mental process in education while home language promotes an educational principle of moving from known to unknown. This indicates that learners learning in second language are likely to face challenges in their learning due to language barrier. The idea is further reinforced by Mahadi and Tafari (2012: 230) who maintains that language cannot be fully understood outside its cultural context. This emphasizes the notion that language and culture are inextricably intertwined. It is then a challenge for learners to describe animal colours in a foreign language as they use language in a foreign context. Different cultures appear to impact language differently (Juang and Matsumoto 2012: 240). Consequently, the researcher finds it important to investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE as English is in this context used as the second language. There has also been a continual report of unsatisfactory performance of learners in English descriptive essay writing at LGCSE. Moreover, the current literature seems to fail to evidently show the impact of culture on animal colours in English descriptive essay writing at LGCSE even in the presence of a well-documented claim that culture can have an impact on the teaching and learning of any concept in a foreign language.

According to ECOL (2018: 2) writing descriptively appears to be a challenge to learners at LGCSE. Like other types of essay writing, descriptive essay writing also forms part of English Language (0175/1) examination (ECOL 2012: 2). Descriptive essay is an account that provides the appearance of something or someone. Rollins (2009: 5) defines it as, "A piece of writing that describes or portrays something, someone or some places with enough details to help the reader create a mental picture of it." It helps learners to use their imagination to create effect and atmosphere as well as to develop and use descriptive vocabulary (ECOL 2012: 2). The purpose of descriptive essay writing is to describe a person, place, animal or an object in such a way that a clear mental picture is formed in the reader's mind (Rollins 2009: 13; Winkler and Metherell

2009: 78). Ofori (2011: 76) further states that the descriptions rely on five senses of the body to paint a picture in the reader's mind. This infers that if the reader cannot see, feel, hear, taste or smell anything as he reads the story, such a story does not appeal to any sense hence no clear mental picture may be painted. There is no one sense that is more important than the other, however, a sense of sight appears to be a common feature in vivid description (Mutikiri 2016: 276). This infers that in order for the reader to understand what he or she is reading, they need to have a mental picture of what is described. However, Lalam (2019: 5) warns that English descriptive essay writing appears more challenging in situations where English is taught as the second language. This is probably due to the use of the second language outside its cultural background. Appel and Muysken (2005: 153) support that culture can have a direct impact on the teaching and learning of the second language. Yliu (2017: 1055) in his study on the undergraduate students in Cameroon University, revealed that Nigerian students write long sentences which sometimes lack clarity in their English essay writing. This might, therefore, result from the first language approximation as articulates Adams (2003:111). However, a number of educational researchers like Mpoi (2014), Lebona (2019) and Thobi (2020) investigated different grammatical aspects of language that may lead to learners' poor performance of English descriptive essay writing at LGCSE in different districts of Lesotho and none seems to focus on the cultural influence on any aspect though Cheng, Price and Grasberg (2018: 6) assert that culture acts as a kind of silent language. This continues to stress that culture is part of language and in order to understand any language one needs to understand the culture in which it operates. It, therefore, makes it sensible to investigate the influence of culture on animal colours in English descriptive essay writing which seems to impact negatively on learners' performance in English Language yet still remains seemingly less researched at LGCSE.

2.2 POSSIBLE SOURCES OF THE CULTURAL INFLUENCE ON ANIMAL COLOURS IN ENGLISH DESCRIPTIVE ESSAY WRITING

Some teachers in the United Kingdom claim that it is not only strenuous but also burdensome to mark an essay writing because it is time demanding (Rahma 2014: 216). This is a popular claim in different countries inclusive of Lesotho as affirms Ralejoe (2016: 61) in his thesis on the perceptions of Lesotho secondary schools' teachers about the inclusion of students with disabilities. One may assume that this might be culturally affiliated as Cheng, Price and Groysberg (2018: 16) insist that, "Culture is a group phenomenon that resides in shared behaviours, values and assumptions". Glasper and Richardson (2010: 49) further insist that culture is transmitted from one generation to the other. The assumption that marking essay writing appears burdensome traces back from the 19th century as Howell (2013: 354) stipulates. This, however, contradicts Yates's (2011: 83) suggestion that practice makes perfect. It is, therefore, suggestive that if learners are given enough practice on animal colours, they are likely to perform better and the opposite happens if they do not get enough practice. This is further emphasized by Kumar (2003: 181) in his qualitative study on essay writing by Indian societies which revealed long sentences and poor paragraphing as possible sources of poor performance in English descriptive essay writing. He advocates for adequate practice on the learners' subject content. If this has been a problem with teachers of different times, it may suggest that culture has potential to influence both teachers and learners on various aspects of education. That being the case, it is then necessary to investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE as it has been a continual outcry that such essay is not performed well in the final examinations yet the existing literature continues to be silent on this problem.

Lindsjo (2018: 26) in his study on the financial burden of free primary education on rural livelihoods in Tanzania reflected that learners in the secondary schools in Tanzania lacked both sentence construction and paragraphing skills due to the fact that they are many in the classroom hence ineffectively taught. The implication is that animal colours may not be taught effectively in English descriptive essay writing owing to large

numbers of learners in the classrooms. United Nations Educational, Scientific and Cultural Organization (UNESCO) (2010: 13) advocates that teacher-student ratio in Lesotho in 2020 should be one teacher to forty (40) learners (1:40). However, there are some classrooms which contain far more than forty learners in both primary and high schools in Lesotho (Lupele, Shumba and Sisitka 2016: 237). This, therefore, seems to make it hard for teachers to offer adequate practice on animal colours to learners in English descriptive essay writing at LGCSE. In response to this situation, UNESCO (2007: 66) comments that overpopulated classrooms have existed in Lesotho for a number of years while Ministry of Education and Training (MOET) (2006: 1) adds that this practice has become normal in some government schools. It adds that government schools turn to have a high number of learners because of their low fees. This practice can be traced far back from the 1970s as indicates John, Azonna and John (2000: 133) and still exists as Lupele, Shumba and Sisitka (2016: 237) earlier indicated. USA International Business Publication (2009: 63) complements that Lesotho is one of the most culturally influenced country in Africa. This might imply that some of the teachers' and learners' practices are highly influenced by culture which rightfully calls for a critical investigation of cultural influence on animal colours at LGCSE as there seems to be no study of this nature in Lesotho though the type of an essay is still problematic to learners as ECOL (2018) earlier postulated.

Tan (2008: 131) revealed that, "Some students in Malaysian University appear to lack skills of writing". This is suggestive that if learners lack writing skill, it becomes challenging for them to describe animal colours as they need to possess good writing skills to effectively carry out the task. This was also recorded in many countries of the North, for instance, Finland and Pakistan (Bilal, Ashraf, and Fareed 2016: 20). Lack of writing skill in learners is further reported by Sang (2017: 17) who qualitatively investigated issues in Chinese students' English essay writing. In the same vein, Nyangau (2014: 40) also discovered in his study on secondary school learners in Manga District in Kenya that learners experience a problem of writing with clarity. Munduku, Nyawara and Kosgey (2017: 19) as well as Bilal, Fareed and Ashraf (2016: 20) further highlight that the same problem is observed in Nigeria and Ghana. This

problem appears to prevail in numerous countries where English is taught as the second language. Lesotho, as one of the countries that use English as the second language, is not exempted to this problem as Ekanjume-Ilongo (2014: 1157) in her qualitative study carried out in the National University of Lesotho revealed that Basotho students still experience a problem of writing skill even at the university level. This can suggest the same possibility at secondary schools in Lesotho. Among others, studies like Saaristo (2015) on grammar and role of language in learning, Ji (2018) on the effectiveness of English grammar teaching and learning in China as well as Khati and Khati (2009) on the proficiency in English as the second official language in Lesotho, seem to focus on the language proficiency. There appears to be little or no attempt to investigate the influence brought by culture in English essay writing. The researcher, therefore, feels a need for a critical investigation of cultural influence in English descriptive essay writing at LGCSE as Cheng, Price and Groysberg (2018: 6) emphasise that culture has ability to affect any language.

ECOL (2014: 2) instructs that the use of tense, grammar and spelling should be marked as gross errors in English Language (0175/1) examination. This states that if these grammatical devices are not well handled, such learners lose confidence over their use of English and can sometimes fail to describe animal colours clearly. To emphasise this, Burstein (2009: 203) adds that proper use of transitional words links ideas and indicates the relationship of ideas within a sentence, paragraph or whole text. It is suggestive that without transitional words, it might be difficult for the reader to understand the description given on animal colours as sentences may not cohere. This, therefore, appears to be one of the possible causes for a number of cultural influences that learners may face in describing animal colours in English descriptive essay writing. Studies like Labaree (2009) on descriptive paragraphs of university students in the University of South California and Osman (2016) on the problems encountered by ESL students in the University of Sudan in English descriptive essay writing, reveal that university students still fail to write descriptively and show lack of coherence in their writing. In observance of the same issue, Glory (2012: 1) adds that some South African ESL learners at matric level also reflect poor writing skill. Her study was based on the

four chosen high schools in Kwazulu Natal. Lesotho too may not be an exception in this case as it uses English Language as the second language. Most of these empirical studies are conducted on how different language aspects impact learners' English descriptive essay writing and little is done on how culture can influence learners' use of English in descriptive essay writing although culture cannot be divorced from language. For that reason, the researcher felt a need to critically investigate cultural influence on animal colours in English descriptive essay writing at LGCSE as this type of essay is reported to be challenging to learners of all levels of education in Zimbabwe, Botswana and Lesotho (Adogame and Chitando 2016: 227).

My fourteen years of experience teaching English Language at LGCSE has taught me that some teachers complain about incompetence in animal colours. This is, however, found contrary to the Lesotho College of Education (LCE) English Language Course outline and the National University of Lesotho communication skills course outline (LCE 2015: 1; NUL 2014: 1). LCE (2015: 1) and NUL (2014: 1) pinpoint that student-teachers are taught descriptive essay writing where they can describe people, places, animals, objects or processes. Teacher incompetence in this regard refers to a situation in which a teacher lacks confidence over his or her work. Nichols (2019: 2) defines it as a situation in which an educator is not suited to teach. He further states that teacher incompetence is a major problem facing many schools, parents and learners. He establishes characteristics of an incompetent teacher as unprofessionalism, apathy, lack of classroom management, lack of content knowledge, lack of organizational skills and poor judgment.

Bate (2010: 52) comments that unprofessionalism shows lack of respect for the norms and rules set and expected of professionals while Glazer, Parkhouse and Wagner (2019: 105) add that a manner of speaking and dressing can also signal incompetence in a teacher. Incompetence in a teacher thus manifest itself in different forms and it appears reasonable to assume that lack of professionalism is indicative of administrative incompetence as it normally results from the breaking of rules set. Describing animal colours, however, appears to be a cultural concept as animals mostly

interact with shepherds who look after them on daily basis. This suggests that if teachers interact with animals, they may not wholly depend on the university education to describe animal colours. They may naturally acquire animal colours and patterns from the mere shepherd's knowledge or experience. This is indicative that culture can have an influence in the teaching and learning of animal colours at any level of education. It, however, still remains a question of how it affects animal colours in English descriptive essay writing. In the absence of any research on the influence of culture on animal colours in Lesotho, the researcher finds it essential to critically investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE as this sometimes forms part of the learners' assessment for university education.

Nichols (2019: 2) explains apathy as a form of technical and productive incompetence. It is a situation in which a teacher does not care for his or her learners. Meletta and Agronin (2006: 677) as well as Abdalla and Faris (2017: 67) conclude that apathy towards one's work is a symbol of boredom and incompetence. They further add that apathy can be linked to other deficiencies such as lack of organization and planning, loosing learner's work, failing to grade or being late to the class. Abdalla and Faris (2017: 67) further claim that if a learner senses apathy within a teacher, the learner can become apathetic as well. This informs that apathy is transferable, it can be transferred from the teacher to the learner and once a learner stops caring, learning is hindered. This proceeds to indicate that if a teacher is not concerned with the learner's needs, the learner's education may suffer. This is where the teaching and learning of animal colours will not be effective. Maedor (2018: 103) argues that one may think that all teachers would strive for excellence and effectiveness in their teaching. He, however, claims that there are those who are and those who are just there and never striving for any improvement. Illushin, Elliott and Hufton (2003: 367) in their study on the teachers' beliefs about students motivations in UK, USA and Russia, revealed that culture can influence learners' and teachers' motivation in teaching and learning of any concept. This might be a case in Lesotho as animal colours in English are taught outside their cultural setting which may suggest for more cultural influence.

According to Meador (2018: 103) lack of classroom management can be one of the signs for teacher incompetence. This suggests that if a teacher fails to take control over his or her class, he or she may not be able to teach effectively. Zauber (2019) in his study on classroom management in Oxon Hill High School in the United States of America discovered that being a classroom manager commences on the first day when setting out simple procedures. Alsubaie (2015: 86) in his study in Western Michigan University in Kalamazoo in the United States further reports that it is important to consider learners' different cultural settings as teachers set rules in the classroom. This is because teacher's and learner's culture can affect the education process taking place in the classroom as cited in Mantiri, Illiams and Wilkins (2013: 1) in their study conducted in the Universitas of Klabat (Asia- Pacific International University) in Asia. Lesotho too has its own culture that can influence animal colours in one way or the other. It is reasonable to conclude that there is a direct relationship between culture and education as Witsel (2003:90) in collaboration with Bohm and Meares (2002: 93) support that teaching and learning are not easy work even in one's cultural background due to the problem of communication. This may imply that teaching and learning of animal colours in a foreign cultural setting can be more prone to impose challenges and low performance to ESL learners irrespective of their level of education. One of the reasons could be lack of research in this field. For that reason, it is crucial to critically investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE which ECOL (2018: 2) continues to report its unsatisfactory performance.

Lack of content knowledge is also seen as an indicator for incompetence in teachers. Hattie and Ingvarson (2004: 37) add that teachers are always examined and assessed for any certification. This practice makes one to think that they are proficient enough to teach the subject area or areas that they are hired to teach. Hattie and Ingvarson (2004: 37), unfortunately, state that there are teachers who do not know the content well enough to teach it. However, Ginsburg (2013: 1) suggests that the problem of lack of content can be resolved by adequate preparation. Teachers should thoroughly prepare for any lesson before they teach it to learners. This would allow them to notice where

they are weak and start consulting different sources to fill up the gap. This proposes that teachers who do not frequently read and prepare their lessons are likely to ignorantly deliver wrong information to learners. For example, a teacher who is not well informed about animal colours and fails to consult knowledgeable sources or prepare his lessons prior his or her presentation, is likely to deliver wrong information about animal colours (teacher induced error). The wrong information is possibly passed from one generation to the next. Hyland and Hyland (2006: 88) in their study conducted in the University of Cambridge in London on teacher induced errors endorse that some of these errors are likely to be transferred from one generation to the other if not corrected. In this way, it finally becomes part of their culture. Lesotho may not be exempted from these cultural practices as Alonso (2016: 1) and Schauer (2019: 160) declare that teacher induced errors on animal colours seem to prevail in a number of teachers in various African countries. It is, therefore, the aim of this study to critically investigate the cultural influences on animal colours in English descriptive essay writing at LGCSE. This results from the fact that the existing literature in this area seems inadequate though this section still appears challenging to learners at LGCSE (ECOL 2016: 2).

It is again stated by Bishop and Bishop (2009: 120) that lack of organizational skills is a sign for teacher incompetence. This tells that effective teachers must be organized. They should know what should happen, where, when, why and how. Hammond (2006: 300) posits that a competent teacher has the following characteristics namely leadership, management skills, personal effectiveness and professional practice. De Souza (2006: 171) in his study on the education program envisaged in one secondary school in Sao Paulo discovered that a teacher who possesses leadership skills wins the hearts of the learners because he is able to collaboratively work with learners, parents and other colleagues in the school. Gee (2017: 34) concludes that such a teacher is likely to be liked for his professional collaboration in and outside the school. A teacher with personal effectiveness, therefore, understands the essence of developing oneself before they can provide support to learners. Similar findings were revealed by Yariv (2011: 11) from a study conducted on the causes and remedies for deterioration of teacher performance in Wenham in the USA. Miller (2015: 73) too insists that, “A

teacher with personal effectiveness maintains high standards of personal and professional integrity when carrying out all duties and responsibilities assigned to him or her". A teacher with professional practices, therefore, seizes every opportunity to encourage learning to all learners. To further justify this, Ma (2010: 123) and Newton (2018: 128) agree that the teacher also uses all opportunities available to improve his or her teaching skills in order to ensure effective learning. Incompetence in teachers appears to manifest itself in various ways which may be triggered by different factors that could include culture as Gratch (2001: 121) comments that culture stands at the center of every individual's development. This suggests that LGCSE learners too have their own cultural way of living which can have either direct or indirect impact on the teaching and learning of animal colours in English. This designates that culture may have potential to affect the teaching and learning of animal colours in English descriptive essay writing at any level of education hence important to critically investigate its influence in this context as this area continues to negatively impact on the learners' performance in English Language at LGCSE. Farland-Smith (2009: 23) concludes that culture can differently shape learners' and teachers' perceptions in learning.

2.3 PEDAGOGICAL IMPLICATIONS OF THE CULTURAL INFLUENCE ON ANIMAL COLOURS IN ENGLISH DESCRIPTIVE ESSAY WRITING

According to the Behaviourists' Theory, one action that gets a positive response is likely to happen again (Carr, Warren and Sexton 2007: 112). This points out that reinforcement encourages a positive response in an action. If a learner gets motivation towards correct description of an animal colour, he or she may strive to improve his or her description so that they can get more rewards. Roeckelein (2006: 179) states that according to the law of effect, reinforcement can be described as anything that increases both attempt in learning and tends to induce repetitions of the behaviour that preceded the reinforcement. Larriba-Quest (2017: 45) argues that reinforcement can either be negative or positive. Positive reinforcement refers to favourable stimuli that one gets for doing well and the negative reinforcement is the opposite. Wai-shing and Hue (2008: 1) add that in a positive environment, teaching and learning is conducive because there are fewer factors that hinder learning process. In addition, Galabar (2014: 153) in his study on secondary school learners studying Social Studies in Nigeria, reports that culture can either support or hinder teaching and learning. This is further emphasised by Owings and Kaplan (2013: xx). This implies that culture can either support or hinder teaching and learning in the Lesotho's secondary schools. That being the case, it is then important to investigate the cultural influence on animal colours in English descriptive essay writing so as to establish applicable teaching strategies to enhance teaching and learning of animal colours in English descriptive essay writing at LGCSE which to date appears to impact negatively on learners' performance in English Language.

Hagopian, Boelter and Jarmolowics (2011:73) advise that teachers need to use reinforcements carefully to avoid learners who may then depend on them for their learning. In light of this, AFIRM Team (2015: 73) concludes that no particular reinforcement is the best suit to every teacher or learner. Contrarily, McCone and Snowman (2014: 254) argue that, "Some classrooms were not too long ago places of stern words and harsh punishments but it is now recognised that there are more effective ways to teach and to manage classes". Techniques such as positive

reinforcements are now being put into force. Positive reinforcement was established by B.F Skinner in relation to the theory of Operant Conditioning. “It is a form of learning whereby the contingency between a specific behaviour and a desired consequence help increase the likelihood of the behaviour recurring” describes Cohen, Manion and Morrison (2013: 433). This informs that the easiest way of understanding how positive reinforcement may work, is that something rewarding is added with every positive action. Preast, Taylor and Aguolar 2017 (cited in Cohen, Manion and Morrison 2013: 433) state that Skinner studied rats and he found out that if a rat consistently pressed a bar which then administered food, the rat would press the button more and more in order to get the food rewards. Like that rat, if learners receive a particular rewarding, it is more likely that they will repeat their rewarding action. Contrary to this, Lansford (2010: 1) in his study on the corporal punishment in schools in nine countries reports that Somalia, and part of the United States still use corporal punishment over positive reinforcement though are the signatory to the international conventions on human rights. This points to some cultural practices that may negatively or positively influence the teaching and learning of different concepts. That being the case, the researcher finds it essential to investigate the cultural influence on animal colours so as to improve learners’ performance in English Language which presumably results from, among others, poor teaching strategies for animal colours in English descriptive essay writing.

Matheolane (2016: v) in her study on corporal punishments in high schools in Lesotho also stipulates that though principals and teachers in Lesotho are aware that corporal punishment is illegal, they still choose to use it as they claim its effectiveness over the international conventions on the rights of learners. This culture contradicts the international culture of rights in UN member states where Lesotho is a signatory and may negatively or positively impact on the teaching and learning processes at any level of education. It, therefore, becomes essential to investigate the influence of culture in the teaching and learning of animal colours in order to identify suitable approaches to teaching animal colours in English, the subject that serves as the key to university education in Lesotho.

Teachers need to specialise in areas they like and are fit to handle. In this way, attitudes towards animal colours in English descriptive essay writing would improve as it would be handled by teachers with positive mindset. Specialisation refers to doing a certain type of work all the time. Debeshe et al. (2013: 83) describe specialisation as dividing people's work according to their training and knowledge. Only teachers with knowledge and desire to describe animal colours might be given chance to teach such. This supports Shantz and Latham's (2013: 3) claim that the knowledge of animal colours is culturally driven and teachers who are culturally informed about animal colours can best teach them. Unfortunately, this sometimes becomes a problem in Lesotho as some learners are taught by foreign teachers who are not informed about their cultural background. This may negatively impact on their learning as Teise and Alexander (2017: 57) in their study conducted in the University of South Africa on the relationship between culture and education report that, it is not easy to provide education to learners from different cultures. This supports that culture can have an impact in the teaching and learning. Teaching is not just about imparting of knowledge but it helps learners to develop knowledge, skills, attitudes and values. It is about what and how is the learning structured and delivered. This indicates that teachers who are not well informed about animal colours might even find it hard to teach them. Lesotho is not an exemption in this case as teachers' cultural knowledge of animal colours is not considered for their employment. That being so, it is important to investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE as to find out how best animal colours can be taught as their impact can cause learner's failure.

Regular workshops should be used to train English Language teachers on animal colours in English descriptive essay writing. This supports Meier and Hartell (2009: 180) as well as Khoaeane (2012: iv) who claim that teachers are sometimes not properly trained and this can negatively impact on the learner's education. Workshops can, therefore, be used as a remedy to this problem. There must be workshops in the schools, regions and across the country to keep teachers fit for their work. Hoeckel (2010: 24) also supports that workshops provide re-training to teachers. This does not only help teachers to improve academically but also psychologically. It may help get rid

of any negative cultural influences on teachers as Mantiri, Illiams and Wilkins (2013: 1) earlier indicated that culture can have negative or positive impact on the teaching and learning process. Veldof (2004: 20) and Peres (2014: 108) agree that workshops are meetings at which groups of people engage into intensive discussions on a particular matter. Consequently, attending workshops can help teachers achieve success in their teaching as they provide the platform for teachers to share ideas on various issues including the cultural influences as well as how such can be addressed. This is where teachers will get opportunity to share ideas on the teaching and learning of animal colours in English descriptive essay writing at LGCSE. In support of this, Orey (2014: 90) and Magee (2013:108) expound that workshops help participants learn and share skills on different items. As clearly amplified that teachers might not be well knowledgeable on animal colours, this can have an adverse effect on learners' performance.

It is Boucher and Laney's (2017: 52) assertion that learners can also hold workshops where they converge and work in small groups. Talvio et al. (2016: 6) elaborate that there are different types of workshops and each workshop has its purpose to serve. These are invitational workshops, conferencing workshops and choice workshops (Bennett and Ward 2012: 130; Bateman and Willis, 2001: 460). Graig (2007: 146) explains invitational workshops as workshops in which the instructor usually hosts a mini lesson with the intention to address popular needs from learners. Afterwards, the participants are invited to employ the skills learned. This is where learners can meet to discuss the cultural influences they experience in their learning of animal colours. ICOM (2014: 68) describes that in conferencing workshops, participants are given a provocation or problem to solve. This is where learners' cultural knowledge which can either negatively or positively impact on the learning process is applied in an attempt to solve problems encountered. ICOM (2014: 77) concludes that this is where participants employ their skills or experience. Submission (2015: 88) expounds that in choice workshops, participants reflect on their practices. That is, they need to interpret the feedback and decide on how to move on. Conferencing workshops can also be practised in Lesotho. This is where learners may experience the cultural influence on

animal colours in English. This may result from the understanding that English can use and interpret animal colours differently and, therefore, impose challenges that may affect ESL learners' performance in English descriptive essay writing. As such, it is important to investigate how this situation impacts on the teaching and learning of animal colours in English descriptive essay writing at LGCSE as well as how it can be solved. This is likely to improve learners' performance in English Language and open more doors for university education.

According to Aliakbrari (2013: 6) co-teaching should also be practised where teachers can work together. He mentions that the concept of co-teaching appeared some times back through the works of scholars such as Walter-Thomas in 1997. Dieker and Murawski (2003:13) add that co-teaching was initially introduced to address issues in teaching handicapped learners in exclusive classes. This implies that co-teaching was brought into full force on account of the assumption that difficulties of handling the education of learners with disabilities called for more workforces. The same strategy can be used in teaching animal colours as teaching learners from different cultural backgrounds may need teacher's exposure to various cultural backgrounds. This is emphasized by Anne (2012: 327) who proposes that, "Co-teaching must be recognised as a changing, accommodating and flexible form of teaching in order to be responsive to the needs of the heterogeneous group of learners". Co-teaching, therefore, has an important role to play in teaching learners from different cultural backgrounds. This may suggest that co-teaching maybe used as a remedy for some negative cultural impacts on the teaching and learning of animal colours in English descriptive essay writing. Aliakbrari (2013: 8) endorses that co-teaching has different implications in terms of pedagogical concerns. The successful execution of co-teaching, nonetheless, rests on the exploitation of suitable model. For example, Wilson (2006: 87), among different models, suggests 'one teaches, one observes' model. Based on this model, one teacher observes and assists learners as the other teaches. It is suggestive that there will be order in the class and learning will be maximised. Shutter, Jung and Bitterlich (2017: 144) posit that culture impacts the learning process in one way or the other. In Lesotho, co-teaching is sometimes practised to address learners of different cultural backgrounds

which continues to support that culture may have an impact in the teaching and learning process of any concepts. That being the case, it is important to investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE in order to establish the applicability of teaching strategies such as co-teaching.

Discussion is an activity involving either written and/or oral expression from different points of view (Wallwork 2016: 15). Brookfield and Preskill (2005: 6) define it as an alternatively serious and playful effort by a group of two or more people to share views engaged in mutual and reciprocal critique. This is where learners air their views about a topic under discussion. To achieve this, Jaward et al. (2018: 5) postulate that the teacher or anyone should work as a discussion leader. This suggests that successful discussions need to be well guided and controlled. This aligns with Witherspoon (2016: 8) who advocates that classroom discussion requires the teacher to have an understanding of where the discussion is headed and how to get there. This approach can also be used in the teaching and learning of animal colours in English descriptive essay writing. Germeroth and Hess (2013: 39) hold the opinion that discussion can help motivate learners. This infers that learners may not only share their motivation on animal colours to the less motivated learners but may also address any negative influence emanating from different cultural backgrounds. Discussion may, therefore, be used as a method of teaching that can eliminate some negative cultural backgrounds on animal colours in English descriptive essay writing. As a result, the researcher feels a need to critically investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE so as to find the suitability of discussion method and/or any other teaching strategy suitable for teaching animal colours in English descriptive essay writing at LGCSE.

Teachers should avoid giving negative feedback at all times. Instead, they must practise giving positive and effective feedback that highlights areas for improvement. To strengthen this, MOET (2012: 17) clearly stipulates that, “For work where marking is subjective, for example, writing an essay, the marking should not always be done on marks but focus can be on what is good and what needs improvement”. This suggests

that errors can be underlined and explained to learners to correct and avoid them in future. The same strategy or any other suitable strategy can be utilized in marking animal colours in English descriptive essay writing. Brookhart (2017: 4) calls this kind of feedback 'effective feedback'. He asserts that effective feedback is essential to maintaining a capable workforce. Feedback should, therefore, serve as a fuel to keep learners going in their learning process. Geraghty (2017: v) identifies, among other types of effective feedback, constructive feedback. He writes that constructive feedback provides what learners need to maintain as well as what they need to avoid in future. As the name suggests, this kind of feedback can help construct positive attitudes in learning animal colours in English descriptive essay writing. Zhang and Tan (2019: 1) as well as Evans (2007: 7) agree that culture has an influence in the development of learners' attitudes in learning but do not adequately show how it affects their learning. This can also be a case in Lesotho as learners learn animal colours in English. The purpose of this study, therefore, is to investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE so as to find out how the teaching of this concept can be improved in English descriptive essay writing at LGCSE.

Field trips can also help improve learners' knowledge of animal colours. Storksdieck (2011: 120) describes a field trip as, "A journey by a group of people to a place away from their normal environment". Shakil, Fainzi and Hafees (2011: 23) further reveal that field trips develop learner's knowledge, skills and character. This suggests that they are able to help learners to gain experience outside their everyday classrooms. They also give them opportunity to get out of the classroom and experience something new in relation to their study. This allows learners to have real world experiences and can better understand the cultural lifestyles and how they can best deal with its influence on animal colours in English descriptive essay writing. Behrendt and Franklin's (2014: 235) study on science related field trips and the role of the classroom teacher prior to, during and after the field experience at elementary education in Athens report that field trips can play an important role in developing young people's minds by bringing the world into the school and thus breathing life into the concepts that are taught in class. They further claim that field trips help learners understand the real life outside the classroom.

This implies that field trips may influence learners' cultural perception of animal colours as they can now use what they learned from the field and from the classroom to make their own conclusions about animal colours. For example, they can help learners develop positive or negative attitudes towards animal colours in English descriptive essay writing which will in turn affect their performance in English Language at LGCSE. This is supported by Kathleen (2007: 13) who complements that field trips might serve as culminating experiences or a catalyst to kill interest in a new topic. This practice can be applicable in Lesotho as learners learn animal colours in English descriptive essay writing at LGCSE. The continuing reports on the unsatisfactory performance in English descriptive essay writing at LGCSE, therefore, call for a critical investigation of animal colours in English descriptive essay writing at LGCSE for this field still seems narrowly researched.

Video tapes can also be played for learners on how different animal colours are described in English. This will break the monotony of everyday lecturing. Video tapes can be replayed for as many times as learners want to enhance individual learning. They help learners to fill the gap in their background knowledge (John, Zonna and John 2000: 209). Video tapes refer to digital storage of videos and data. Reddy (2007: 50) insists that the use of audio visuals in schools is nothing new. This is supported by Bayraktaroglu (2018: 208) who states that films, as a training tool, were first used during the World to train soldiers. Teachers have discovered the power of audio-visual materials to capture the attention of learners though the current literature appears silent on its effectiveness in the teaching and learning of animal colours in English descriptive essay writing. Baker and Andre (2017) as well as Ogan, Millan and Isotani (2019: 320) criticise that video viewing is an activity in which viewers do not react to what they see, they are just passive. Pregonski (2016: 2) adds that viewing materials may also affect the picture or lifestyle of an animal shown and create confusion to those learners who might have seen such animal live. This might affect the animals' total way of life as their cultural setting might be tempered with during the shooting. It is, therefore, likely to affect how learners view and describe animal colours in Lesotho, which makes it

important to investigate the cultural influence on animal colours in English descriptive essay writing at LGCSE in order to investigate the suitability of this approach.

Parents are said to be pivotal in the academic success of their children. According to Harpin (2010: 120) parents are their children's first teachers and so need to know their children's weaknesses and start communicating them with their teachers. They should also create a cultural setting that will allow their children to develop a good knowledge of animal colours in English. They need to also encourage their children to write on animal colours in English descriptive essay writing and submit to their teachers for marking after which teachers would provide feedback as expected. This is important as Sheffield (2009: 5) emphasises that practice makes perfect. Additionally, Grove (2008: 56) supports that insufficient feedback is a major contribution to all problems of low or poor performance. He adds that a well communicated feedback has an impact on the performance. For that reason, parents should ensure that their children's feedback on animal colours is well communicated to their children. Kim and Torquati (2016: 2) in their study on parental support report that it is important for parents to provide all financial assistance towards their children's learning. This may become essential as learners sometimes need to buy books to improve their knowledge. The idea is strongly supported by Gurstelle (2014: 93) who understands that it is difficult to work without tools. This is suggestive that it might be difficult to study animal colours without proper books. Having books helps learners to practise what they learned in class during their own free time (Germeroth and Hess 2013: 17). In this way, parents would create a cultural environment that might help children to describe animal colours in English descriptive essay writing. Harpin (2010: 73) concludes that educators, families, community members and learners are partners in education. They share responsibilities for children's success in schools at all levels. These are the groups that build learners' culture and so should not be ignored in the education of such learners. To clear all confusions as to why learners continuously fail to satisfactorily describe animal colours in English descriptive essay writing, it is important to investigate the cultural influence on animal colours so as to establish what parents can do to improve learners' performance on animal colours in English descriptive essay writing at LGCSE.

2.4 SUMMARY

This chapter discussed the nature of animal colours. It went further to provide the related literature to the topic by indicating the cultural influences that learners face on animal colours, sources of such influences and the pedagogical implications of the cultural influences in the teaching and learning of animal colours. The next chapter shows how conceptual and theoretical frameworks inform this study.

CHAPTER THREE

THEORETICAL AND CONCEPTUAL FRAMEWORKS

3.0 INTRODUCTION

This chapter discusses the theoretical and conceptual frameworks that guide the present study. This is triggered by Maree's (2016: 32) philosophical understanding that it is significant to use a theoretical framework to situate one's study. Bokelmann and coral (2017: 1) add that conceptual framework also helps to organise the study. This chapter explores the theoretical and conceptual frameworks appropriate for this study.

3.1 THEORETICAL FRAMEWORK

Theoretical framework emanates from the word 'theory'. According to Maree (2007:32) theory is like a lens through which one views the world; it positions the study in the discipline or subject one is working in. It is, therefore, the role of a theoretical framework to shape the study. This study was shaped by two theories namely the Opponent Process Theory of colours (OPT) and the Attribution Theory of Success and Failure (ATSF). Opponent Process Theory of colours helped to situate the study in the field of colours. It explains how colours can be paired in the description of different objects or things. This theory was established by Edward Herring in 1920 (Wilson 1949: 14 and Herring 1964: 76). The Theory advocates for only three opposing colour pairs and "others" which are

- Blue/yellow
- Red/green
- Black/white
- Others

"Others" in this theory refers to all other colours that do not appear in the three colour pairs. Wilson (1949: 14) emphasises that a pair cannot form one colour. For example, there is no colour bluish-yellow. This happens because blue and yellow form a pair. That being the case then, it is indicative that there cannot be colours reddish-green and blackish-white. The Opponent Process Theory of colours helped the researcher to investigate how learners at LGCSE use and pair animal colours in English descriptive

essay writing. The frequency at which each colour or pair was used was recorded in a table with the four pre-determined colour pairs advocated by the theory and then analysed to see how cultural influences manifest themselves on animal colours in English descriptive essay writing at LGCSE. This theory was also used by Cavonius and Mollen in 1987 in their study on the wavelength discrimination. Their study revealed that colours can match as provided by Herring in 1920 (Cavonius and Mollen, 1987: 473). Among recent scholars who also proved the validity of this theory is Lee (2008: 209-224), Kaplan Publishing (2016: 378) as well as Zeki, Cheadle, Pepper and Myonas (2017: 229). This theory is, therefore, believed to help understand how animal colours can be paired in English descriptive essay writing as Bortoli and Maroto (2008: 8) stress that there are both cultural and non-cultural factors that can influence colour perception and pairing. The colour pairs and their frequencies are used to form Table 3.1.1 below.

Table 3.1.1: Colour pairs and their frequencies

Colour pairs	Total no. of learners	No. of main colours	No. of opponent colours	Main colour %	Opponent colour %	Colour pair %
Blue/Yellow						
Red/Green						
Black/White						
Others						
TOTAL						

The table marks the total number of participants for this study and the frequency of each colour pair or others. The total percentage was then calculated for each colour or colour pair used. This helped the researcher take note of dominating colours and found out cultural sources behind that. This suggests that the researcher was able to investigate any cultural influence behind the use of any colour or colour pair. All cultural influences, their sources and pedagogical implications on the animal colours in English descriptive essay writing at LGCSE were then analyzed using the Attribution Theory of Success and Failure as OPT could not offer any further analysis.

The Attribution Theory of Success and Failure developed by an American psychologist named Bernard Weiner in 1972 was used to analyze cultural influences, their sources and their pedagogical implications on animal colours in English descriptive essay writing at LGCSE (Weiner 1972: 76). The theory helped the researcher comprehend why learners succeed or fail to use certain animal colours or pairs in English descriptive essay writing. According to the theory, Weiner clarifies that any success or failure can be attributed to ability, effort, task difficulty or luck (Weiner 1972: 76). Weiner (1972: 77) explains that the theory further analyses sources for success or failure in terms of the three causal dimensions namely locus control, stability and controllability of causality. The author insists that locus of control depicts the origin of the source. It examines whether the source emanates within or from outside the learner. The theory also provides for analysis of the source in terms of stability of causality. Weiner (1972: 77) highlights that stability of causality refers to whether the source can change or not. Lastly, the theory caters for analysis of sources in terms of controllability; it looks at whether the source can be controlled or not. This theory was successfully used by Tlali 2018 to investigate factors that lead to poor performance of learners in English argumentative essay writing at LGCSE (Tlali 2018). That being the case, the researcher found it suitable to investigate cultural influence on animal colours in English descriptive essay writing at LGCSE as it has potential to critically examine the nature of any failure or successful attempt in any activity.

Based on the foregoing provisions of the (ATSF) theory, this study analysed the cultural influences on animal colours in English descriptive essay writing, their sources and pedagogical implications in terms of their locus of control, stability and controllability of causality. Weiner (1972: 77) connects sources for failure or success to describe animal colours in English descriptive essay writing to causal dimensions of the theory to form Table 3.1.1 below in order to show their origin, stability and controllability.

Table 3.1.1: Sources and causal dimensions of success or failure

Sources/reasons for failure or success	Locus of control	Stability of causality	Controllability of causality
Ability	Internal	Stable	Can change
Effort	Internal	Unstable	Can change
Task difficulty	External	Stable	Cannot change
Luck or chance	External	Unstable	Cannot change

The table indicates that ability originates within the learner. It is internal and stable. It can, however, change anytime. An effort that learners put in their learning is internal and unstable but can change. Task difficulty appears to be external and stable hence cannot change. If the task is difficult, it cannot change to suit the understanding of the learner. It is the learner who needs to ensure that he or she gets it right. Lastly, Weiner (1972: 76) talks about luck or chance. The table shows that luck is external, unstable and cannot change. If a learner is lucky, no one can change that. However, such situation is very unstable. No student is lucky all the time. The results for each research question were analyzed and interpreted in terms of the table above.

3.2 CONCEPTUAL FRAMEWORK

A conceptual framework can be defined as a description of events in which main concepts or variables link. Vithal and Jansen (2004: 19) claim that this is the researcher's combination of the related literature to the current study. Patrick (2015: 2) outlines that conceptual framework provides the researcher's understanding of how the variables in his study connect with each other. He further claims that it allows the researcher to synthesise the literature available on how to explain the current phenomenon. This suggests that the researcher studies the existing literature and establish how it informs the current study. He or she then identifies key concepts or variables and connect them to indicate what is likely to happen in the study. One may conclude that it provides a guide towards achieving the aim of the study. McGaghie et al. (2001: 923) and Yamauchi (2017: 11) add that it sets the stage for the presentation

of particular research questions that drive the investigation. To develop a conceptual framework, Patrick (2015: 3) suggests that the researcher needs to identify the topic, do a literature review, isolate the important variables and then see how they connect to generate the conceptual framework. Framework makes research findings more meaningful and acceptable as supported by Adam, Hussein and Joe (2018: 438).

After a critical scrutiny of the pertinent literature, the researcher identified the main concepts or variables that ground the study as defined in Figure 3.2.1.

Figure 3.2.1: Main variables of the study

Concepts	Definitions
Animal colours	Colours or patches of colours on the animal skin
Teaching methods	Ways of teaching
Learning	Process of acquiring new knowledge
Teaching	Imparting knowledge
Teaching aids	Materials used to impart knowledge
Teacher's competence	Confidence over teacher's work
Culture	A way of doing things
Influence	An effect on someone or something
Descriptive essay	Describing essay

Using the variables above, the researcher connected them to develop a conceptual framework in order to construct alignment between learners' prerequisite knowledge of animal colours and what they are expected to know. Dames (2012: 36) names this kind of conceptual framework a constructive alignment conceptual framework. Following Dames (2012: 36) principles, Figure 3.2.2 shows a conceptual framework suitable for this study.

Fig 3.2.2: Constructive Alignment Conceptual Framework



Dames (2012: 36) supports that to effectively construct quality knowledge, there must be alignment between what learners know and what they are expected to learn. The above conceptual framework, therefore, indicates how learners' prerequisite knowledge of animal colours link to other aspects of teaching and learning to ensure quality knowledge of animal colours in English. Rodriguez (2001: 744), Were (2012: 415) and Thamburaj (2001: 438) agree that second language literates transfer knowledge from the first language to the second language. This implies that the first language is likely to have an influence on the second language teaching and learning. It is, therefore, important to consider what learners know about animal colours in their own language and how they should learn more about animal colours in a foreign language or English Language. Thus, learners' knowledge of animal colours in their own language and cultural setting were considered as they described such colours in English descriptive essay writing. The framework indicates how learners' and teachers' knowledge of animal colours determines how the teaching and learning of animal colours maybe structured. It further indicates how learner's prerequisite knowledge can influence what they are expected to learn and how subject materials can be selected on animal colours in order to enhance quality learning of animal colours.

3.3 SUMMARY

The chapter reflected on how the two theories of the Opponent Process Theory of colours (OPT) and the Attribution Theory of Success and Failure (ATSF) inform the study. The issue of how the existing literature guides the current study was also discussed where key concepts from the literature were linked to develop a conceptual framework that shapes and directs this study in order to answer the set research questions. The next chapter discusses methodology towards answering the research question for this study.

CHAPTER FOUR

METHODOLOGY

4.0 INTRODUCTION

When one plans to carry out a study, meticulous planning is crucial. It is Muller-Staub's (2012: 1) claim that showing the research approach increases the validity of social research. Issues of methodology must be evidently dealt with. Methodology in this case is a set of principles from which specific methods may be derived. Sprague (2005: 7) and Maree (2016: 51) agree that methodology is a plan on how to conduct a study. This indicates that methodology serves as a vehicle towards finding the solution to the problem. Without methodology, the researcher may not know how the problem can best be investigated. In the context of this study, it is, therefore, important for the researcher to know how best cultural influences on animal colours can be investigated. According to Kidd (2009: 374) the choice of methodology in research is very important and relies on the "nature" of the data and the problem for research. In that instance then, it is essential to succinctly choose an appropriate design to use in the study. This section deals with research design, population, sample, methods of data collection, procedure for data collection, data analysis techniques, trustworthiness and ethical considerations suitable for investigating the cultural influence on animal colours in English descriptive essay writing at LGCSE.

4.1 RESEARCH DESIGN

Research design is a plan or strategy of philosophical assumptions in an inquiry (Maree 2016:72). This indicates that it is a suitable way of investigating a problem. This proposes that every study needs to adopt a certain research design and such design needs to be consistent to the kind of data to be collected. Maree (2016: 36) provides three research modes namely qualitative, quantitative and mixed method. This study adopts a sequential mixed method research design of a quant-QUAL approach. According to Odunsi (2020: 1) quanti-QUAL refers to a situation where qualitative is dominant over quantitative. There are small numbers that come first and then linguistic description. Odunsi (2020: 1) adds that to show qualitative dominance over quantitative,

qualitative is written in capital letters. This implies that Quanti-QUAL uses more words than numbers. Munk (2019: 159) complements that quanti-QUAL is a division of labour in which quantitative and qualitative methods are allowed to unfold relatively undisturbed by each other, the later executing the job of situating and interpreting the insights gathered from the former. It is Angelis, Vegliante and Marzono's (2015: 1) assertion that quanti-QUAL is used in the educational field attributable to qualitative design. This further emphasises that the study is more of a qualitative research design. Qualitative research design is an enquiry process of understanding human problems formed with words and reporting detailed views of participants conducted in a natural setting. Shank (2002: 5) comments that it is a form of systematic empirical inquiry into meaning. Horn and Mousen (2007: 66) in collaboration with Hammarberg (2016: 498) further concur that qualitative research design relies on linguistic (words) rather than numerical data and studies phenomena in their natural setting. There will, therefore, be some numerical data to substantiate the linguistic description. This approach is suitable for this study as it allows the researcher to study the cultural influence on animal colours in English descriptive essay writing in the classroom context (natural setting). The approach will also allow the researcher to use some numerical data on the frequencies of each animal colour pair used to strengthen his findings.

Despite various types of mixed research methods, this study adopts a quanti-QUAL research method of a multiple case study approach. Cohen, Manion and Morrison (2007: 253) as well as Lichitman (2011: 108) define a case study as, "Temporal, geographical, organizational, institutional and other context that enable boundaries to be drawn around the case". In this regard, therefore, only LGCSE learners in the chosen schools were used for this study. Mertens (2010: 323) agrees with Sarandakos (2005: 17) that there are three types of case studies. They concur that these are instrumental, intrinsic and collective case studies. Maree (2016: 83) and Mayer (2001: 13) support that in a case study, the researcher can study one unit or a number of units. That being the case, this study employed a collective case study which is also known as multiple case study to investigate cultural influence on animal colours in English descriptive essay writing to allow triangulation of the findings. Heale and Forbes (2013:

158) as well as Heale and Noble (2019: 2) explain triangulation as the use of more than one approach to researching a question with the objective of increasing confidence in the findings by using two or more independent measures.

4.1.1 Interpretive paradigm

Mertens (2010: 12) claims that paradigm has a direct impact on the way knowledge is viewed and understood. This points out that the choice of paradigm sets down the intent, motivation and expectations for the research. Without selecting a paradigm, there is no basis for subsequent choices regarding methodology, methods and research design. As this study follows a sequential mixed method of Quanti-QUAL, it is dominated by qualitative research method. As a result, Morgan (2007: 116) claims that, "It bounds its philosophical foundation with the interpretive paradigm which is used to obtain an understanding of the world from individual perspective". This is indicative that qualitative researchers study things in their natural settings, with the intention to make sense of, or to interpret phenomena in terms of the meanings people construct. That is, it relies upon the participants' views of the situation being studied as recommended by Creswell (2003: 8) and Maree (2016: 22).

That being the case, the interpretive paradigm assisted the researcher to select methods of collecting data that permitted him to interact with participants socially at their natural settings. "The interpretive approaches rely on methods of data collection like interviews and analysis of existing texts", explain Crofts, Jeremy and Sylvia (2011: 103). This suggests that the paradigm results in sufficient communication between the researcher and those with whom they interact in order to jointly construct the understanding. Additionally, the interpretive paradigm supports the view that there are multiple truths and multiple realities (Levers 2013: 1). It is through these features that interpretive paradigm helped the researcher to take note of the value and depth of the understanding from different participants held in relation to the description of animal colours in English descriptive essay writing. Different participants at different schools and cultural backgrounds were able to air their held different perceptions about animal

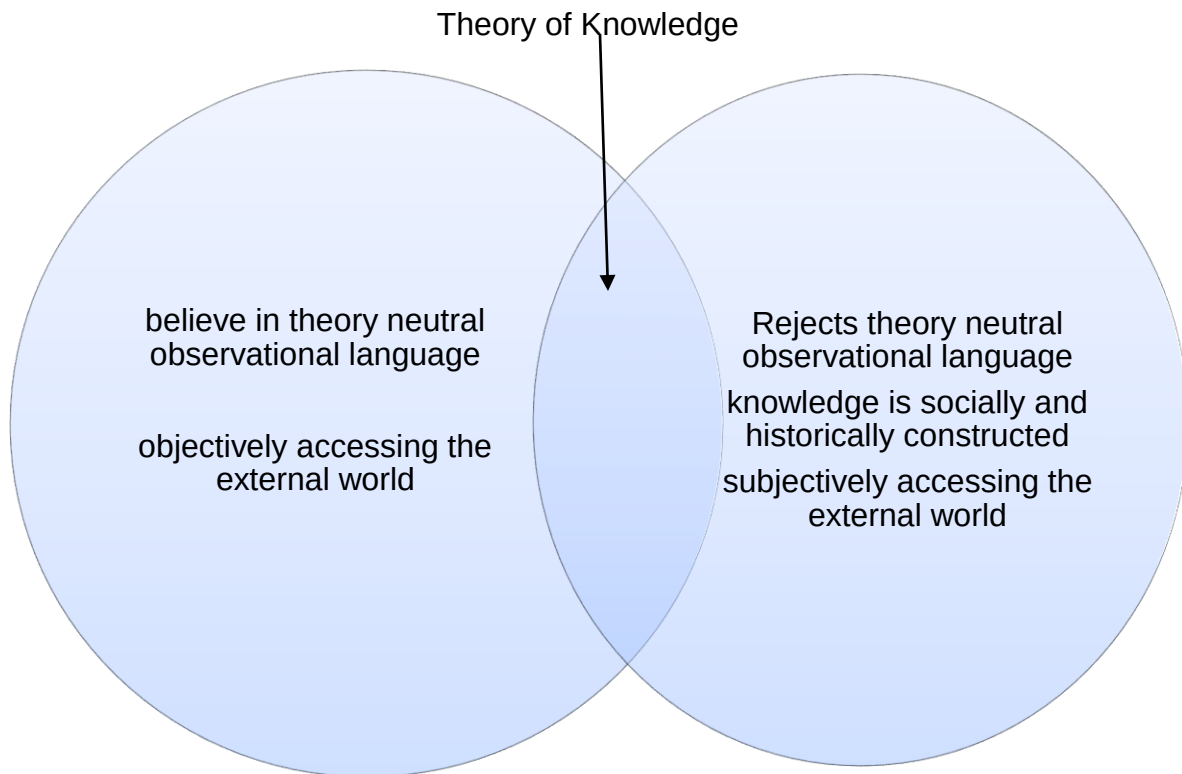
colours. To achieve the purpose of the research, the researcher has to be clear on the assumption or view of knowledge he or she stands. For this research, the researcher followed an epistemological assumption.

4.1.2 Epistemological assumptions

Gialdino (2009: 1) in collaboration with Ahmed (2008: 2) explain that knowledge can be viewed in two ways. Maree (2016: 33) mentions the ways as ontological and epistemological assumptions. This study adopts epistemological assumptions. The term epistemology originates from the Greek word 'episteme' which means knowledge. This is endorsed by Steup (2005: 52) who further postulates that epistemology is about the creation and dissemination of knowledge. Gialdino (2009: 1) adds that epistemology does not seek universality of knowledge rather it allows for multiple knowledge. This means that it does not understand knowledge as one universal truth. It caters for multiple knowledge, however, Steup (2005: 52) and Kvanvig (2003:73) agree that such knowledge should be justified. On the basis of this, epistemological assumptions helped the researcher to study the nature of the cultural influences on animal colours in English, sources of such influences as well as their pedagogical implications from different perspectives.

Steup (2005: 52) mentions that there are two types of epistemology namely objective and subjective epistemology. These two types intersect to build theory of knowledge as indicated in Figure 4.1.2.1 below. Theory of knowledge is placed at the intersection set.

Figure 4.1.2.1: Relationship between objective epistemology and subjective epistemology



The above figure indicates that what people believe, hear and observe around the world builds what they know. This emphasises that knowledge is socially and historically built. Steup (2005: 52) adds that people construct their knowledge out of what they see from the external world. He names this situation the theory of neutral observational language. It is, therefore, reasonable to assume that peoples' knowledge of animal colours is highly influenced by the external world. Thus, learners may be highly influenced by what they see and hear as animal colours are described in other languages. To construct the knowledge of how LGCSE learners use animal colours in English descriptive essay writing, the theory of knowledge will therefore be subjectively and objectively considered.

4.2 POPULATION

Population is a group of people in a study. Banerjee and Chaudhury (2010:1) describe it as a cluster of individuals with common characteristics in which the researcher has interest in learning about. In this study, the researcher's interest is on LGCSE learners

and their English Language teachers. Population helps the researcher to identify the sub-divisions of the population so that the researcher chooses a proper sample to use in the study (Ardlie, Lunetta and Seielstad 2002: 304; Turner 2003: 3). This makes it easier to choose who to study at LGCSE as Zhou (2002: 3) further argues that it is sometimes impossible to include everyone in the study due to time and costs. Only Form E learners and their English Language teachers in all high schools in Lesotho, therefore, formed the population for this study. They constitute the right population because both Form E learners and their English Language teachers are directly involved in the teaching and learning of animal colours in English descriptive essay writing at LGCSE. Form E learners are also believed to be the most knowledgeable participants as they are at the completion stage of LGCSE. Having chosen the most experienced population, then the sample was chosen.

4.3 SAMPLE

Sample refers to a group of things or people selected from the population for a particular study. Mertens (2010: 309) mentions that the strategy for selecting sample influences the quality of the data and the inferences that one makes. Stoeppler (2012: 73) names this strategy a sampling procedure. John, Zonna and John (2000: 103) and Mertens (2010: 309) agree that sampling is the selection of a subset of a population for inclusion in a study. Cohen, Manion and Morrison (2007: 110) as well as Maree (2007: 10) concur that there are two main methods of sampling namely probability and non-probability while Daniel (2011: 73) asserts that the researcher needs to choose between probability and non-probability sampling in a study. Probability sampling also known as random sampling, provides all members of the population chance to be selected for the study while in non-probability sampling which is also known as purposive sampling, members do not have equal chance of being selected as samples. This is endorsed by Cohen, Manion and Morrison (2007: 110) who further add that, "Probability sample has less risk of biasness than a non-probability sample, whereas by contrast, a non-probability sample, being unrepresentative of the whole population, may demonstrate skewness or biasness". To draw sample for this study, non-probability sampling was used because it appears suitable as the aim of the study was to collect data from the

most experienced participants only. The country (Lesotho) was divided into three regions namely South, Central and North. Only one district was purposely chosen to represent each region. Maree (2016: 78) states that purposive sampling is used in situations where population elements are chosen because they are easily and conveniently available. Three districts to represent the three regions of the country were, therefore, chosen due to their accessibility for data generation. One district that appears more convenient to reach and travel for data collection in each region was chosen to represent the region. Mafeteng, Maseru and Leribe districts were, therefore, respectively chosen to represent South, Central and North regions. Then three high schools were purposely chosen from each district. The schools were chosen in terms of their performance. The number of grades “C” and above in English Language at LGCSE were compiled from all schools in each chosen district from 2014 when the LGCSE was first examined up to 2019. The school with the highest number of grades “C” and above was chosen as the best performing school, the school with average number of grades “C” and above was chosen as the average performing school. Finally, the school with the lowest number of grades “C” and above was chosen as the poor performing school. There were three (3) schools chosen from each district which added up to nine (9) schools chosen for this study. The grade “C” and above were used as they are regarded as the better grades (ECOL 2018: 2).

Learners at Form E level in the chosen schools wrote one English Language Paper 1 test on English descriptive essay writing past question paper. They wrote on a guided topic: An amazing animal you know very well and a nested sample of only ten scripts was purposely selected from each school for marking. United Nations Educational, Scientific and Cultural Organization (UNESCO) report (2010: 13) recommends teacher-learner ratio of 1:40 learners per class. There was, therefore, possibility of more than one form E class in one school. In that case, all learners in Form E wrote the test and only ten scripts were purposely chosen for marking. The scripts were chosen because such learners came from families which appeared to have more animals in terms of number and type. This was done through the help and guidance of their English Language teachers. Learners from such families were perceived as the most

experienced learners on animal colours as the study intended to collect data from the most experienced participants. Ten scripts were marked accurately from each school within the available time for the study. If there was any school with 10 or less than 10 Form E learners, all learners would be used for this study. Maree (2016: 85) describes nested sample as a sample that is drawn from another sample. Ten learners whose scripts were marked were then interviewed through one focus group in each school to elicit more information about animal colours. Through homogeneous purposive sampling, all Form E English Language teachers were chosen for this study. Thornhill and Sauders (2012: 37) expound that homogeneous purposive sampling is a sampling based on one particular subgroup in which all sample members are similar, for instance, members in a particular occupation or level in an organisation hierarchy. In this case, Form E English Language teachers formed a particular occupational group that is believed to be information rich as they are directly involved in the teaching of animal colours in English descriptive essay writing at LGCSE. The chosen teachers were individually interviewed telephonically to avoid the spread of COVID 19 while learners were interviewed through different focus groups to allow open and free discussions though observing all COVID 19 precautions. Kaar (2012: 2) settles that an interview provides comprehensive responses. The researcher also believes to have received comprehensive information about animal colours from both teachers and learners through the interviews.

4.4 METHODS OF DATA COLLECTION

This study used the test and interviews as the main data generating instruments. East, Jackson and Borbasis (2011: 105) describe an instrument as, “Any tool used in the collection of data which includes tests, observations schedules, interviews and questionnaires”. He further asserts that these tools are appropriate for collecting qualitative data and they do not allow the researcher to influence the participant's responses. Tests are convenient for collecting data from a large group within a short time as the respondent's answers can be provided at the same time and be analysed later (Korrapatti, 2016: 36). In the context of this study, the test helped the researcher to collect data from a number of learners at the same time still observing COVID 19

precautions. The test, in this case, was deemed an appropriate tool to measure the content taught in class. It generated data from learners while the interview collected data from both teachers and learners. The methods of data collection also helped to triangulate for validity of the findings. Triangulation may be defined as the use of two or more methods of data collection in the study. Cohen, Manion and Morrison (2007: 141) as well as Mertens (2010: 429) agree that triangulation involves the use of multiple methods and multiple data sources to support the strength of interpretations and conclusions in a qualitative research. The two methods of data collection (test and interviews) were, therefore, used to collect data on the cultural influence on animal colours in English descriptive essay writing to triangulate or crystallise the validity of the findings. Cohen, Manion and Morrison (2007: 141) comment that triangulation can use either the same method on different occasions or different methods on the same object of study. This study used class test and interviews on one object of the study.

(a) Class test

According to Osterlind (2012: 67) a test is a, “Unit of measurement with a stimulus and a prescriptive form of answers”. Shanton (2003: 94) further adds that it is an assessment that measures the test-taker’s knowledge, skill or aptitude. Hornby (2010: 1596) complement that it is a measure taken to check the quality or performance of something or someone. The test, in this case, was intended to measure learners’ knowledge of animal colours in English descriptive essay writing. All learners at Form E in the chosen schools were given one test on a guided topic: An amazing animal you know very well which is extracted from LGCSE English Language paper1 past question paper for 2014 (ECOL 2014: 2). The marking rubric is also provided in the appendices as appendix V. These learners were believed to be the most experienced learners on animal colours as they were at the completion of the LGCSE level. The test was taken in the learners’ classrooms under the supervision of the researcher and the Form E English Language teachers. It comprised one guided descriptive topic for learners to write two to two and a half pages for one hour. This is in line with the ECOL’s English Language (0175/1) question paper which normally contains only one descriptive topic

(ECOL 2016: 2). In this study, the test was used in order to generate data from the sample that is most likely to be knowledgeable on animal colours. In a case of minors, parents were written letters in both Sesotho and English to seek for permission to use such learners. Only ten (10) purposely sampled scripts were marked from each school and the results captured. This was a reasonable number to mark within the available time for this study. The scripts were chosen because such learners came from families which appear to own more animals. This practice gave the researcher opportunity to collect data from the most experienced participants. Maree (2016: 198) and Mertens (2010: 320) harmonize that, "Purposive sampling is used in a situation where the researcher does the sampling with specific purpose or target". Ten learners whose essays were marked were then interviewed through one focus group per each school to produce qualitative data.

(b) Interviews

This study used the interviews to gain an insightful understanding of cultural influences on animal colours in English descriptive essay writing at LGCSE. Hennink (2013: 56) defines an interview as a qualitative research technique useful for obtaining detailed information about personal and group feelings, perceptions and opinions. An interview was, therefore, suitable for this study as the study sought for learners' understanding or perceptions of animal colours in English descriptive essay writing at LGCSE. Cohen, Manion and Morrison (2007: 349) as well as Krueger and Casey (2000: 39) complement that an interview enables participants to discuss their interpretations of the phenomena. This points that it moves away from seeing data as somehow external to individuals. It supports that data is embedded in humans. This study used both individual and focus group interviews to gain an insightful understanding of the cultural influences on animal colours in English descriptive essay writing at LGCSE.

All teachers in the chosen schools were individually interviewed telephonically for approximately (20-30) minutes. This type of interview allowed every teacher to openly and freely express his or her perceptions on animal colours in English descriptive essay

writing. Ten learners whose scripts were marked were interviewed through one focus group per school for about (30-45) minutes observing all COVID 19 precautions measures. This type of interview eased learner-teacher relations. Learners felt more relaxed and free to talk while among other learners. The interviews were recorded and transcribed later. Barth and Fernandez (2011: 307) advise that children or learners are different from adults hence need to be dealt with care. For that reason, Cohen, Manion and Morrison (2007: 350) suggest a group interview for learners. They claim that group interview encourages interaction within a group rather than a response to an adult question. These authors further suggest that a group interview can be less intimidating to learners. This is supported by Elder and Fingerson (2003: 34) who comment that power and status dynamic is heavily implicated in an interview with learners. Permission to use minors was sorted from parents through letters written in both Sesotho and English. Learners' interviews were also recorded to allow the researcher to listen to each interview record as many times as possible in order to capture every important information. The interviews took place in the respective schools chosen for this study at the teacher's and learners' convenient places and time. The participants were at liberty to use both Sesotho and English so as to ease their freedom of expression as Bulpitt (2013: 201) supports that interviews offer detailed information on the respondent's perceptions. Mertens (2010: 370) adds that interviews are either structured or unstructured and can be conducted individually or in a group. This study used semi-structured interviews. There were other questions set to trigger responses from participants and were followed by other questions that emanated from the interview.

4.5 PROCEDURE FOR DATA COLLECTION

Procedure for data collection refers to steps taken in gathering data for the study (Jeffrey, 2010:159). To collect data for this study, the researcher arranged with the principals and heads of language departments of the concerned schools on how and when the data could be collected from both teachers and learners. Learners were then given the test and teachers were asked to provide all the necessary supervision

together with the researcher. Then ten scripts for learners who appeared to come from the families with more animals in terms of number and type were chosen through the help of their English Language teachers for marking. All selected learners were later interviewed through one focus group per school to elude more information on animal colours. All English Language teachers at Form E level in the chosen schools were then individually interviewed through the telephone calls. The interviews were all recorded and transcribed later.

4.6 DATA ANALYSIS

Data analysis is a summary of what the researcher has seen or heard in terms of common words, phrases, themes, or patterns that emerge from the data (Maree 2007:108-109). Brandt (2014:117) and Maree (2016:109) state that it is a systematic back and forth process that comprises of methods of numerical, text and graphical representation of interpreting data. This practice suggests that the researcher needs to go back and forth to verify the conclusions. This is done following a certain plan, format or method (Thomas, Oliver and Gough 2017: 49). Heber, Wood and Whitehead (2012: 1) in collaboration with John and Associates (2011: 1) enhance that data can be viewed and analysed through a theoretical lens. That being the case, this study used the Opponent Process Theory (OPT) of colours to analyze data collected from both learners and teachers through essay writing and interviews. The theory provides predetermined colour pairs as a lens to view and analyse how learners pair and use animal colours in English descriptive essay writing at LGCSE. Azungah (2018: 383) calls this a deductive approach of data analysis.

This study, therefore, deductively analysed the collected data using the predetermined themes from the theory. Maree (2016:109) supports that deductive approach of data analysis provides the predetermined themes for coding the data. He further adds that deductive approach has two distinctions namely emergent and priori coding. The study employed priori coding. Mayring (2000: 87) defines priori coding as a deductive application that works with predetermined codes from the existing theory. The frequency

for each colour or pair of colours was recorded under each pair as they appeared in learner's English descriptive essay writing. That is, every time the colour or the pair was mentioned, it was recorded. Maree (2016: 117) suggests that in a case of data that cannot be coded, it should be identified and analysed later to determine if they can add a new category of the existing codes. For colours which are not catered by the pairings, the theory already suggests that they be coded as "others" as Maree (2016:117) and Mayring (2000: 87) report that the existing theory can be supported or extended. The researcher got informed on the dominant and less used colour pairs. He was then able to investigate any cultural influence that influenced learners' use and pairing of colours. For the purpose of the interpretation of the analysed data for further understanding, Maree (2016: 120) explains that it is extremely crucial for the researcher to avoid temptation to stop with a set of categories and fail to take the next step of abstracting the main findings from the codes. This suggests that the researcher needs to find the simplest way of describing the phenomena investigated. OPT however, appears unable to analyse and interpret these cultural influences for better understanding. The Attribution Theory of Success and Failure (ATSF) was then used to group the cultural influences behind the use of animal colours from the test and interviews.

The Attribution Theory of Success and Failure (ATSF) grouped the cultural influences behind the use of animal colours from the test and interviews under its predetermined themes namely ability, effort, task-difficulty and luck and then interpreted them according to their origin, stability and controllability as described by Weiner (1972: 76). Weiner explains the four mentioned provisions of the theory as the sources for learners' success or failure in any activity performed. He further illuminates that origin examines where the influence comes from, stability studies whether the influence can change or not and controllability observes whether the influence can be controlled or not. All the provisions of the theory contributed towards understanding any cultural influence behind every attempt the learner takes in the use of animal colours. As the interpretation was done, the researcher was able to find out if culture has any influence on the way learners use colours as they describe their favourite animals. Maree (2016: 120) asserts that at this stage, the researcher needs to follow the rule of essential efficiency. That is,

the researcher looks for what constitutes the main findings from the data so that they can be clearly communicated. Only cultural influences were grouped according to the predetermined categories of the Attribution Theory of Success and Failure. They were then interpreted as per their origins, controllability and stability. The findings from the test and interviews were analysed using the same procedure. They were then triangulated to identify the main findings and then conclusions and recommendations drawn.

4.7 TRUSTWORTHINESS OF THE STUDY FINDINGS

To achieve trustworthiness of the findings, Ravid and Efron (2001: 74) declare that issues of reliability, credibility, transferability and conformability should be given attention. They add that, "While validity in quantitative research seems to be an important measure, trustworthiness is an essential measure in qualitative research". It was, therefore, essential to ensure trustworthiness of the findings for this research. Bailey (2015: 64) and Heale (2015: 72) concur that reliability is the consistency in the scores of what is measured. This implies that if the tool is reliable, it has to be consistent on what is measured. The researcher, therefore, made sure that the test and the interview schedules measured what is intended. It is Maree's (2016:124) assertion that credibility guarantees that the research design is allied to the research questions. The researcher, therefore, ensured that the research design aligns to the research questions. The researcher also made sure that the findings of this study do not generalise but only assumptions are drawn from such as Maree (2016: 123) advocates that, "Transferability does not involve generalised claims". Moreover, conformability was also considered. Vriens and Grover (2006: 76) describe conformability as the degree of fairness. In this study, the researcher worked collaboratively with teachers in the departments of languages of the nine schools to ensure that learners write the test under the expected supervision. This attempt assisted learners to avoid cheating in the test. The results for the test, therefore, hopefully reflect the real performance of learners. The scripts for learners are kept safely in the locked cupboard at the researcher's place for five years before they can be destroyed. To maintain issues of confidentiality, after five years, the learners' scripts would then be burned while

electronic information would be deleted. Letters to the parents asking for permission to use their children for this study as well as instruments for data generation were written in both Sesotho and English to cater for those who do not know English Language or were not comfortable to use English Language. The researcher also explained the research to every participant and then made them aware that no one was forced to participate in this research.

4.8 ETHICAL CONCERNS IN THE STUDY

Catic (2017: 63) emphasises that it is crucial to highlight the ethical considerations with regard to the research. Ethical considerations look into the issues of protection of the participants' identities. Resnik (2020: 1) writes that ethics are moral features observed by researchers while Seedhouse (2009: 98) describes ethics as the emotional commitment to ways of living and acting. The researcher, therefore, vowed to observe all the research ethics. He sought for a written consent from DUT through its School of Education that permits him to conduct this study. He also looked for permission to conduct the research from the Ministry of Education and Training and principals of the concerned schools as attached in the appendices. The researcher disclosed the purpose of the study where necessary. The researcher further made the participants aware that no one was forced to take part in this study and everybody had a right to withdraw any time he or she wished so. Cohen, Manion and Morrison (2007: 433) indicate that privacy and dignity of individuals should be respected. For example, issues of confidentiality, anonymity, and non-traceability must be seriously observed. This suggests that learners should not be harmed by the test or its results (non-maleficence). Learners were, therefore, well informed about the test and interviews as well as their expectations.

There were no manipulations of data to meet the researcher's interests and the researcher promised not to report any information without the agreement from the respondents. No name was disclosed without the authority from the owner. Cohen,

Manion and Morrison (2007: 433) endorse that the other way of protecting the participant's right to privacy is through the promise of confidentiality. This indicates that the researcher will not in any way make connection between the participants and the information provided known publicly. Cooper and Schindler (2001: 117) add that confidentiality can be maintained by seeking permission of the respondents before any disclosure about the respondents.

4.9 SUMMARY

This section dealt with research design where it looked into suitable approaches to this study. It also discussed suitable population, sample, and methods of data collection, procedure for data collection and data analysis techniques for this study. Issues of trustworthiness and ethical considerations were also tabled to ensure how participants' rights were respected. The next section presents Chapter Five on data presentation, analysis and interpretation.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.0 INTRODUCTION

This chapter features data presentation, its analysis and interpretation. It then provides summative perspectives based on the sub-research questions of the study. It provides data from the field, codes all animal colours used by learners according to the colour pairings provided by Opponent Process Theory of colours (OPT) and then studies any cultural influence behind each colour pair used and those not used. That is, it examines what cultural aspects influence learners to use animal colours the way they do. Due to the OPT limitations to provide any study on the cultural influences, all cultural influences observed were grouped according to the predetermined themes of the Attribution Theory of Success and Failure (ATSF). Then, they were analyzed according to the three causal dimensions of the theory in order to provide further understanding of the cultural influences on animal colours in English descriptive essay writing. Weiner (1972: 76) stipulates that ATSF provides reasons why learners fail or succeed to perform the given task, therefore, ATSF helped the researcher to analyse any cultural aspect that influences learners' failure or success to describe animal colours in English descriptive essay writing at LGCSE.

5.1 CULTURAL INFLUENCES THAT LEARNERS FACE ON ANIMAL COLOURS IN ENGLISH DESCRIPTIVE ESSAY WRITING

In this section, the findings on the cultural influences that learners face on animal colours in English descriptive essay writing at LGCSE are the focus. Data towards answering the question on the cultural influence that learners face was generated through learners' test on essay writing and interviews with both learners and teachers in order to triangulate the findings and improve their trustworthiness. Some essays which feature most of the findings on the learners' test are attached to the research report as appendices while some common utterances are cited in the next chapter which discusses the findings of this study. A report of findings under each data collection

technique is followed by its analysis and interpretation. A summative perspective on the research question is also provided.

5.1.1 Findings from marked learners' essays

Learners were given a test on English descriptive topic to write an essay of about two to two and a half pages on animal colours. The test was supervised by Form E English Language teachers and the researcher in nine schools chosen for the study. The findings gathered from marked learners' essays were coded and analysed according to the Opponent Process Theory of colours which provided how colours can be grouped or paired in the description of things. Table 1 below presents how learners grouped colours as they described their favourite animals. The way learners grouped and used animal colours helped the researcher to study any cultural influence behind such use or grouping. The OPT theory could, however, not provide any further analysis of the cultural influences, as such, the Attribution Theory of Success and Failure by Weiner 1972 was then used to help the researcher to analyse all possible cultural influences behind learners' use of animal colours in terms of the predetermined themes of the theory which are ability, effort, task difficulty and luck/chance (Weiner 1972: 76). Weiner defines ability as what learners and teachers are able or unable to do while effort entails the actions both teachers and learners perform or fail to perform in the teaching and learning process. Task difficulty is about failure to understand the demands of the question or any given task while luck/chance refers to probabilities or chances that learners have in the teaching and learning process. All possible cultural influences were, therefore, grouped according to the four preset themes of the theory. Weiner (1972: 77) further adds that the themes should additionally be analysed in terms of the three causal dimensions of the theory which are origin, stability and controllability. According to Weiner (1972: 77), origin looks at whether the challenge emanates within or outside the learner. Stability refers to whether the challenge can change or not while controllability examines whether the challenge can be controlled or not. The researcher used ATSF to study the origin, controllability and stability of the cultural influences on animal colours in English descriptive essay writing at LGCSE in order to learn more

about their pedagogical implications and what can be done to improve learners' performance on animal colours in English descriptive essay writing. Table 1 below presents the findings from the marked learners' essays.

Table 1: Findings from marked learners' essays

<i>Opponent colours terms</i>	<i>Total no. of learners</i>	<i>% Colour pairing</i>	<i>Main colour</i>	<i>Opponent colour</i>	<i>Main colour %</i>	<i>Opponent colour %</i>
Blue/Yellow	2	2.2%	Yellow= 2	Blue= 0	2.2%	0%
Red/Green	0	0%	Red=0	Green=0	0%	0%
Black/White	67	74.5%	Black=45	White= 22	50%	24.5%
Others	21	23.3%	Brown=9 Grey=8	Silver=3 Gold = 1	18.8%	4.5%
TOTAL	90	100	64	26	71	29

As per the Opponent Process Theory of colours, the first mentioned colour was regarded as the main colour and the latter as the opponent colour or colours. According to the table above, 75% of the sampled essays provided colour description for their favourite animals as black and white. Out of this percentage, black constitutes 50% while white takes only 25%. Most learners used these colours as a pair while others also used black as a single colour hence a bigger percentage. It is, therefore, suggestive that this colour pair attracted most of the learners as it took a larger percentage of the whole share of colours used in describing favourite animal colours. Looking at the frequency at which black and white colours are used, it seems that learners found it easier to use these colours due to, among others, the existing relations between the two colours in Sesotho and English. Benjamin (2013: 46), in section 1.1.4, names this situation linguistic relativity. It can be assumed that linguistic relativity

culturally influenced learners as they chose and described their favourite animal colours.

Besides the fact that most learners used black and white, some learners seem to have felt a need to mention the gender of an animal immediately after stating its colour. This appears to have been influenced by linguistic arbitrariness which seems to exist in most animal colours in Southern Sotho (Taljid 2015: 1) as illustrated in section 1.1.5. The linguistic arbitrariness that seems to exist between Sesotho animal colours and gender might have influenced learners to mention gender of the animal described as it appears that there is no arbitrary relationship between animal colours and gender in English.

The blue/yellow colour pair was used by only 2% of the sampled learners. Learners who attempted to use colours from this pair only used the colour yellow and no learner used the colour blue. This may imply that the colour yellow exists in both Sesotho and English animal colours and this might have made it easier for learners to use it in English due to the linguistic relativity that exists. The colour blue may not exist or may be interpreted differently in both Sesotho and English animal colours. This might have, therefore, made it challenging for learners to use it due to the linguistic variations that seem to exist in the use of the colour in both Sesotho and English. This can be suggestive of other Sesotho animal colours that may not exist or are interpreted differently in English. Again, this can inflict a positive or negative cultural influence on learners as they describe animal colours in English. For example, no learner used colours red and green which may continue to imply that such colours maybe used or interpreted differently in Sesotho and English animal colours. Taljid (2015: 1), in section 1.1.5, supports that this situation is known as lexical variations. That being the case, lexical variations that seem to exist between some Sesotho and English animal colours appear to foist a cultural influence on animal colours in English descriptive essay writing at LGCSE. This is read from the small percentage of learners who restricted themselves to the use of certain colours over others.

Lexical variations in Sesotho and English animal colours continue to culturally influence some learners to opt for certain colours categorized as others in the Opponent Process Theory (OPT). These colours constituted 23% of the responses analyzed for this study. This may continue to infer that some colours offered by the theory do not exist or are interpreted differently in Sesotho animal colours. This is where some learners used brown and grey as main colours. It may further suggest that except black and white colour pair, most Sesotho animal colours seem to fall under other colors provided by Opponent Process Theory of colours. This can be indicative that Sesotho has its own animal colour lexicon which has both similarities and differences to the first three colour pairs provided by the OPT. It is, therefore, possible that this notion can culturally influence learners' choice and use of animal colours in English descriptive essay writing at LGCSE. This can be observed where percentage colour for other colours appear to supersede percentage colours for other colour pairs provided by the theory except black and white colour pair. The other colours as shown in the theory, is open to any colour not catered in the first three colour pairs due to the lexical variations that may exist between different languages. It, therefore, allows for any difference that may prevail between Sesotho and English animal colour lexicons.

Most colours were used in the description of a cat, dog and a cow. A dog is mainly used for both hunting and security. It is justifiable to assume that it is easier for a dog to live with people. This makes it an eminent animal to people including learners of different levels. It is, therefore, possible for learners to favour it. It can also be viewed as a source of food to the family members who use it for hunting. Likewise, a cat is used for security against rats in some families. This makes it available around the house in order to provide security against rats which can be destructive to peoples' properties. That being the case, it becomes easier for households to like it. Cow, on the other hand, is used for meat, milk, money and labour. This indicates that it is a source of food for the family as such a number of families might own it. These are famous animals which live among Basotho. By virtue of this, learners are influenced to perceive them according to the way the society treats them. Hofstede (2001: 7) comments that people can collectively hold communal or social understanding on what they practice (vide 1.1.2).

Socio-cultural practice, therefore, appeared to have cultural influence on learners' choice of animals and their colours in English descriptive essay writing at LGCSE. For example, some learners described their favourite animals as white while others used black for unfavourable animals. Some learners associated black to darkness and misfortunes.

The following were discovered as cultural influences that learners face on animal colours in English descriptive essay writing at LGCSE.

- Linguistic relativity
- Linguistic arbitrariness
- Lexical variations
- Socio-cultural practices

Due to the limitations of the Opponent Process Theory, the findings were then coded according to the four predetermined themes of ATSF, analysed and interpreted in terms of the causal dimensions of the theory as proposed by Weiner (1972: 76). The results are shown in Table 2 below.

Table 2: Cultural influences from marked learners' essays

<i>ABILITY</i>	<i>EFFORT</i>	<i>TASK DIFFICULTY</i>	<i>LUCK/CHANCE</i>
➤ Linguistic relativity ➤ Linguistic arbitrariness	➤ Socio-cultural practices	➤ Lexical variations	

Findings under ability thematised into linguistic relativity and linguistic arbitrariness. All findings under effort knotted into socio-cultural practices while those under task difficulty matted into lexical variations. There were no findings under luck/chance. This may imply that luck has no cultural influence on animal colours in English descriptive essay writing. The findings were then interpreted in terms of the causal dimensions as described in section 5.1.1.

Interpretation

All cultural influences classified under ability are internal, stable and can change. They are internal as they originate within the learners and can only change if some efforts are put in as proposes Attribution Theory of Success and Failure (ATSF) (Weiner 1972: 76). If no attempt is made to address any negative influence, it remains stable. For example, learners need to acquire knowledge of all possible linguistic relations that exist between Sesotho and English animal colours. If they acquire such knowledge, the cultural influence may change but if they do not possess such knowledge, the influence remains the same or stable and may continue to positively or negatively impose a cultural influence on animal colours in English descriptive essay writing.

All findings under effort thematised into socio-cultural practices. They all relate to the determination learners put into their work. These cultural influences are internal, unstable and can change (Weiner 1972: 76). They are internal because they emanate from the learners. They depend on the learners' knowledge and practices. The Attribution Theory of Success and Failure claims that such cultural influences are unstable as they can change from time to time. Any alteration that learners experience in the teaching and learning of animal colours in English descriptive essay writing can, therefore, bring a change in their performance on animal colours. For example, once a learner changes his or her perceptions about certain animals and their colours, his or her performance is likely to change. The researcher also finds the cultural influences internal, unstable and changing because they are dependent on the learners' belief and understanding of animals and their colours in both Sesotho and English.

The findings under task difficulty intertwined into lexical differences. According to the theory, all the cultural influences under task difficulty depend on the complexity of the task at hand. The cultural influences are external, stable and cannot change. They are external as they do not originate within the learners. They are also stable because once the task is problematic, learners cannot change it. For instance, if certain Sesotho animal colours cannot be described in English, learners cannot change that. Learners can, however, equip themselves with necessary skills or knowledge to overcome such a

problem. As it is, some learners might have decided to avoid some animal colours. In the same manner, the researcher believes that the findings cannot be changed by learners. Learners need to equip themselves with knowledge, skills or approach needed to find their way out of such problematic area of animal colours in English. There were no cultural influences related to luck or chance identified in this section of data presentation. The failure to identify such influences suggest that luck may have no cultural influence on animal colours in English descriptive essay writing. It is not by luck or chance that a certain learner is capable or incapable of describing certain animal colours in English. These findings will be discussed in the next chapter.

5.1.2 Findings from learners' focus group

Learners held one focus group in each school in which the researcher aimed at seeking for further understanding of what learners provided in their essays on animal colours in English descriptive essay writing. The findings on the use of animal colours in English descriptive essay writing gathered from the focus groups were coded according to the prearranged colour pairings provided by the Opponent Process Theory of colours. Then, all the cultural influences behind such pairings were tabulated under ability, effort, task difficulty and luck/chance offered by Attribution Theory of Success and Failure and then interpreted according to the causal dimensions as indicated in section 5.1.1. Table 3 below presents the findings from the learners' focus groups on animal colours in English descriptive essay writing at LGCSE.

Table3: Cultural influences from learners' focus groups

Opponent colours terms	No. of students	Colour pairing %	Main colour	Opponent colour	Main colour %	Opponent colour %
Blue/Yellow	2	2.%	Yellow=2	Blue=0	2%	0%
Red/Green	3	3.%	Green=3	Red=0	3%	0%
Black/White	71	79%	White=62	Black=9	69%	10%
Others	14	16%	Brown=9 Grey=5	No colour	Brown=10% Grey=6%	0%
TOTAL	90	100%	81	9	90%	10%

According to the OPT, the first mentioned colour was regarded as the main colour and then others as the opponent colours as the theory proposes. From Table 3 above, most favoured animals were still described as black and white. 79 % of learners from the focus groups reported that they prefer black and white colours to describe their favourite animals. Some learners pointed out that this is culturally influenced by the fact that colours “black” and “white” are interpreted the same in Sesotho and English. It can, therefore, be assumed that there is linguistic relativity between the two colours in Sesotho and English as explained by Benjamin (2013: 46) vide 1.1.4. That being the case, seemingly it was easier for learners to use the two colours as animal colours in English. Most learners (69%) opted for white animals while only 10% used black as their favourite animal colour.

The 69% of learners who preferred white as their favourite animal colour explained that they prefer it because it symbolises peace and looks attractive and clean on the animal. This colour was mostly chosen by girls as there were 60 girls against 2 boys who chose the colour. The 10% of learners who proposed that they prefer black for their favourite animal colour, explained that they like male animals and so black denotes the masculinity of the animal. They added that black in this case can signify strength in the animal. All learners who chose this colour were males. However, there were other

learners who commended that black in animals sometimes calls for bad luck and such learners cited an example of a black cat where they reported that such cats are normally used for witchcraft. This understanding, therefore, suggests for possibility of societal beliefs which might have imposed some cultural influences on learners as they described their favourite animal colours in English descriptive essay writing.

The blue/yellow colour pair was seldom chosen. Only 2% of the sampled learners indicated that they prefer to describe their favourite animals from blue/yellow colour pair and all those who chose to use colours from this pair used only yellow colour. No learner preferred a blue colour. In response to why colours like blue were rarely chosen, some learners reported that some colours like blue may not exist among the animals they know while others added that they might be interpreted differently in Sesotho and English and this may create confusion in learners so they avoid them. This is supported by Cheshire (2010: 22) who advocates that different languages can have restricted colour lexicons limited to animals. This emphasises that languages can use animal colours differently. There is, therefore, possibility that Sesotho and English animal colours may differ and this variation in colour lexicon seems to impose a cultural influence on animal colours in English descriptive essay writing at LGCSE.

In the same vain, red/green colour pair was rarely chosen. Only 3% of the sampled learners chose to describe their favourite animals from red/green colour pair and from this pair, learners opted for colour green only. No learner chose to use colour red for his or her favourite animal. In response to why colours like red were not chosen, most learners reported that some colours like red do not exist among the animals they know or favour. Other learners pointed out that the colour red is not interpreted the same in both Sesotho and English animal colours. This is endorsed by Taljid (2015: 1) who claims that each language can have its own colour lexicon restricted to animals. This may, probably, appear challenging to LGCSE learners who use English as a foreign language. For example, some learners claimed that red as a Sesotho animal colour is described as brown like colour while others reported that red and white colours are described as grey. This, therefore, pointed to some lexical variations that may exist

between Sesotho and English animal colour lexicons liable for some cultural influences on animal colours in English descriptive essay writing.

Some learners provided other colours which the theory encodes under others. 16% of the sampled learners opted for other colours. This is where colours like grey and brown were mentioned. Other learners stated that there are also other Sesotho colours which they unfortunately could not describe in English. For example, “*e hatile molora*” meaning an animal with any colour and some white spots on the legs (Taljid 2015: 1 and Lesitsi 2002: 25). Others indicated that other animals can be described as “*e komme phoofo*” meaning it has any colour and some white spots on the belly. There were a number of other colours which learners reported that they find difficult to describe in English such as “*e botha*” any colour over the body with a white colour below the stomach, “*e tololi*” any colour with white and black spots all over the body and “*e hlaba*” brown and black colours. This infers for some lexical variations in Sesotho and English animal colour lexicons. Learners’ focus groups, therefore, revealed the following as cultural influences on animal colours in English descriptive essay writing at LGCSE:

- Linguistic relativity
- Lexical variations
- Societal beliefs

The findings were further coded in terms of the foregoing provisions of the Attribution Theory of Success and Failure (ATSF) as proposed by Weiner (1972: 76) for further analysis and interpretation. The results are shown in Table 4 below.

Table 4: Cultural influence on animals from learners’ focus group

ABILITY	EFFORT	TASK DIFFICULTY	LUCK/CHANCE
➤ Linguistic relativity	➤ Societal beliefs	➤ Lexical variations	

Findings under ability intertwined into linguistic relativity while those under effort matted into societal beliefs. Findings under task difficulty interweaved into lexical variations. There were no findings under luck which may suggest that luck may have no cultural influence on animal colours in English descriptive essay writing. The findings were then interpreted in terms of the causal dimensions of the theory as indicated in section 5.1.1.

Interpretation

All cultural influences classified under ability are internal, stable and can change. They are internal as they emanate within the learners and can change once learners acquire the required skills. However, they remain stable if no attempt is taken to improve the performance of learners. For example, learners need to acquire skills to enable them to understand the linguistic relations between Sesotho and English animal colours. If they acquire such skills, the influence changes but if they do not possess the skills, the influence remains stable and may continue to negatively impact on the learners' performance on animal colours in English descriptive essay writing at LGCSE.

All findings under effort knotted into societal beliefs. They all relate to the determination learners put into their work. These cultural influences are internal, unstable and can change (Weiner 1972: 76). They are internal because they stem from the learners. They are dependent on what learners believe and do. The Attribution Theory of Success and Failure asserts that such cultural influences are unstable as they can change anytime. For example, once a learner changes his or her beliefs about certain animals and their colours, his or her performance is likely to change.

All findings under task difficulty thematised into lexical variations. The Attribution Theory of Success and Failure stipulates that cultural influences under task difficulty depend on the complexity of the work given (Weiner 1972: 76). The cultural influences are external, stable and cannot change. They are external as they do not originate from the learners. They are also stable because once the task is difficult, learners cannot change it. Learners can only equip themselves with the necessary skills to overcome the difficulty of the task. For example, they should learn how to overcome all possible lexical

variations between Sesotho and English animal colours. There were no findings under luck. This continues to support that luck may not have any cultural influence on the animal colours in English descriptive essay writing. These findings will also be discussed in the next chapter.

5.1.3 Findings from teachers' interviews

English Language teachers at Form E level were telephonically interviewed in order to seek for further understanding on how learners use animal colours in English descriptive essay writing at LGCSE. The findings were coded under the predetermined colour pairings provided by the Opponent Process Theory of colours by Edward Herring (1920) (Wilson 1949: 14). Then, all the cultural influences behind such colour pairings were tabulated under the preset themes provided by the Attribution Theory of Success and Failure (ATSF) namely ability, effort, task difficulty and luck/chance and then analysed and interpreted according to the causal dimensions of the ATSF as indicated in section 5.1.1(Weiner 1972:76). Table 5 below presents the findings from the teachers' interviews on animal colours in English descriptive essay writing at LGCSE.

Table 5: Findings from teachers' interviews

Opponent colours terms	Total no. of teachers	Colour pairing %	Main colour	Opponent colour	Main colour %	Opponent colour %
Blue/Yellow	0	0%	0	0	0 %	0%
Red/Green	1	9%	1	0	9%	0%
Black/White	10	91%	Black=6	White=4	55%	36%
Others	0	0%	0	0	0%	0%
TOTAL	11	100%	7	4	64%	36%

As per the OPT, the first mentioned colour was taken to be the main colour and then others as the opponent colours. According to Table 5 above, most animals are

preferably described as black and white. 91 % of the sampled teachers claimed that they normally describe animals using black and white colours. Such teachers reported that these colours are common among animals and other different objects in Lesotho hence easy to understand. Teachers further explained that this results from the fact that black and white colours are interpreted the same in both Sesotho and English hence easier to use in any of the two languages due to the existing linguistic relativity as supported by Benjamin (2013: 46) cited in section 1.1.4. Some teachers emphasised that they normally come across black and white used as animal colours in most learners' English essays.

Only 9% of the sampled teachers appeared to draw from red/green colour pair. However, only colour green was chosen and no teacher opted for colour red. In response to why colours like red were not chosen, most teachers stated that some colours like red may not exist among animal colours in Sesotho and this makes it challenging for learners to use in English descriptive essay writing at LGCSE. This is in line with Taljid's (2015: 1) apposition that each language can have its own colour lexicon restricted to animals. There is, therefore, possibility of some differences in the use of animal colours between Sesotho and English. This is what Cheshire (2010: 22) calls linguistic variation. Linguistic variation on animal colours between languages can have a cultural influence on animal colours in English descriptive essay writing. This was also observed where blue/yellow pair was not chosen at all.

No teacher opted for any other colour not catered for in the theory. This could imply teachers' lack of interest on animal colours as Cross and Board (2014: 67) cited in section 2.1 as well as Hattie and Ingvarson (2004: 37) in section 2.2 explain that in some countries, some citizens including the educated personnel sometimes appear to lack interest on animals. This may emanate from the societal perceptions on animals as supported by Kimwele, Duncan and Hope (2011:1) (see section 2.1). There is, therefore, a likelihood that some teachers may lack interest on animal colours due to, among others, societal perceptions on animals. If the society has no interest on animals or negatively perceive animals, teachers from such societies are likely to view animals

just the way their societies do. This is emphasized by Kimwele, Duncan and Hope (2011:1) in section 2.1 who mention that in some countries like Kenya, a developing country like Lesotho, some highly educated people appear to lack interest on animals. It is, as a result, possible for some societal perceptions on animals to inflict some cultural influences on animal colours in English descriptive essay writing at LGCSE. The following were, therefore, discovered as the cultural influences on animal colours in English descriptive essay writing at LGCSE:

- Linguistic relativity
- Lexical variations
- Societal perceptions

The findings were then recorded under the aforesaid provisions of the Attribution Theory of Success and Failure as offered by Weiner (1972: 76) for further interpretation. The results are shown in Table 6 below.

Table 6: Cultural influence on animals from teachers' interviews

ABILITY	EFFORT	TASK DIFFICULTY	LUCK/CHANCE
➤ Linguistic relativity	➤ Societal perceptions	➤ Lexical variations	

Findings under ability thematised into linguistic relativity while those under effort intertwined into societal perceptions. All findings under task difficulty interwoven into lexical variations. There were no findings under luck and this continues to strengthen that luck might not have any cultural influence on animal colours in English descriptive essay writing. The findings were then interpreted according to the causal dimensions as described in section 5.1.1.

Interpretation

All cultural influences classified under ability knotted into linguistic relativity. They are internal, stable and can change. They are defined as internal because they originate within the learners and can change if learners become aware of possible linguistic relations that exist between and among Sesotho and English animal colours. If no attempt is made to equip learners with such knowledge, nothing changes. The cultural influence becomes stable. However, if learners are equipped with possible linguistic relations between and among Sesotho and English animal colours, the cultural influence on animal colours in English descriptive essay writing at LGCSE can change.

All findings under effort thematised into societal beliefs. They all pertain to the determination learners place into their work. These cultural influences are internal, unstable and can change (Weiner 1972: 76). They are internal because they originate from the learners. They are dependent on what learners believe and do. The Attribution Theory of Success and Failure demonstrates that such cultural influences are unstable as they can change anytime. For instance, once a learner alters his or her beliefs about certain animals and their colours, his or her performance on animal colours in English descriptive essay writing is likely to change.

All findings under task difficulty interwoven into lexical variations. The Attribution Theory of Success and Failure groups the cultural influences under task difficulty because they rely on the intricacy of the task. The influences are external, stable and cannot change. They are external because they do not emanate from the learners. They are also stable due to the fact that once the task is difficult, learners cannot change that. Learners can only equip themselves with the required knowledge to overcome the complexity of the task. For example, they should know how to describe Sesotho animal colours that do not exist in English animal colours. The researcher too holds the opinion that the findings cannot be changed by learners. Learners need to have knowledge needed to perform the given task successfully. There were no findings under luck. This continues to support that luck may have no cultural influence on the animal colours in

English descriptive essay writing at LGCSE. These findings will also be discussed in the next chapter.

5.1.4 Summative perspective

In relation to the first research question, the study has established that most cultural influences that learners face on animal colours in English descriptive essay writing consolidated into linguistic relativity and linguistic arbitrariness. These cultural influences were placed under ability. They are internal, stable and can change. Social practices also appeared to be the main finding in this study. It is categorised under effort because the practices are internal, unstable and can change. Finally, lexical variations were observed as the main finding for this study. It was placed under task difficulty. The finding is external, stable and cannot change. The main findings under the first research question, therefore, covered ability, effort and task difficulty. There was no cultural influence discovered in relation to luck/ chance. Luck may, consequently, possess no cultural influence on animal colours in English descriptive essay writing at LGCSE.

5.2 POSSIBLE SOURCES OF THE CULTURAL INFLUENCES THAT LEARNERS FACE ON ANIMAL COLOURS IN ENGLISH DESCRIPTIVE ESSAY WRITING

This section reports findings on the possible sources of the cultural influences that learners face on animal colours in English descriptive essay writing. The findings were generated through learners' essays, learners' focus groups and teachers' interviews for the purposes of triangulating the findings. Once again, the data under each data collection technique is followed by its analysis and interpretation using the Attribution Theory of Success and Failure (ATSF) as the Opponent Process Theory of colours fails to offer any further analysis on the sources. Then, a summative perspective on the research question follows.

5.2.1 Findings from the learners' essay writing

The Opponent Process Theory of colours (OPT) could not offer any further analysis on the sources of the cultural influences on animal colours in English descriptive essay writing. The Attribution Theory of Success and Failure (ATSF) was then used to further analyse and interpret the sources of cultural influences on animal colours in English descriptive essay writing discovered after marking learners' essays. The findings gathered from the learners' essays were thereafter coded under the four predetermined themes of the ATSF namely ability, effort, task difficulty and luck/chance. They were then analysed and interpreted according to the causal dimensions of the ATSF as indicated in section 5.1.1. The following were, therefore, discovered as the possible sources of the cultural influences on animal colours in English descriptive essay writing at LGCSE from the learners' essay writing.

- Poor language proficiency
- Inadequate exposure to animals
- Language barrier

Table 7 below shows the analysis of the sources of the cultural influences on animal colours in English descriptive essay writing from LGCSE learners.

Table 7: Sources of cultural influences from learners' essay writing

ABILITY	EFFORT	TASK DIFFICULTY	LUCK/CHANCE
➤ Poor language proficiency	➤ Inadequate exposure to animals	➤ Language barrier	

Poor language proficiency resulted from several ungrammatical mistakes that learners committed. For example, use of wrong words and spelling mistakes resulting from the first language approximation. Learners also demonstrated lack of exposure to animals as they appeared to restrict themselves to certain animals only. They also failed to use some of animal colours which might result from language barriers that exist between Sesotho and English animal colours.

Interpretation

All sources of cultural influences classified under ability thematised into poor language proficiency. They are all internal, stable and can change. They emanate within the learners and can change with some efforts put in by the learners. This suggests that if no attempt is made to address the challenge, it remains the same. For example, learners need to possess good command of language in order to describe animal colours in English. If they acquire such skills, the source changes but if they do not possess the skills, the source remains the same and may continue to negatively impact on the learners' performance of animal colours.

The findings under effort tangled into inadequate exposure to animals. These sources relate to the determination learners put into their work. The sources are internal, unstable and can change. They are internal because they originate within the learners. The Attribution Theory of Success and Failure claims that such sources are unstable as any attempt that learners take to overcome them brings a change in performance. For example, once a learner has adequate knowledge of different animals and their colours in English, he or she is likely to perform better on animal colours in English descriptive

essay writing. The researcher also finds the sources internal, unstable and changing as the performance depends on the learners' knowledge.

The findings under task difficulty knotted into language barrier. According to ATSF, the findings under task difficulty are external, stable and cannot change. They are external because they do not emanate within the learners. They are also stable due to the fact that once the task is difficult, learners cannot change it. Learners can only equip themselves with needed skills to overcome the difficulty of the task of the cultural influence. For example, they should learn how to describe animal colours that seem not to exist in English. The researcher holds the belief that the findings cannot be changed by the learners. Learners only need to have knowledge required to describe animal colours in English. There were no findings under luck. This may further suggest that luck has no sources that elicit the cultural influences on the animal colours in English descriptive essay writing at LGCSE. These findings will then be discussed in the next chapter.

5.2.2 Findings from the learners' focus groups

Learners were expected to further provide sources of the cultural influences faced on animal colours in English descriptive essay writing at LGCSE. Due to the limitations of OPT mentioned in section 5.2.1, the findings gathered from the learners' focus groups were then tabulated under ability, effort, task difficulty and luck/chance. They were analysed and interpreted according to the causal dimensions as indicated in section 5.2.1. Learners explained that they succeed or fail to describe some animal colours due to the following sources of cultural influences:

- Poor language proficiency
- Language barrier
- Inadequate exposure to animals

These sources were then coded under the predetermined themes of the ATSF, analysed and interpreted according to the causal dimensions of the theory as indicated in Table 8 below.

Table 8: Sources of cultural influence on animal colours from learners' focus group

ABILITY	EFFORT	TASK DIFFICULTY	LUCK/CHANCE
➤ Poor language proficiency	➤ Inadequate exposure to animals	➤ Language barrier	

Poor language proficiency resulted from some learners who complained that they sometimes lack words to describe some animal colours in English while others demonstrated inadequate exposure to animals. Only certain animals were chosen and described. Learners added that their descriptions are sometimes restricted by language barriers that prevail between Sesotho and English animal colours. They reported that some Sesotho animals are not easy to describe in English.

Interpretation

All findings classified under ability intertwined into poor language proficiency. These findings are all internal, stable and can change. They emanate within the learners and can change once learners put in some efforts, however, if learners do not do anything to solve the challenge, the source remains the same. For example, learners need to have sufficient and correct language to describe animal colours in English. If they own such, the situation automatically changes. If not, the source remains stable and is likely to impact negatively on learners' performance on animal colours in English descriptive essay writing.

The findings under effort revealed inadequate information on animal colours. All findings reflected under effort are about learners' efforts towards the learning of animal colours. The sources of cultural influence on animal colours coded under this section are internal, unstable and can change. They are internal because they are dependent on the learner's efforts as the theory indicates. The theory reports that such sources are unstable as any attempt or effort that learners take to overcome the source brings a

change in performance. For example, once a learner has adequate knowledge of animal colours in English, he or she is likely to perform better on animal colours in English descriptive essay writing. It is, therefore, the researcher's understanding that the sources are internal, unstable and mutable.

The findings under task difficulty demonstrated language barrier. As per the Attribution Theory of Success and Failure, these findings are external, stable and cannot change. They are external because they do not emanate from the learners and are stable due to the fact that once the task is difficult, learners cannot change that. Learners can only equip themselves with required knowledge to overcome the difficulty of the task. For example, learners should be aware of some animal colours that are interpreted differently in Sesotho and English and then know how they are described in English. The researcher also believes that the difficulty of the question cannot be changed by learners, instead, learners need to have knowledge expected to perform the task successfully. There were no findings under luck. This continues to indicate that luck may not have any source that triggers the cultural influence on the animal colours in English descriptive essay writing. These findings will then be discussed in the next chapter.

5.2.3 Findings from the teachers' interviews

Teachers were expected to provide sources of cultural influence faced in the teaching and learning of animal colours in English descriptive essay writing at LGCSE. The findings gathered from teachers' interviews were also tabulated under ability, effort, task difficulty and luck/chance as OPT could not provide any further explanation as shown in section 5.2.1. They were then analysed and interpreted according to the causal dimensions of ATSF as indicated in the same section 5.2.1. Teachers reported the following as sources of cultural influences faced in the teaching and learning of animal colours in English descriptive essay writing at LGCSE:

- Inadequate information on animal colours
- Inadequate exposure to animals

These sources were then coded under the predetermined themes of ATSF, analysed and interpreted according to the causal dimensions of the theory as indicated in Table 9 below.

Table 9: Sources of cultural influences from teachers' interviews

ABILITY	EFFORT	TASK DIFFICULTY	LUCK/CHANCE
	➤ Inadequate information on animal colours ➤ Inadequate exposure to animals		

Some teachers reported that lack of knowledge on animal colours in English seems to impose a number of cultural influences on animal colours in English descriptive essay writing at LGCSE. Other teachers explained that in some situations whereby learners fail to describe some animal colours in English, they simply use Sesotho animal colours and this marks them down. There were also other teachers who added that lack of exposure to animals restricts learners' choice and use of animal colours in English.

Interpretation

There were no findings under ability. The findings under effort revealed inadequate information on animal colours and inadequate exposure to animals. All sources of cultural influences reflected under effort relate to the actions or efforts learners can put into their work in order to improve their performance on animal colours in English descriptive essay writing. These sources are internal, unstable and can change. According to ATSF, they are internal because they originate within the learners. Any attempt that learners take to overcome the source may bring a change in performance. For example, once a learner is able to describe his or her favourite animal colours in English, his or her performance improves. The researcher, therefore, finds the cultural influences internal, unstable and changing as they are what learners can change. There were no findings under task difficulty and luck. This may suggest that task difficulty and

luck may not have any source that prompts any cultural influence on the animal colours in English descriptive essay writing. These findings will also be discussed in the next chapter.

5.2.4 Summative perspective

Poor language proficiency was the main finding in this study. It is classified under ability. Inadequate information on animal colours and inadequate exposure to animals were also identified as main findings in this section. They were tabulated under efforts. Language barrier was another main finding. It was classified under task difficulty. Therefore, the main findings are related to ability, effort and task difficulty.

5.3. PEDAGOGICAL STRATEGIES IN THE TEACHING AND LEARNING OF ANIMAL COLOURS IN ENGLISH DESCRIPTIVE ESSAY WRITING

This section is a report of the findings that can help to enhance the teaching and learning of animal colours in English descriptive essay writing to overcome any negative cultural influences. The findings are drawn from data generated through learners' essays, learners' focus groups and teachers' interviews in order to triangulate the findings. A report of findings under each data collection technique would be followed by its analysis and interpretation as indicated in section 5.2.1 and then the summative perspective on the research question.

5.3.1 Findings from learners' focus group

Learners were asked to give pedagogical strategies they hope can enhance the teaching and learning of animal colours in English descriptive essay writing at LGCSE. Due to the limitations of the Opponent Process Theory of colours discussed in section 5.2.1, the findings gathered from the learners' focus groups were presented under the predetermined themes of the Attribution Theory of Success and Failure (ATSF) namely ability, effort, task difficulty and luck/chance. They were then analysed and interpreted in Table 10 using the causal dimensions of the ATSF as discussed in section 5.1.1. Learners from different focus groups reported the following as possible measures that can be used to address the cultural influences faced in the teaching and learning of animal colours in English descriptive essay writing at LGCSE:

- Environmental exposure
- Visiting zoos
- Adequate information
- Inviting experts

These measures were coded under the predetermined themes of the ATSF, analysed and interpreted according to the causal dimensions of the theory as indicated in Table 10 below.

Table 10: Pedagogical strategies in the teaching and learning of animal colours collected from learners' focus group

ABILITY	EFFORT	TASK DIFFICULTY	LUCK/CHANCE
	➤ Environmental exposure ➤ Visiting zoos ➤ Adequate information ➤ Inviting experts		

Learners from various focus groups reported that environmental exposure and visiting the zoos can help them understand animal colours better as they will have chance to see different animals live. Other learners added that access to information pertaining to animal colours can also help to improve learners' performance while others emphasised that inviting experts on animal colours to their classes may similarly assist in the teaching and learning of animal colours in English descriptive essay writing.

Interpretation

There were no findings classified under ability. Findings placed under effort showed visiting zoos, adequate information on animal colours and inviting experts as pedagogical strategies. All findings placed under effort transmit to the determination learners put into their work. The measures are internal, unstable and can change. They are internal because they originate within the learner as the ATSF proposes. For instance, once a learner visits places that equip him or her with better knowledge of animal colours, he or she is likely to perform better on animal colours. The researcher also finds the measures internal, unstable and changing because they are what learners have ability to change. They may decide to visit or not to visit the zoos for better knowledge of animal colours. There were no findings under task difficulty and luck. This may suggest that pedagogical implications related to task difficulty and luck have no cultural influence on animal colours in English descriptive essay writing at LGCSE. All the findings, therefore, relate to the effort both learners and teachers can put to

enhance the teaching and learning of animal colours in English descriptive essay writing. These findings will be discussed in the next chapter.

5.3.2 Findings from teachers' interviews

Teachers were also asked to give strategies they think can enhance the teaching and learning of animal colours in English descriptive essay writing at LGCSE. The findings gathered from teachers through the interviews were also coded under ability, effort, task difficulty and luck/chance. They were then analysed and interpreted according to the causal dimensions of the ATSF as described in section 5.1.1. Teachers reported the following as possible pedagogical strategies to address the cultural influences faced in the teaching and learning of animal colours in English descriptive essay writing at LGCSE:

- Visiting zoos
- Adequate information
- Inviting experts
- Video watching

These measures were then coded under the predetermined themes of the ATSF, analysed and interpreted according to the causal dimensions of the ATSF as indicated in Table 11.

Table 11: Pedagogical strategies in the teaching and learning of animal colours collected from teachers' interviews

ABILITY	EFFORT	TASK DIFFICULTY	LUCK/CHANCE
	➤ Visiting zoos ➤ Adequate information ➤ Inviting experts ➤ Video watching		

Teachers from their different interviews reported that zoo visiting can enhance the teaching and learning of animal colours in English descriptive essay writing. Other teachers pointed out that adequate information and inviting experts on animal colours serve as a catalyst towards the improved teaching and learning of animal colours. Teachers also added that video watching can help learners observe how different animal colours are described.

Interpretation

There were no measures placed under ability. All pedagogical strategies placed under effort translated into visiting zoos, adequate information on animals, inviting experts and video watching. These findings pertain to what learners and teachers can do to improve the teaching of animal colours in English descriptive essay writing. The strategies are internal, unstable and can change. They are internal as they originate within the learners and teachers as indicated earlier. For example, once a learner gets an adequate information on animal colours in English, he or she is likely to perform better. There were no findings under ability, task difficulty and luck. This may imply that there are no pedagogical implications under these codes that may eliminate any cultural influence on animal colours in English descriptive essay writing at LGCSE. All the findings, therefore, relate to the effort needed to improve the teaching and learning of animal colours in English descriptive essay writing. These findings will be discussed in Chapter Six.

5.3.4 Summative perspective

Visiting zoos, providing adequate information on animal colours, inviting experts, and video watching were identified as the main findings of this study. The pedagogical strategies were all classified under effort. This infers that in order to improve the teaching and learning of animal colours in English descriptive essay writing, all responsible stakeholders need to put in some efforts that can help to address any

cultural influence that may negatively impact on the learners' performance on animal colours in English descriptive essay writing.

5.4 SUMMARY

As stated in the introduction, this chapter presented data on the cultural influences that learners face on animal colours and their sources. It further presented the findings on the possible sources of such influences. It finally offered the pedagogical strategies that can enhance the teaching and learning of animal colours in English descriptive essay writing. The findings were then classified under the predetermined themes of the ATSF and then interpreted according to the causal dimensions of the ATSF in order to provide more understanding on the cultural influences. On the basis of all the findings discovered in this chapter, the researcher will then discuss them in Chapter Six.

CHAPTER SIX

DISCUSSION OF THE FINDINGS

6.0 INTRODUCTION

This chapter discusses the main findings of this study per each sub-research question. It covers the cultural influences that learners face on animal colours in English descriptive essay writing, sources of such cultural influences and their pedagogical implications on the teaching and learning of animal colours in English descriptive essay writing at LGCSE. The summative perspective per each sub-research question is drawn and finally the summary of the chapter.

6.1 CULTURAL INFLUENCE IN THE TEACHING AND LEARNING OF ANIMAL COLOURS IN ENGLISH DESCRIPTIVE ESSAY WRITING

Chapter Six discusses the findings from the first sub-research question which asked for the cultural influence that learners face on animal colours in English descriptive essay writing. The findings coded as linguistic relativity, linguistic arbitrariness, lexical variations and socio-cultural practices and beliefs were discovered as the cultural influences on animal colours in learners' English descriptive essay writing at LGCSE.

(a) Linguistic relativity

Linguistic relativity was observed where 67 learners out of 90 (75%) used black and white colours. This appears to be influenced by linguistic relativity hypothesis as Benjamin (2013: 46) in section 2.2 and Zank (2013: 7) in section 2.1 support that linguistic relativity hypothesis determines and limits one's use of language. It is, therefore, suggestive that there is a relationship between black and white as animal colours in Sesotho and English though there might be some limitations. This appeared to have made it easier for learners to use the colours in English due to their linguistic relations in Sesotho and English. Below are excerpts (a), (b) and (c) chosen as the best, the average and the least description of the colours black and white respectively to prove the validity of this finding. The choice was guided by ECOL (2019:2) which

provides how LGCSE learners' essays are benchmarked or allocated marks in English Language (0175) Paper 1.

Excerpt (a)

Black and white.
It has black and white colours which make stripes on its body. If it was possible to keep wild animals into our homes, I could have kept a zebra but anyway it is against the law. But is it fair? Yes it is because some people make a bad use of our nature.

Excerpt (b)

It is black over the body and white to the feet and even to the face, it has a dot of white colour. People clearly say this cow is ^{sp}truly amazing and is beautiful because its like Boers cows.

Excerpt (c)

Zebra looks like a horse, but an amazing horse. It is a beautiful black and white animal. I like its colour because it attracts and tricky and sometimes it looks like a statue.

Annotations:
- Black and white
- lot of comparison
- using like

Irrespective of their different learning abilities, most learners (67) out of 90 used black and white colours. This seemed possible because the colours appeared to be common in both Sesotho and English as supported by Ronchi (2013:124) cited in section 2.1. The two colours, therefore, appear to be perceived the same in both languages. As a result, most learners appeared to find it easier to use the colours for their favourite animals as the constructive alignment conceptual framework in figure 3.2.2 in section 3.2 supports that learners' existing knowledge has a direct impact on their learning. This further complements that some colours can be less challenging to describe in a foreign language as Bortoli and Maroto (2008: 4) as well as Benjamin (2013: 46) in section 1.1.4 endorse. This emanates from the understanding that there might be colours that already exist in the second language which learners may find easier to use while there can also be other colours that do not exist in the foreign language which might seem challenging to them as demonstrated Warren (2006: 1) in section 1.1.5. This supports that in the absence of any linguistic relationship between Sesotho and English animal colours, it might be challenging for ESL learners to describe such animal colours in English. Linguistic relativity, therefore, appears to impose a cultural influence on the learners' choice of animal colours in English descriptive essay writing as it influences their choice and use of animal colours in English. That being the case, some learners

might have subsequently chosen colours depending on their knowledge of such colours in both Sesotho and English which may imply that if they fail to draw any linguistic relations between the colour or colours in both languages, they might have decided not to use such colour or colours. On the other hand, linguistic arbitrariness was also discovered as the cultural influence in this study.

(b) Linguistic arbitrariness

The study revealed an arbitrary relationship between Sesotho animal colours and gender. This was seen where 5 out of 90 learners mentioned the gender of the animal while describing their colours. This finding is in line with Lesitsi's (2002: 87) (vide 2.1) perception of Sesotho animal colours and gender. Lesitsi (2001: 87) cited in section 2.1 explains that a black cow "ntso" in Sesotho, is a male animal while black "tsoana" in Sesotho, is a female cow. Conversely, English appears to use the colour black for both male and female animals. The excerpts (d), (e) and (f) below prove certainty of this finding. They provide descriptions of animal colours and their gender and are chosen in terms of their performance from best to least description following ECOL (2019: 2) benchmark descriptors as illustrated in section 6.1 (a).

Excerpt (d)

This amazing animal ~~has~~ it is black in colour but they are different in colours some are black and white ~~and~~ while some are brownish but the animal that I like most it is black in colour the ^{female} ~~male~~ one. ~~It~~ The colour of this animal help it to absorb more heat especially during winter season because it is very cold so most of the animals like goats die because of coldness but the cow survive during this coldness.

Excerpt (e)

body when the houseflies move on it. The female cow has breasts that uses them to suckle its calf after birth. This calf might have a colour that is the same as its mother or its father, but in most cases, it borns with combined colours of its (mother and its father) → language approximation

Excerpt (f)

female cheetahs are Solitary or live with their off springs in herd ranges. Adult males are solitary despite their territoriality forming groups called coalitions. cheetahs successful hunts only running up to a maximum speed, when hunting due to their exceptional ability to accelerate in their short distance.

The three learners appear to understand that Sesotho animal colours indicate the gender of the animal described while English animal colours do not. They, therefore, decided to state the gender of the animal described so as to provide a more vivid description of their favourite animals. Such learners felt that the colour description

without gender was probably not enough. This practice seemed to result from the linguistic relationship that exists between Sesotho animal colours and gender as Lesitsi (2001: 87) cited in section 2.1 provides. Based on this, linguistic arbitrariness in Sesotho animal colours appears to have culturally influenced learners' descriptions of animal colours in English descriptive essay writing. For example, it influenced learners to mention the animal gender while describing their colours in English. The finding is in line with the constructive alignment conceptual framework referred to in the previous paragraph. The framework supports that learners' existing knowledge has a direct impact on their learning. Moreover, lexical variations also manifested as the cultural influence on animal colours in English descriptive essay writing at LGCSE.

(c) Lexical variations

No learner (0%) used colours from red/green pair while only 2 out of 90 learners (2%) used only yellow from blue/yellow colour pair. Taljid (2015: 1) in section 1.1.5, Bortoli and Maroto (2008: 4), section 1.1.4, Kalman (2009: 9) shown in section 1.1.3, Cresswell (2004: 9) and Craham (2015: 41) cited in section 1.1.4 emphasise that different cultures can perceive and understand colours differently. Consequently, this can create confusion in learners as they try to describe native colours in a foreign language. This is what Schmalzer (2007: xx) as shown in section 1.1.1 names cultural mismatch. In a cultural mismatch, there appears to be no cultural relationships between and among animal colours in the concerned languages. To emphasise this notion, Moore (2017: 34), Jones (2017: 83) and Moore (2017: 35) in section 1.1.3 add that some colours may not exist in certain cultures or languages. That being the reason, it is likely that learners faced the situation in which some Sesotho animal colours do not exist in English or are not easy to describe in English hence scarcely used or not used at all. It is, therefore, possible to assume that some learners' choice of colours was influenced by the prevailing lexical relationships between Sesotho and English animal colours. This becomes viable where most learners 67 out of 90 appeared to have used black and white which seem to have lexical relationships in both Sesotho and English as Ronchi (2013: 124) in section 2.1 earlier explained. Takacs (2008: 17) and Neil (2006: 1) in

section 2.1 further support that linguistic features can also help influence the teaching and learning of animal colours. The three excerpts below aim to ascertain that learners of different learning abilities can experience a challenge where there is no clear lexical relationship between and among animal colours in two or more languages. The below excerpts (g), (h) and (i) represent best, average and least descriptions of animal colours respectively and the choice was also guided by ECOL (2019: 2) benchmark descriptors as explained earlier in section 6.1 (a).

Excerpt (g)

It has got ~~ver~~ striking colours some are shiny. ~~Back~~ and smooth black, or clear black and white colour or even white colour only and sometimes ^{white} white and yellowish coloured or it can be ^{sh} yellowish colour, although all in all it has adorable colours which give it a very good look.

Excerpt (h)

^{ver} ^{like} ^{blue} ^{like} It has a silver like or blue like colour which makes it look lovely and beautiful. The colour on its body helps it to look like water and that makes it easy to escape danger for it has unlimited speed.
 ^{the} ⁱⁿ ^{colour} [→] ^{used to} ^{describe} ^{animals} ^{that} ^{are}

Excerpt (I)

It is yellowish tan or rufous to greyish
white. coat is uniformly covered with ~~many~~ ~~spots~~
solid black spots. its body is slender with a
small rounded head, black tear-like streaks on
the face, deep chest long thin legs and long
spotted tail, ~~it~~ ~~feathers~~

The learner in excerpt (I) above uses “or” several times due the confusion he or she seems to hold. This learner and others who demonstrated the same cultural influence seem to be unsure of how they want to describe their favourite animal colours in English. They give a number of colours as though the reader should choose between or among such colours. This further surfaced where the learner uses a phrase “or even white.” This emphasises that the learner appears to be uncertain on how to describe the animal colour in English. The confusion might stem from the absence of lexical relationships between the Sesotho and English animal colour the learner attempts to describe. The same confusion is observed from excerpt (e) where the learner uses “silver like or blue like colour.” This suggests that the learner is not sure of the colour they want to describe or provide. Excerpt (f) further emphasises the finding where the learner also uses “or” and end up providing a number of colours without stating the actual colour or colours for their favourite animal. This finding appeared to affect

learners of different learning abilities. Apart from that, socio-cultural practices and beliefs were also revealed as the cultural influence in this study.

(d) Socio-cultural practices and beliefs

Socio-cultural practices and beliefs also seem to influence how learners use language and make choice of animal colours. These practices and beliefs help learners develop attitude towards animals and colours as Bonnardel (2018: 1) in section 1.1.4 confirms. Cresswell (2004: 9) and Craham (2015: 41) in the same section stipulate that learners can perceive colours differently. Some learners, therefore, seem to have culturally perceived a black colour as a sign of bad luck and understood white as a symbol for peace. That being the reason, these beliefs and practices influenced how learners choose and use colours for their favourite animals. The chosen excerpts below prove the acceptability of this finding. Excerpts (j), (k) and (l) below respectively represent the best, average and least descriptions of black and white colours as per ECOL (2019:2) benchmark descriptors given in section 6.1 (a).

Excerpt (j)

Other people, like I said our elders, hates black cats so much that they can't keep at their homes. The elders believe that black cats are used for evil purposes such as witchcraft ^{SP} to switch ^{SP} into people's houses at night. As I used to believe that as a young kid, but I am now against their believe ^{SP} for I understand and admire the beauty ^{SP} of cats.

Excerpt (K)

Some people say that the black colour is ^{one} of the other colours they don't like because they thought that even its meat is also black. ~~and also~~ Not only meat but also milk. They think of this bad thoughts because they have not eaten its meat and milk.

Excerpt (L)

^{* arg omission} In my opinion, wish in its colour the black colour could be included so that it could ^{catch} its pray even in the great night without being seen ^{even} even by an owl. What an amazing animal I have ever ^{see} ~~seen~~ ^{mar} ~~see~~ it brought it the way I do and see all advantages it has and the adventures it does.

In the excerpts above, learners of different abilities chose and described animals of their choices as black and/or white due to some socio-cultural practices and beliefs attached to their colour/s used. For example, excerpt (j), describes a cat with a black colour which other people associate with witchcraft while excerpt (k) provides a negative connotation about meat and milk from black animals. On the other hand, excerpt (l) indicates the positive view of black colour on the animal. The socio-cultural practices and beliefs assigned to animals and their colours, may influence learners to like or dislike certain animals and their colours. For instance, it may encourage learners who dislike cats to describe them as black due to the cultural belief that people hold about a black cat. This is emphasised by Bortoli and Maroto (2008: 4) (section 1.1.4) who stipulate that colours can have several interpretations in different cultures. This again collaborates with the constructive alignment conceptual framework which directs that learners' existing knowledge has a direct impact on the teaching and learning of animal colours in English descriptive essay writing (Figure 3.2.2 in section 3.2).

The following findings were discovered from learners' focus groups as cultural influences that learners face on animal colours in English descriptive essay writing at LGCSE. These are linguistic relativity and lexical variations.

(a) Linguistic relativity

Learners' choice of animal colours seemed to be influenced by linguistic relativity as learners responded to questions asked on the animal colours mostly preferred for their favourite animals. This might be due to the similarities and/or differences that may exist between and among animal colours in Sesotho and English. Bortoli and Maroto (2008: 4) as well as Benjamin (2013: 46) in section 1.1.4 support that language similarities and differences in the two languages can conversely impact the other. The similarities and differences in Sesotho and English animal colours, therefore, appeared to have impacted differently on learners' choice of animal colours in English descriptive essay writing.

To prove the validity of this claim, learners' responses on which animal colours do they prefer for their favourite animals, reflected that black and white are mostly preferred. All learners' focus groups echoed: *"Black and white colours mean the same in both Sesotho and English and can describe any object"*. The response suggests that the colours are understood and interpreted the same in both Sesotho and English and can be used alike in any object living or non-living. Thus, it appeared less challenging for learners to use them for their favourite animals. It can then be implied that some colours can be restricted to certain objects and some learners might have avoided other colours in case they use them wrongly as animal colours in English. Linguistic relations, therefore, seemed to have influenced learners' choice of their favourite animal colours. This finding is supported by constructive alignment conceptual framework which directs that learners' approach towards animal colours can directly impact on the quality of teaching and learning of animal colours in English descriptive essay writing (See figure 3.2.2 in section 3.2).

The study further proved the validity of this finding where learners were asked to mention how they think their knowledge of Sesotho animal colours affect or influence them in describing animal colours in English. Seven out of nine focus groups reported that they are not taught animal colours in English so they simply use their Sesotho knowledge to describe animal colours in English. This forces them to transfer their knowledge of Sesotho animal colours into English. This is where these learners' focus groups claimed that they end up using only Sesotho animal colours that are easy to describe in English and ignore those that reflect no linguistic relations between the two languages. *"We are not normally taught how to describe animal colours in English, so we just use our Sesotho knowledge of animal colours to describe English animal colours"* That being the case, linguistic relativity appeared to have influenced learners' choice and use of animal colours as they claim that they sometimes draw from their Sesotho knowledge to describe English animal colours. This also supports the constructive alignment conceptual framework illustrated in figure 3.2.2 in section 3.2. The framework describes that learners' 'existing knowledge has a direct influence on the teaching and learning of animal colours.

The three learners' focus groups which claimed that they are sometimes introduced to animal colours stated that they mostly come across black and white colours. The three focus groups indicated that they mostly interact with animal colours in Sesotho and not in English. In response to the follow up question on why animal colours are rarely taught, a common response in all the focus groups was, *"I think some teachers are also not sure of how certain colours are described in English"* This however, appeared to contradict LCE (2016: 1) and NUL (2014: 1) report that student-teachers are taught descriptive essay writing where they can describe people, places, animals, objects or processes (see section 2.2). Kimwele, Duncan and Hope (2011:1) in section 2.1, however, warn that Kenya, an African country like Lesotho, still has some highly ranked and educated personnel who are not well introduced to animal colours. Similarly, Nichols (2019: 2), Hattie and Ingvarson (2004: 37) and Ginsburg (2013: 1) in section 2.2 add that teachers can be incompetent over their subject due to, among others, lack of care. It is, as a result, possible that teachers might find black and white colours easier to teach and use as animal colours due to their linguistic relations in Sesotho and English hence their preference. In support of the same constructive alignment conceptual framework referred to in the above paragraph, linguistic relativity appeared to have culturally influenced the teaching and learning of animal colours in English descriptive essay writing and so the learners' choice and use of animal colours for their favourite animals. The framework emphasises that learners' existing knowledge has a direct impact on their learning. Additionally, lexical variations were also disclosed as the cultural influence on animal colours in English descriptive essay writing at LGCSE.

(b) Lexical variations

Lexical variations appear to inflict cultural influence on animal colours in English descriptive essay writing at LGCSE. To strengthen the existence of this finding, a number of colours were not chosen in the description of animal colours in the learners' essays. This could result from lack of lexical relationships between such animal colours in Sesotho and English which Taljid (2015: 1) earlier emphasised in section 1.1.5.

Benjamin (2013: 46) also affirms that some colours are not easy to describe in foreign languages (see section 2.2). To further ascertain the reality of this finding, a common response from all focus groups on why other colours were rarely used while others were not used at all in their essay writing was: *“Some animal colours we know and like cannot be described in English, we can only use comparison”*. This appears to justify why colours like red and green were not chosen at all. To support that lexical variations might exist between languages, some learners added that: *“Sesotho animal colours like ‘mechato’ and ‘limapa’ cannot be described in English due to lack or absence of linguistic relations between the animal colours in both Sesotho and English even if we favour such colours”*. Cresswell (2004: 9) and Craham (2015: 41) in section 1.1.4 allege that different cultures can combine and interpret colours differently while Bonnardel (2018: 1) (vide 1.1.4) and Casaponsa and Athanasopoulos (2018: 3) in section 1.1.3 further add that colours can also be viewed differently between males and females. Consequently, it can be assumed that it was easier for learners to choose colours that they could easily describe in English and avoid those that they found challenging to describe in English. To emphasise this, Benjamin (2013: 46) stresses that some colours can only be expressed in certain languages (see section 1.1.4). This strengthens the possibility of some Sesotho animal colours that may not be described in English due to the existing lexical variations. That being the case, culture then seems to have influenced learners to choose and use only colours that lexically relate to Sesotho animal colours. This is proved by small numbers of learners who chose other colours like yellow, brown and gold. This is also in line with the constructive alignment conceptual framework as it indicates that learners’ perceptions of animal colours can directly influence the teaching and learning of animal colours in English descriptive essay writing at LGCSE (Figure 3.2.2 in section 3.2).

Learners’ focus groups further revealed that green and yellow as Sesotho animal colours are not described as yellow and green in English. This suggests that the two colours are not interpreted the same in the two languages which may result into some confusions to learners who know the colours in Sesotho. This continues to show lexical variations or absence of lexical relations between some Sesotho and English animal

colours. For example, most learners explained that: *“The animal described as green in English, is interpreted as yellow in Sesotho and the colour green on a horse is described as “yellow like lions” but the same colour on a cow is simply described as yellow”*. This claim appeared to be common among the focus groups as only 3 out of 9 focus groups did not raise the issue. This might suggest that yellow might have not been chosen by a number of learners due to the fact that in Sesotho, yellow appears to be dependent on the animal. It is not used the same throughout all animals and this can easily cause confusion in learners as they have to restrict its use. Above that, it does not sound like a colour on a horse but rather a comparison to a lions’ colour (describing and comparing colours are two different things in English). Learners’ cultural knowledge of green and yellow animal colours may, therefore, contradict with the actual descriptions of green and yellow in English. As a result, lexical variations between yellow and green and maybe other animal colours in Sesotho and English seem to have influenced learners’ choice of colours for their favourite animals. Learners might have chosen only animal colours they understood in both languages as the constructive alignment conceptual framework in figure 3.2.2 in section 3.2 indicates that learners’ knowledge of animal colours has a direct influence in the teaching and learning of animal colours in English descriptive essay writing.

14 out of 90 learners (16%) chose colours classified as others in the theory. This is where learners brought up other colours not catered for by the theory such as brown and grey. This may also suggest that different languages can use and interpret colours differently as emphasised by Cresswell (2004: 9-10) and Crahan (2015: 41) in section 1.1.4. Some learners explained that: *“Brown and grey colours are used and interpreted the same in both Sesotho and English”*. This statement indicates that learners appear more comfortable with animal colours that show some lexical relations in their native language and English. In that case, lexical variations in some Sesotho and English animal colours, therefore, appeared to impose a cultural influence on animal colours in English descriptive essay writing at LGCSE as it seemed to influence learners to choose colours best known in both Sesotho and English to ease colour descriptions of their favourite animals. This collaborates with the constructive alignment conceptual

framework which points out that learners' existing knowledge can directly impact on the teaching and learning of animal colours in English descriptive essay writing (see figure 3.2.2 in section 3.2).

The following findings were discovered from teachers' interviews as cultural influences on animal colours at LGCSE. These are language relativity and lexical variations.

(a) Linguistic relativity

In response to which animal colours do teachers prefer teaching in English descriptive essay writing at LGCSE, all teachers (11) reported that they do not prepare any lesson on animal colours but can just mention any colour where such need arises. They added that this depends on the situation and object that needs colour description. Seven teachers out of 11 answered that: *"I normally use black and white colours because are not restricted to any object and are easy to teach and understand in both Sesotho and English"*. This concurs with Yong, Mei and Chee's (2015: 102), Web, Beach and Thein's (2003: 3), Clifford's (2013: 7) and Mani's (2019: 11) claim that some colours impose less challenges to ESL learners (see section 1.1.6). On a follow up question on what they mean by easy to teach, all seven teachers indicated that black and white colours are used in many things such as clothes, food stuff, blackboard, chalk and other objects, so learners interact with such colours almost every day. This seems to make it easier to understand in English as they already know such colours in Sesotho. They draw from their native knowledge of colours as Benson (2017: 89) in section 2.1 already stated that learning is easier from known to unknown. All teachers commented that: *"Black and white colours are understood and interpreted the same in Sesotho and English which ease communication in the two languages"*. This indicates that there are relations in the two colours in Sesotho and English and that continues to enhance the teaching and learning of these colours and others of their caliber. It is, therefore, assumed that linguistic relativity influences learners' choice and use of animal colours in English descriptive essay writing at LGCSE. The finding is also in agreement with the constructive alignment conceptual framework which suggests that the way subject

materials on animal colours are organised and presented affects the teaching and learning of animal colours in English descriptive essay writing (Figure 3.2.2 in section 3.2). Similarly, lexical variations reflected as the cultural influence on animal colours in English descriptive essay writing at LGCSE.

(a) Lexical variations

Lexical variation was further revealed as cultural influence on animal colours in English descriptive essay writing at LGCSE. This was observed where all teachers agreed that some of Sesotho animal colours cannot be described in English. For example, all teachers agreed that in Sesotho, a horse can be described as “*e likhohlo*” (any colour on the horse with some dots on the feet) and “*e hatile molora*” (any colour on any animal other than horse with dots on the feet). “*These colours and some other colours cannot be described in English*” added all teachers interviewed. This supports Taljid’s (2015: 1) ideology mentioned in section 1.1.5 that Sesotho has its own closed lexicon for animal colours which may make it challenging to describe in another language. It is, therefore, possible for LGCSE learners to avoid certain animal colours they favour due to their difficulty to describe in English as Moore (2017: 34) and Jones (2017: 83) cited in section 1.1.3 support that some colours may not exist in other languages. This may, therefore, suggest that some Sesotho animal colours are difficult to use in English which justifies why some colours were not used at all.

6.1.1 Summative perspective

In relation to the first research question, the study has revealed that most cultural influences that learners face in the teaching and learning of animal colours in English descriptive essay writing at LGCSE are associated with linguistic relativity which is classified under ability and lexical variation classified under task difficulty. The main findings under the first research question, therefore, cover ability and task difficulty. They are all in line with the constructive alignment conceptual framework in figure 3.2.2 in section 3.2.

6.2 POSSIBLE SOURCES OF THE CULTURAL INFLUENCE IN THE TEACHING AND LEARNING OF ANIMAL COLOURS IN ENGLISH DESCRIPTIVE ESSAY WRITING

Chapter Six further discusses the findings from the second sub- research question which sought for possible sources of cultural influences that learners face on animal colours in English descriptive essay writing at LGCSE. The findings from learners' essays were coded as poor language proficiency, limited exposure to animal colours and language barriers.

(a) Poor language proficiency

According to ECOL (2019: 2), some learners failed to evidently describe some animal colours in English due to poor language proficiency. For example, some learners failed to vividly describe some colours due to lack of words for the animal colour they had in mind. This proves Benjamin's (2013: 46 vide 1.1.4) claim that some colours may not be easily described in a foreign language. This authenticates Yong, Mei and Chee's (2015: 102), Web, Beach and Thein's (2003: 3), Clifford's (2013: 7) and Mani's (2019: 11) assertion that the use of English becomes more challenging to ESL learners in essay writing (section 1.1.6). Extracts (a), (b) and (c) are chosen each from the best, average and least performing learners respectively following ECOL (2019: 2) benchmark descriptors to substantiate this finding.

Extract (a)

It colour help (it) to be save during tough time. Because when it is working in the night it will be able to be seen because of its white colour. Although its colour also liked by many people, so it will be loved by people because of black and white colour.

Extract (b)

I really like its colour because it has two puppies and the two of them are looking for the same as their adult mother also the colour and the all appearance ea harry more hair and all stuff. Its colours helped me to differentiate the other colours from the other animals.

Extract (c)

The cow could be used in the ~~ceremonies~~ cultural ceremonies. Again, it could be used to pay for the lobola's and ~~be used~~ its tail can be used to make the machoba. (With the cow skin Basotho use it) during the traditional initiation.

repeat How
- mother tongue

The three extracts represent learners of different learning abilities who fail to describe the colour of the animal due to poor language proficiency. For example, extract (a) shows poor punctuation, wrong use of conjunctions and lack of concordial agreement. For instance, "it colour help it to be save during tough time". According to ECOL (2019:2), the sentence is penalised due to poor punctuation and absence of concordial agreement. Extract (b), on the other hand, reflects poor punctuation, wrong use of conjunctions and first language approximation while extract (c) points to poor

punctuation and first language approximation which could result from lack of appropriate English words or expressions. To exemplify, extract (b) uses “*adult mother*” to refer to the elder female dog. This indicates mother-tongue interference. Extract (c) also uses “*machoba*” a Sesotho name that refers to tails from the cattle. This further designates mother tongue interference which negatively affects animal colour description as it is ungrammatical and punishable in the examination (ECOL 2018: 2). Extract (c) also appears to have used illegible handwriting which could have been used to hide some of their incorrect spelling, ungrammatical sentence structures and lack of subject-verb agreement. ECOL (2016: 2) cited in section 1.1.6 emphasises that learners’ ungrammatical sentence structures should be marked as a gross error in English essay writing. Poor language proficiency, therefore, appears to be a source for cultural influence on animal colours in English descriptive essay writing at LGCSE as learners end up using Sesotho where they lack English words. The finding supports the constructive alignment conceptual framework in figure 3.2.2 in section 3.2. The framework illustrates that the content that learners are expected to learn about animal colours can affect the quality of their learning. If learners’ use of language is not accurate, their learning of animal colours in English descriptive essay writing may be affected. Addition to this, inadequate exposure to animals was revealed as a possible source of cultural influence on animal colours in English descriptive essay writing at LGCSE.

(b) Inadequate exposure to animals

Some learners appeared to lack knowledge of other animal colours. This supports Cross and Board’s (2014: 67) claim that in some countries like Scotland, Wales and Northern Ireland, some learners still lack knowledge of animals (see section 2.1). There is still possibility of this claim in Lesotho as Kimwele, Duncan and Hope (2011:1) in section 2.1 add that even educated people in Kenya, an African country like Lesotho, still lack knowledge on animals. This maintains that it might not be easy for such learners to use other animal colours in which they have little or no exposure to. In light of this, inadequate exposure to animals influenced learners to choose only colours they have a broader exposure to and have a good understanding of such colours in both

Sesotho and English as learning appears easier from known to unknown. Benjamin (2013: 46) cited in section 1.1.4 names this situation linguistic relativity. For example, most learners opted for black and white as their favourite animal colours due to, among others, their popularity. Other learners used yellow, brown, grey and gold. Extracts (d), (e) and (f) below shows the spectrum of colours that learners used

Extract (d)

Its colour is appealing to the eye. Most people are afraid of black cats and say nasty things about it, usually involving witchcraft but for the white one, everyone wishes to own one in their homes. Its colour is exquisite and makes it look rather important. Not only their colour look awesome but they are also good with people and are very obedient and entertaining.

Extract (e)

This amazing animal has it is black in colour but they are different in colours some are black and white and while some are brownish but the animal that I like most it is black in colour the female one. The colour of this animal help it to absorb more heat especially during winter season because it is very cold so most of the animals like goats die because of coldness but the cow survive during this coldness.

Extract (f)

~~It has a silver like or blue like colour~~
It has a silver like or blue like colour which makes it look lovely and beautiful. The colour on its body helps it to look like water and that makes it easy to escape danger for it has unlimited speed.

75% of learners used black and white colours for their favourite animals. These learners might have used these colours due to the broader exposure that they had in the two colours. Broad exposure to black and white colours would, therefore, be responsible for a larger percentage of learners who chose the two colours in the description of their favourite animals. These colours appear to be easier to use as most learners seem to interact with them in various ways. For example, the learner in extract (d) indicates that it absorbs heat during winter to keep the animal warm. This means that there is a possibility that learners' knowledge of animal colours influenced them in the descriptions of colours for their favourite animals. Other animal colours were less used, for instance, yellow (2%), brown (10%), grey (9%), silver (3%) and gold (1%). This can imply that some learners had limited knowledge on these and any other possible animal colours hence avoided them. This discovery is further supported by the constructive alignment conceptual framework in figure 3.2.2 in section 3.2 which indicates that learners' existing knowledge affects the quality of teaching and learning of animal colours.

The following findings were discovered from learners' focus groups as possible sources of cultural influence on animal colours in English descriptive essay writing at LGCSE. These are poor language proficiency, inadequate information and language barriers.

(a) Poor language proficiency

Most learners chose black and white for their favourite animals. In response to what influenced them to choose black and white colours over other colours, all focus groups answered that they lack words or language to describe other Sesotho animal colours like, "*e komme phoofo*" (any colour with white spots on the stomach), but they find it easier to describe "*nts'o*" which means black and "*tso'eu*" meaning white. This continues to emphasise that some colours may not exist in other languages as Moore (2017: 34) and Jones (2017: 83) in section 1.1.3 earlier stipulated. That being the case, some learners decided to choose black and white colours for their favourite animals over other colours. From the follow-up question on why they do not choose other Sesotho animal colours such as "*e hatile molora*" (any colour on the animal with white spots on the feet) or "*thamaha*" (colour of the snakes) or any other unique colour among Sesotho animal colours and describe them in English, they explained that some colours would not allow them to describe in English. "*Not every Sesotho colour can be described in English*". This was a common response from all learners' focus groups. This continues to prove the presence of lexical variations between and among such animal colours in English and Sesotho as argued by Benjamin (2013: 46) and Bortoli and Maroto (2008: 4) cited in section 1.1.4 earlier. It is, therefore, suggestive that some learners' choice of animal colours was restricted to the ability to use English words or expressions to describe them. This further countersigns that language proficiency can be a direct source of cultural influence on animal colours in English descriptive essay writing at LGCSE as constructive alignment conceptual framework referred to in the previous paragraphs further directs that learners' existing knowledge directly impacts on their learning. In addition to this, inadequate information reflected as a possible source of cultural influence on animal colours in English descriptive essay writing at LGCSE.

(b) Inadequate information

This study discovered that inadequate information on animal colours in English can be a source for cultural influence on animal colours in English descriptive essay writing at LGCSE. This was revealed from all focus groups where participants were asked to give things that can make describing animal colours in English descriptive essay writing a challenge to LGCSE learners. Learners reported that: *“Knowledge of animal colours is very limited in both Sesotho and English due to lack of reading materials”*. This was a common response in all focus groups and can propose for a limited knowledge of animal colours among learners. Casaponsa and Athanasopoulos (2018: 3) cited in section 1.1.3 state that different languages and cultural groups carve up the colour spectrum differently. Sesotho and English animal colours are, therefore, likely to be different in many ways which makes it essential to have reading materials for learners to equip themselves with adequate knowledge on animal colours in English. Due to this situation, learners in all focus groups agreed that they do not have any interest on animal colours in both English and Sesotho because they rarely hear or read about them. This draws from Hattie and Ingvarson’s (2004: 37) philosophical understanding that sometimes teachers too are not knowledgeable enough on the subject matter and can easily pass this to learners (see section 2.2). It is, therefore, suggestive that in the presence of inadequate reading materials on animal colours in English, learners may continue to face a number of challenges including cultural influences. Constructive alignment conceptual framework in figure 3.2.2 in section 3.2 further supports that the presence, organisation and presentation of materials on animal colours can directly influence the teaching and learning of animal colours in English descriptive essay writing. Language barriers also appeared to be a possible source of cultural influence on animal colours in English descriptive essay writing at LGCSE.

(c) Language barriers

It was further discovered that some Sesotho animal colours cannot be described in English due to language barriers that exist between Sesotho and English animal colours. This is possible as Moore (2017: 34) and Jones (2017: 83) cited in section

1.1.3 earlier emphasised that some colours may not exist in other languages. This further endorses Taljid's (2015: 1) (vide 1.1.5) claim that Sesotho has its own closed lexicon for animal colours. This was revealed as learners were asked to mention things that trigger cultural influences that they face on animal colours in English descriptive essay writing at LGCSE. Learners from all focus groups mentioned that they avoid colours that do not exist in English as they describe their animal colours. All focus groups reported that: *"I just consider only Sesotho animal colours that are easy to describe in English"*. On the follow-up question on which Sesotho animal colours do they avoid, learners commonly mentioned colours like *"e komme phofo"*(any colour on the body with some white spots around the mouth), *"e hatile molora"*(any colour on the body with some white spots on the feet), *"khunong"*(red), *"pilo"*(any dark colour), *"mohlaba"* (brown colour mixed with black), *"tseka"*(any colour with a white star on the forehead) (Lesitsi 2002: 24) and *"koebu"*(roan colour) (Dietterlen and Mabile 1974: 178). Learners claimed that these colours do not relate to any colour in English that can be understood by none Mosotho English Language teacher. Learners from all focus groups claimed that they are sometimes never sure of how other Sesotho animal colours are described in English and that forces them to avoid such colours. Constructive alignment as described earlier in section 3.2 talks to this discovery. It is, therefore, possible that language barriers impose a number of cultural influences as learners describe animal colours in English descriptive essay writing at LGCSE.

The following findings were discovered from the teachers' interviews as possible sources of cultural influences on animal colours in English descriptive essay writing at LGCSE. These are inadequate information and inadequate exposure to animals.

(a) Inadequate information

The study disclosed that inadequate information on animal colours is a factor behind cultural influences that learners face on animal colours in English descriptive essay writing at LGCSE. This was discovered as teachers were asked to provide what they think is the source of cultural influence on animal colours in English descriptive essay

writing at LGCSE. All teachers reported that there is lack of information about animal colours in English. 3 out of 11 teachers mentioned that they do not remember any lecture on animal colours in English at any level of education. “*Animal colours are just mentioned in passing*”. This response was passed by every teacher interviewed. This continues to confirm Kimwele, Duncan and Hope’s (2011:1) in section 2.1 claim that even educated personnel are sometimes not knowledgeable enough on animal colours. It is, therefore, possible that some teachers may not be knowledgeable enough to teach animal colours in English to learners yet learners’ descriptive essays are sometimes expected to be on animals as stipulates ECOL (2001: 8) cited in section 1.1.6. All teachers mentioned that even reading materials on animal colours are very limited which makes both teachers and learners less knowledgeable on animal colours. Hattie and Ingvarson (2004: 37) in section 2.2, also emphasised the possibility of teachers who lack information on the subject matter. Lack of knowledge or inadequate knowledge on animal colours was, therefore, reported to be a source of cultural influence on animal colours in English descriptive essay writing at LGCSE as learners may simply rely on the native knowledge of animal colours in their descriptions. This finding is in harmony with the constructive alignment conceptual framework described in section 3.2. The framework explains that learners’ existing knowledge on animal colours has potential to influence the teaching and learning of animal colours in English descriptive essay writing at LGCSE. Apart from that, inadequate exposure to animals was also disclosed as the possible sources of cultural influences on animal colours in English descriptive essay writing at LGCSE.

(b) Inadequate exposure to animals

This study continued to reveal that inadequate exposure to animals results to a number of cultural influences that both teachers and learners face on animal colours in English descriptive essay writing. This was reported by 9 out of 11 teachers from their different interviews where they were asked to state sources of the cultural influences that they experience on animal colours in English descriptive essay writing at LGCSE. These teachers concurred that: “*Most teachers do not have good exposure to animals because*

animals are culturally associated with uneducated people. So, a number of teachers do not regularly interact with animals at home, in schools or anywhere". This implies that this practice leaves such teachers with limited knowledge of animals yet they need to teach learners how to describe different animals as stipulated by ECOL (2001: 8). The ideology of educated personnel distancing themselves from the animals is further emphasized by Hattie and Ingvarson (2004: 37) in section 2.2. On the follow-up question on why some teachers lack knowledge of animals, all teachers stated that culturally, females are not allowed to freely associate with animals and as such female teachers are likely to lack exposure to various animals hence little or no knowledge of such animals. Three teachers mentioned that they lack time and interest to learn about animals available within their environment. This is in line with the constructive alignment conceptual framework in section 3.2 which describes that teachers' ways of thinking and approaches towards the teaching and learning of animal colours has an influence on the quality of learning. It can, therefore, be assumed that inadequate exposure to animals can cause both teachers and learners to choose and use only colours they know from home.

6.2.1 Summative perspective

Poor language proficiency was discovered as the main finding in this section. It was placed under ability. Moreover, inadequate exposure to animals and inadequate information on animal colours were also revealed as the main findings of the study and were tabulated under effort. The main findings are, therefore, related to ability and effort. They all align to the constructive alignment conceptual framework in section 3.2.

6.3. PEDAGOGICAL IMPLICATIONS OF THE CULTURAL INFLUENCES IN THE TEACHING AND LEARNING OF ANIMAL COLOURS IN ENGLISH DESCRIPTIVE ESSAY WRITING

Chapter Six continues to discuss the findings from the third sub-research question which enquired about the possible pedagogical implications of the cultural influences in the teaching and learning of animal colours in English descriptive essay writing. The findings from learners' focus groups were tabled as environmental exposure, visiting zoos, reading materials and inviting experts.

(a) Environmental exposure

The study showed that it is essential for parents to introduce their children to animals and their colours at an early age. Harpin (2010: 120) in section 2.3 proves that parents are their children's first teachers. This will help learners gain knowledge of animal colours at an early stage. On the follow-up question on how can that see light, learners suggested that: *"Each family can ensure that it has at least one animal as animals sometimes form part of feeding and labour in Lesotho"*. This was a common response in the three groups that emphasised this idea. The ideology of introducing children to animal colours at a tender age can also help parents as Kimwele, Duncan and Hope (2011: 1) earlier stipulated in section 2.1 that some adults are still not knowledgeable enough on animals in some countries and Lesotho may not be immune to such situations. If this practice is put into place, when learners get to school, they will just sharpen their knowledge of animal colours or test it with their teachers in class. They may even inquire about any relationships or diversifications between animal colours in their native language and English at an early stage of their learning. This may make their learning easier as they will learn from known to unknown as Benson (2017: 89) in section 2.1 has already encouraged. It is, however, essential to ensure that the right information is given to both parents and teachers in order to avoid any confusion that may exist between and among different people. This becomes essential as the constructive alignment conceptual framework in section 3.2 also points out that learner's existing knowledge can affect their learning. It is, therefore, important to ensure that

whatever they learn is correct. Additionally, visiting zoos reflected as the pedagogical implication in the teaching and learning of animal colours in English descriptive essay writing at LGCSE.

(b) Visiting zoos

From the question on the measures which learners think can help them to overcome the cultural influences in the learning of animal colours in English descriptive essay writing, this study discovered that visiting zoos can help to overcome a number of cultural influences. Kathleen (2007: 13) in section 2.3 adds that this kind of visits can help arouse interest in learners in various ways. Some learners disclosed that: *“Visiting zoos will provide learners with broad exposure to different types of animals and give chance to enquire about not only their colours but also their life in general in English from the experts”*. This was a common feedback in five focus groups. All focus groups added that: *“Visiting zoos might help us own deeper understanding of various animals as a zoo owns a number of different animals”*. It is, therefore, possible that learners might have a broad choice of animals and their colours after several visits to the zoos. All focus groups added that visiting zoos may also enhance animal conversation among learners which Cross and Board (2014: 67) in section 2.1 earlier claimed to be minimal among learners in other countries and Lesotho may not be an exception in this regard. Once there is a reasonable conversation on animals among the learners, learners are likely to clear any confusion resulting from the cultural influence on animal colours in English descriptive essay writing hence their improved performance. This is further in agreement to the framework referred to in the above paragraphs as it states that the way materials on animal colours is selected, organised and presented can affect the quality of teaching and learning. In addition to this, adequate information was revealed as the pedagogical implication in the teaching and learning of animal colours in English descriptive essay writing at LGCSE.

(c) Adequate information

In relation to the constructive alignment framework in section 3.2, this study revealed that adequate information can be one of the measures to overcome the cultural

influence in the teaching and learning of animal colours in English descriptive essay writing at LGCSE. In an attempt to provide measures that can help resolve any cultural influence in the teaching and learning of animal colours in English descriptive essay writing, all focus groups disclosed that adequate information on animal colours for both learners and teachers can help minimise cultural influences on animal colours in English descriptive essay writing. *“There should be enough written materials on animal colours in both English and Sesotho”*. This was a common response in all learners’ focus groups. This understanding is in line with Gurstelle’s (2014: 93) (cited in section 2.3) assertion that it is challenging to work without required materials. Teachers and learners, therefore, need adequate books or any other source of information on animal colours in both Sesotho and English. This will help them study any relations or diversifications in order to avoid any cultural influence that may exist in an attempt to describe animal colours in the other language. This material will not only provide correct animal colours but also correct grammar, spelling and tense which are the requirements for task fulfillment in English Language Paper 1 (MOET 2016: 2) as cited in section 1.1.6. This will become possible as learners will see how sentences are constructed and how certain words are spelt out from the written materials. It will help overcome poor sentence structures, ungrammatical sentences and spelling error that may result from the first language approximation. There is, therefore, more likelihood that learners’ performance on animal colours in English descriptive essay writing may improve. Apart from that, inviting experts manifested as the pedagogical implication in the teaching and learning of animal colours in English descriptive essay writing at LGCSE.

(d) Inviting experts

In support of the constructive alignment conceptual framework in section 3.2, it was again discovered from all focus groups that the problem of animal colours resides with both learners and their teachers. Learners commented that: *“There are sometimes teachers who also cannot describe some animal colours in English”*. All focus groups recommended inviting experts on English animal colours to help solve this problem. The expert will be in a position to use appropriate English descriptive words for animal colours and this will help learners to use correct words in describing their favourite

animal colours as Warren (2006: 1) and (Taljid, 2015: 1) in section 1.1.5 indicate that each language may have its own closed lexicon for animal colours. Only one focus group reported that they are sometimes confused by various colour descriptions for the same animal colour. This supports Bortoli and Maroto's (2008: 4) (section 1.1.4) affirmation that different people can perceive and interpret the same colour differently. However, if experts are invited to classes, this confusion may be cleared as they will provide one clear description for certain animal colours that seem to hold different descriptions in either Sesotho or English. That being the case, this further emphasises that inviting experts on animal colours can help eliminate a number of cultural influences in the teaching and learning of animal colours in English descriptive essay writing at LGCSE and enhance the performance of English descriptive essay writing.

The following findings were discovered from the teachers' interviews as possible pedagogical implications on the cultural influence in the teaching and learning of animal colours in English descriptive essay writing. These are visiting the zoos, adequate information, visiting experts and video watching.

(a) Visiting the zoos

The study discovered that teachers also believe that if learners can be exposed to animals through visiting different zoos, their knowledge and love for animals may improve. This would address Cross and Board's (2014: 67) apprehension addressed in section 2.1 that there are lot of misconceptions about animals within learners in many countries which may also apply among LGCSE learners. The finding was revealed as teachers from their individual interviews were asked to provide pedagogical strategies they think can help improve the teaching of animal colours in English descriptive essay writing at LGCSE. All teachers reported that: *"At the zoos, there are different animals kept at one place which makes it easier for learners to view them and ask questions to the experts who are well knowledgeable on all animals found in the zoo"*. This supports Shakil's (2011: 23) view as cited in section 2.3 that field trips can help learners develop knowledge, skills and character. This might help learners develop knowledge on

different animals and clear any negative feeling and cultural influence on such animals. That being the case, performance on animal colours in English descriptive essay writing will likely improve. This is further advocated by the constructive alignment conceptual framework which pin points that learners' approach and perceptions on animal colours has a direct influence on the quality of teaching and learning of animal colours. In addition, adequate information was again discovered as the pedagogical implication in the teaching of animal colours in English descriptive essay writing.

(b) Adequate information

Teachers from their respective interviews revealed that knowledge is power. If both learners and teachers are knowledgeable on animal colours in English descriptive essay writing, they will overcome most of the cultural influences faced on animal colours. Seven teachers suggested that: "*There must be a number of books, workshops and short term courses on animal colours*". This supports contention by Hoeckel (2010: 24) and Meier and Hartell (2009: 180) as well as Khoaeane (2012: iv) in section 2.3 that workshops are good platforms to keep teachers well informed on their work. This is suggestive that if the right books are available, learners can then study on their own and consult where necessary. Teachers who also feel a need to consult will have books to refer to for verification. Furthermore, all teachers proposed that playing video tapes on animal colours can also add information to learners as supported by John et al. (2000: 209) cited in section 2.3. This is also in agreement with Germeroth and Hess's (2013: 73) claim presented in section 2.3 that it may help learners learn at their own pace and time. It is, therefore, suggestive that in the presence of books, video tapes, workshops and short term courses on animal colours, the performance of learners on animal colours in English descriptive essay writing at LGCSE is likely to improve. The finding is in line with the constructive alignment conceptual framework in section 3.2. The framework points out that the organisation of materials on animal colours in English descriptive essay writing has a direct influence on the quality of teaching and learning. Inviting experts on animal colours also came as the finding of this study.

(c) Inviting experts

All teachers interviewed claimed that the problem of animal colours is a national problem because sometimes different people provide different descriptions of one animal colour. This is further supported by Warren (2006: 1) cited in section 1.1.5. Teachers further commented that this practice results to serious confusion among both teachers and learners. *“This confusion imposes more challenges to learners as they describe colours for different animals”*. This was a common response in all interviews. All teachers, therefore, suggested that an expert be invited to the class and describe different Sesotho animal colours and how they can best be described in English to learners. This is where Graig (2007:146) cited in section 2.3 advocates for an invitational workshop. He explains that this is where the instructor or an expert usually hosts a mini lesson with the intention to meet the needs of the majority of learners. In this way, both teachers and learners will benefit as they will get knowledge from the most knowledgeable personnel and can also eradicate whatever confusion or cultural influence they had on the animal colours in English. It is, therefore, most likely that the performance of learners on animal colours in English descriptive essay writing at LGCSE will improve. The finding further aligns to the constructive alignment conceptual framework which describes that learners and teachers’ perceptions on animal colours can impact the quality of teaching and learning on animal colours. Video watching then showed as the pedagogical implication in the teaching of animal colours in English descriptive essay writing at LGCSE.

(d) Video watching

In support of the constructive alignment conceptual framework in section 3.2, video watching was disclosed as the pedagogical strategy to enhance the teaching and learning of animal colours in English descriptive essay writing. The finding was suggested by six teachers. They claimed that it can help learners learn different animals and how their colours are described. *“Videos may help learners learn how various animal colours are described in different languages favoured by the teacher and the learners”*. This was their common claim. Four teachers then added that: *“It may also*

allow learners play it as many times as they wish for better understanding". Video playing, consequently, has ability to describe a number of animal colours which can provide learners with a broad choice of colours for their favourite animals. Shakil (2011: 23) as cited in section 2.3 further reveals that video watching develops learner's knowledge, skills and character. This indicates that learners can see colours as they are described. This will help reduce any cultural influence that may result from first language approximation or socio-cultural practices and beliefs which may in turn help to improve learners' performance on animal colours in English descriptive essay writing at LGCSE.

6.3.1 Summative perspective

Most of the discussed findings revealed visiting zoos, adequate information and inviting experts as the main findings under effort. The main findings under this section fall under effort as they relate to what needs to be done in order to enhance the teaching and learning of animal colours in English descriptive essay writing at LGCSE. The finding also aligns with the constructive alignment conceptual framework to ensure quality teaching and learning of animal colours in English descriptive essay writing at LGCSE. All the findings still align to the constructive alignment conceptual framework in figure 3.2.2 in section 3.2.

6.4 SUMMARY

In relation to the constructive alignment conceptual framework as described in section 3.2, this chapter discussed the cultural influences in the teaching and learning of animal colours in English descriptive essay writing, their sources and pedagogical implications in the teaching and learning of animal colours in English descriptive at LGCSE. On the basis of all the findings discussed in this chapter, the researcher will then draw some conclusions and make recommendations in Chapter Seven.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.0 INTRODUCTION

The purpose of this research was to investigate any cultural influence on animal colours in English descriptive essay writing at LGCSE. The data was successfully collected and analysed. That being the case, this section then features conclusions and recommendations derived from the main findings of the study. The summary of the chapter is also provided.

7.1 CONCLUSIONS

7. 1.1 The first sub-research question

The analysis of data for the first sub-research question revealed linguistic relativity as a cultural influence that has a direct influence on how learners use and group animal colours. This influence was observed in learners' essays where most learners chose to use black and white colours due to the linguistic relations that exist between the two colours in Sesotho and English. The finding was clearly supported from learners' focus group and teachers' interviews. This supports the constructive alignment conceptual framework illustrated in figure 3.2.2 in section 3.2 which indicates that quality learning can be influenced by learners' existing knowledge of animal colours. That is, colours that learners could relate in both English and their native language were mostly chosen. It is, therefore, realistic to draw the conclusion that linguistic relativity culturally influences learners' choice of animal colours in English descriptive essay writing at LGCSE.

The analysed data also reflected lexical variations as a major finding for this study. This was observed where most learners failed to use certain colours from the theory. Teachers' interviews and learners' focus groups emphasised this finding where both teachers and learners explained that it is because such animal colours are interpreted differently in Sesotho and English. In the similar way, this is supported by the constructive alignment conceptual framework in figure 3.2.2 in section 3.2. The

framework indicates that learners' education can be influenced by, among others, learners' prerequisite knowledge on the subject matter. Learners, therefore, appeared to use animal colours they knew and could relate in English and avoided those they could not describe in English. It is, therefore, suggestive that there is no lexical relationship between certain animal colours in Sesotho and English which in turn culturally influences learners' choice and use of animal colours in English descriptive essay writing at LGCSE as some learners turn to use certain colours over others.

Most of the findings under the first research question seem to appear under ability as per Weiner's (1972: 76) Attribution Theory of Success and Failure (ATSF). This emphasises that one's ability does determine his or her failure or success to perform the task at hand. In this case, attributions for failure and success determined learners' ability to describe animal colours in English descriptive essay writing. The first research question achieved its objective as it was able to identify cultural influences in the teaching and learning of animal colours in English descriptive essay writing at LGCSE.

7.1.2 The second sub-research question

This study revealed poor language proficiency as the main finding under the second sub-research question. This finding was observed where some learners lacked English words to describe certain Sesotho animal colours. The finding was supported by both teachers and learners from their respective interviews. This is also in line with the constructive alignment conceptual framework which stipulates that the way teaching and learning of animal colours is selected, organised and presented has a direct influence on the quality of learning. That is to say, if teachers do not emphasise the importance of grammatical language in the teaching of animal colours in English descriptive essay writing at LGCSE, learners may portray poor language proficiency in the examination. It is, therefore, sensible to assume that poor language proficiency has a cultural influence on animal colours in English descriptive essay writing at LGCSE as learners' first language can influence their second language as pointed out by Takacs (2008: 17) in section 2.1.

Inadequate exposure to animals by both teachers and learners also surfaced as the main finding of this study. This was seen where most learners restricted their descriptions to certain domestic animals. Both teachers and learners supported this finding from their respective interviews. This finding also supports the constructive alignment conceptual framework which directs that learners' existing knowledge of animal colours has a direct influence on their learning. It is, therefore, reasonable to conclude that inadequate exposure to various animals culturally influences learners' choice of animals and their colours in English descriptive essay writing at LGCSE as some learners only chose animals and colours found in their surroundings.

In line with the constructive alignment conceptual framework in figure 3.2.2 in section 3.2, inadequate information on animals was also discovered as the main finding of this study. The finding was observed from both teachers and learners which makes it reasonable for the researcher to conclude that inadequate information on animals culturally influences learners' choice and use of animal colours in English descriptive essay writing at LGCSE as some learners opted for animals and colours found within their societies.

The main findings fall under ability, effort and task difficulty as per Weiner's (1972: 76-77) Attribution Theory of Success and Failure. This verifies that performance mostly depends on the learners' ability, effort and the difficulty of the question. The second research question also achieved its objective of identifying sources of the cultural influences in the teaching and learning of animal colours in English descriptive essay writing at LGCSE.

7.1.3The third sub-research question

Inviting experts was disclosed as the main finding of this study. The finding emanated from both teachers' and learners' interviews. This finding was also observed where both learners and teachers appeared to lack some necessary information on animal colours in English. This collaborates with the constructive alignment conceptual framework

illustrated in figure 3.2.2 in section 3.2. It is, therefore, reasonable for the researcher to conclude that inviting experts on animal colours can have a positive impact in the teaching and learning of animal colours in English descriptive essay writing at LGCSE as it can eliminate some cultural influences that might emanate from the knowledge of the native animal colours.

Still in line with the constructive alignment conceptual framework referred to above, visiting different zoos was also found to be the main finding of this study. Both teachers and learners in their respective interviews talked to this finding. This was proved by learners who appeared to lack exposure to different animals. Only limited number of animals were chosen and described as the favourite animals. In light of this, the researcher finds it reasonable to conclude that visiting zoos can positively impact on animal colours in English descriptive essay writing at LGCSE. It will expose learners to different animals including those from outside their environment. This will provide learners with a brought choice of animals and their colours.

A need for adequate information on animal colours was similarly revealed as the main finding of this study. This was proved by both teachers' and learners' interviews. The finding further manifested itself on learners' essays where some learners only listed some animal colours with no description. The finding is in harmony with the constructive alignment conceptual framework guiding this study (see figure 3.2.2 in section 3.3). The framework proposes that learners' prerequisite knowledge has a direct influence on the quality of teaching and learning. Learners with limited knowledge on animal colours may, therefore, find animal colours in English descriptive essay writing challenging.

All the main findings under the third sub-research question fall under effort. They all relate to what both teachers and learners need to do in order to enhance the teaching and learning of animal colours in English descriptive essay writing at LGCSE.

7.1. 4 Summative perspectives

Most of the main findings fall under ability and effort. The main findings that fall under ability are on what both teachers and students can do to enhance the teaching and learning of animal colours in English descriptive essay writing. Under effort, we get the pedagogical strategies essential for illuminating any cultural influence that may hinder productive teaching and learning of animal colours in English descriptive essay writing at LGCSE. There is only one main finding identified under task difficulty which may imply that most learners do not find animal colours difficult in English descriptive essay writing.

7.2 RECOMMENDATIONS

On the basis of the conclusions made, the following recommendations were drawn.

(a) Adequate teaching aids and instructional materials be provided

Based on the findings of this study, it is recommendable that schools should ensure that teachers have adequate teaching aids to facilitate the teaching and learning of animal colours in English descriptive essay writing. The learners should also be advised to have all needed textbooks. Where possible, the school can buy such books and provide them to learners through rental schemes. This will help teachers to equip learners with some necessary information needed in describing animal colours in English. It will minimise the cultural influence in the teaching and learning of animal colours as there will be appropriate materials to offer guidance. Teaching aids and instructional materials will also help improve the learners' command of language to avoid first language approximation. On the other hand, team teaching can also help overcome the cultural influences on the teaching and learning of animal colours in English descriptive essay writing at LGCSE.

(b) Team teaching

Team teaching helps teachers learn from each other. The researcher, therefore, recommends that teachers practise team teaching as it will help them supplement and complement one another on the teaching and learning of animal colours in English descriptive essay writing at LGCSE. This practice will expose learners to different teachers who might be understood differently. It will also help them clear out some cultural influences in the teaching and learning of animal colours as teachers can then share ideas on animal colours. Additionally, more workshops for teachers can assist in eradicating any negative cultural influence on animal colours in English descriptive essay writing at LGCSE.

(c) More workshops for teachers

It is further recommended that new teachers who join the teaching profession should learn from the experienced teachers on how animal colours are described in English descriptive essay writing. This can be achieved through regular workshops. Workshops also help teachers to learn more from one another as learning is an ongoing process. This practice will help eliminate some cultural influences on animal colours among the teachers hence allow for dissemination of correct information to learners on animal colours. Moreover, field trips can also help illuminate the cultural influences on animal colours in English descriptive essay writing at LGCSE.

(d) Field trips

It is again essential to take field trips. Field trips help to expose learners and teachers to the world outside the classroom. If learners and teachers take trips to places like zoos, they get exposure to different animals and their colours. This will make it easier to learn animal colours and ask from the experts they meet in the field where they are not clear about colours in either Sesotho or English. It will also eradicate any cultural influence that might exist between Sesotho and English animal colours. Equally important, it was found that further research on the teaching and learning of animal colours is needed.

(e) Further research

Finally, it is recommended that further research be conducted to establish whether teachers are well trained on animal colours in English descriptive essay writing or not. The researcher holds the opinion that teachers might not be adequately exposed to the teaching and learning of animal colours in English descriptive essay writing from the higher institutions of learning. It is, therefore, essential to recommend further research on this field as so to ensure that teachers are well trained on animal colours as they have potential to affect learners' performance in English descriptive essay writing at LGCSE.

7.2.1 Summative perspective

Most of the recommendations fall under effort as they pertain to what different stakeholders can do to enhance the teaching and learning of animal colours in English descriptive essay writing at LGCSE.

7.3 SUMMARY

In this chapter, conclusions were drawn from the main findings of this study following the provisions of the constructive alignment conceptual framework. The recommendations were then made based on the conclusions.

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APPENDICES

Appendix A

GUIDELINES FOR LEARNERS' INTERVIEWS

1. Which animal colours do you know?
2. How often are you taught animal colours?
3. What are the challenges in the learning of animal colours in English essay writing?
4. What do you think causes challenges on animal colours in English descriptive essay writing?
5. How do you overcome challenges on animal colours in English descriptive essay writing?
6. What do you think can be done to improve the teaching and learning of animal colours in English description essay writing?

APPENDIX B

LIPOTSO TSA BANA BA SEKOLO

1. Ke e feng phoofolo eo o e ratang haholo?
2. Ke ha ngata ha kae u rutoa ka mebala ea liphoofofo?
3. Ke liqholotso li feng tseo u kopanang le tsona?
4. U lumela liqholotso tseo li bakoa ke eng?
5. U e u hlole liqholotso tseo joang?
6. Ke se feng se ka etsuoang ho ntlafatsa thuto ea mebala ea liphoofofo ka hare ho moqoqo tthalosi?

APPENDIX C

GUIDELINES FOR TEACHERS' INTERVIEWS

1. How long have you been teaching English Language at Form D?
2. What teaching qualifications do you hold?
3. How often do you teach animal colours?
4. What are the challenges faced by learners in the teaching of animal colours in English descriptive essay writing?
5. What do you think causes challenges in the teaching and learning of animal colours in English descriptive essay writing?
6. How do you overcome challenges on animal colours in English descriptive essay writing?
7. What do you think can be done to improve the teaching and learning of animal colours in English descriptive essay writing?

APPENDIX D

LIPOTSO TSA MATICHERE

1. U na le nako e kae u ruta senyesemane sehlopheng sa foromo ea bone?
2. U ruta ka mangolo a boemo bofe?
3. Ke ha ngata ha kae urutang mebala ea liphoofole?
4. Ke liqholotso li fe tseo u eng u kopane le tsona?
5. U lumela liqholotso tsa mofuta oo li bakoa ke eng?
6. U e u lihlole joang?
7. Ke se feng se ka e tsuoang ho ntlafatsa thuto ea mebala ea liphoofole moqoqo tlhalosing?

APPENDIX E

LESOTHO GENERAL CERTIFICATE OF SECONDARY EDUCATION

NAME.....

ENGLISH LANGUAGE P1

INSTRUCTIONS

- Remember to write your name
- Write neatly

Describe an amazing animal that you know well. Include the following points and you may add yours if you wish.

- Its name and physical look
- Its colour/s
- What you like about its colour/s
- What other people say about its colour/s
- How its colour/s help it
- Any suggestion about its colour

.....

.....

.....

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APPENDIX F

Describe an amazing animal that you know well. Include the following points and you may add yours if you wish.

- Its name and physical look
- Its colour/s
- What you like about its colour/s
- What other people say about its colour/s
- How its colour/s help it
- Any suggestion about its colour/s

Topic
Animals are the most adorable creatures that were created on Earth but most importantly can be helpful in our daily lives.

Zebra
An amazing animal that I know well is a ~~horse~~ Zebra. This animal is more likely like a horse or a donkey. If one was allowed to name anything as desired I would call it a ^{horse} pony because it is shorter than a donkey yet they look alike.

Black and white
It has black and white colours which make stripes on its body. If it was possible to keep wild animals into our homes, I could have kept a zebra but anyway it is against the law. But is it fair? Yes it is because some people make a bad use of our nature.

white → peace
Moreover, what I like about its colours is that white reminds me of peace as for black, it

black → enduring

reminds me of the beautiful enduring quiet nights. Nature is already beautiful but Zebras beautify it more than it already is. The combination of black and white make me pationate. / black and white → pationate

In addition, people adore and love its colours because *
 It is said black is for when they are in the pool of tears and white is for when they are cuddling and in a memorable moments of happiness. It reminds the person the golden things they have to live for.
 white - peace

black → tears
 many colour
 further, more little did people know that zebras are beautiful because they might not have seen them before but that is not the case. Its colour help us to distinguish them from donkeys and horses. It help They help to mark it with its different colours because there are no other animals with those colours except a zebra itself.

brown - soil
 white - peace
 I can not argue more when it is said it is attractive with its original colours but it can look more and more attractive if it had just white spotted circles on a brown colour. Brown would resemble the colour of the soil and white would resemble peace as always or the colour of the clouds.

As a human being, we always have times of miseries so whenever we cry, we cry because we lack to peace. Whenever the tears cascade down on my cheeks I wish I could see my favourite animal that I know well and better. It gives me peace of mind and refreshes my memory.

APPENDIX G

Describe an amazing animal that you know well. Include the following points and you may add yours if you wish.

- Its name and physical look
- Its colour/s
- What you like about its colour/s
- What other people say about its colour/s
- How its colour/s help it
- Any suggestion about its colour/s

AN AMAZING ANIMAL I KNOW WELL ✓

I have ~~seen~~ ^{seen} so many kind of ~~animal~~ ^{animal}, but the one I am talking about is much amazing animal I know well.

An amazing animal that I know well is a cow. It has four legs, two horns, hairy all over the skin, two horns, big brilliant eyes and also a ^{white} tail which nearly beats the backward feet. → language approximation

It is black over the body and white -black white to the feet and even to the face. It has a dot of white colour. People clearly -cow say this cow is ^{so} truly amazing and is beautiful because its like Boers cows.

Apart from that, if my amazing cow has missed [↑] it will be easily identified. Their

calves will take its physical appearance. It absorb heat quickly. This colour of this cow may be attractive to other people.

Its colour it simply brings its smartness and is its important to other cows. My opinion, it that this colour may be useful because some people uses colours to their traditional.

This animal may help the people, to the products of the cow like milk may be sold to other country. Even the cow may be sold due to its colour may be attractive to other people.

Thin white and black colour of the cow not easily brings sickness because but their sickness will get healed quickly. Its skin helps people to make beautiful clothes like shoes and dresses. I like this cow because it follows the instruction, if I call it with its name it may come quickly.

This cow may make a traditional herbs like if a person is forming may be given a mile to drink it. It also give as a payment to one another.

13/30

Cultural influence
wrong use of words
e.g. tall instead of low
as in Sesotho can
mean one thing

APPENDIX H

Describe an amazing animal that you know well. Include the following points and you may add yours if you wish.

- Its name and physical look
- Its colour/s
- What you like about its colour/s
- What other people say about its colour/s
- How its colour/s help it
- Any suggestion about its colour/s

AN AMAZING ANIMAL THAT I KNOW WELL

What a beautiful and innocent creature
I have ever seen like Zebra.

*Black and white
- lot of comparison
using like*
Zebra looks like a horse, but an amazing *
horse. It is a beautiful black and white
animal. I like ^{colour} its because it attracts
and tricky and sometimes it looks like a
statue.

*- its colour
looks like*
Some people say its colour looks like a
wild hump-Zebra crossing. This animal
is very important that's why people use
its colour to create some things. *

11/30
Its colour is very important to it
because it helps it to ^{trick} hide when there's
is its some sort of danger its enemies.

11/30

AN AMAZING ANIMAL³ THAT I KNOW WELL

~~What a beautiful and innocent creature I have ever seen~~

Zebra is used to make many things such as blankets and shoes. Zebra is the most beautiful animal I have ever seen. I like watching it when grazing and stepping its feet again and again.

(G) This kind of animal needs a good care because It produces very beautiful things I ~~ever~~ have ever seen. I wish this animal ~~to be~~^{was} domestic, ~~but~~ so that I can use it as my horse, but because it is wild that cannot happen even if I desire.

- fails to suggest its colour

I suggest its colour is tricky, beautiful and attracting.

- Required length not met

APPENDIX I

Describe an amazing animal that you know well. Include the following points and you may add yours if you wish.

- Its name and physical look
- Its colour/s
- What you like about its colour/s
- What other people say about its colour/s
- How its colour/s help it
- Any suggestion about its colour/s

Heading
The amazing animal that I know well is Cow ~~Zebra~~.
it is found ^{everywhere especially in the} ~~in~~ ~~zoos~~ ~~It has four legs~~ villages. It
has four legs, two horns, tail tail, medium in size
and ~~big~~ big in size? and again it has two mediumed
ears and big eyes. ~~also has~~

black
black and
white
brownish
gender

This amazing animal ~~has~~ it is black in colour
but they are different in colours some are black *
and white ~~old~~ while some are brownish but the
animal that I like most it is black in colour
the ^{Female} ~~male~~ one. ~~It~~ The colour of this animal help
it to absorb more heat especially during
winter season because it is very cold so most
of the animals like goats die because of coldness
but the cow survive during this coldness.

Furthermore, it colour help it to live longer
and to produce more animals than other animals.
what I like about its colour is that it
help to survive a longer time ~~and~~ during.

Cold days especially in winter because most of cows are found in villages ~~where~~ in the highlands where it is very cold so the black colour help to absorb heat.

Most of the people like it's colour and they say this kind of colour is very useful because if the thiefs come to steal it they sometimes not be able to see it because most of thiefs come steal at night especially when there is a lot of darkness they take full advantage of darkness to ~~se~~ steal the cows. again if the ~~sheep~~ shepherds lost in it the thiefs can not be able to see it unlike the ~~white~~ black and white cow it is easy to see be seen through the darkness.

13
30

In addition this kind of animal is very useful because it does not require a lot of work unlike the ships, goats and other animals which needed to be looked after it can be feed only the green grass so it is very easy to look after also it is very important in our daily life because it produces milk and meat and other products.

This black colour is very useful so I wish like most of the animals can have it so that it can help to survive during cold days especially in winter because some die because of coldness during winter season, again sometimes the snow falls so this is very cold and some die especially the goats.

Required length not ~~reco~~ required.

APPENDIX J

Describe an amazing animal that you know well. Include the following points and you may add yours if you wish.

- Its name and physical look
- Its colour/s
- • What you like about its colour/s
- What other people say about its colour/s
- • How its colour/s help it
- Any suggestion about its colour/s

Instructions
An amazing animal that I know well

Cow
An animal made me so surprized by the time I saw it. Although I have been ~~tell~~ told of it since I was young, but when I grew tall enough I knew more about its characteristics and how it looks like. Its name is a cow.

A cow has four hooved legs as one of its physical appearance. I have noticed that they are very important for it because it is large enough to have two legs. It has two horns beneath the forehead and long ears under the horns. Towards its forehead, there situated big eyes like a bubble of ladder in a soapy water.

black
This animal is hairy with black colour all over its body. It also has a tail beneath it behind feet that uses it to lash its

word not be used
with animals

body when the houseflies move on it. The female cow has breasts that ~~uses~~ ^{use} them to ~~suggle~~ ^{suckle} its calf after birth. This calf might have a colour that is the same as its mother or its father, but in most cases, it ~~borns~~ ^{is born} with combined colours of its (mother and its father) → language approximation

Almost each and every village in the highlands have a cow. Some of them ~~reared~~ ^{reared} those of different colours, but the colour I liked is important in the that, on a hot day, it always ~~feel~~ ^{feels} hot, even on the ~~hot~~ cold day because this black colour is able to absorb and store heat in order to keep the cow warm.

* Some people say that the black colour is ^{one} of the other colours they ~~don't~~ like because they thought that even its meat is also black. and also Not only meat but also milk. They think of this bad thoughts because they have not eaten its meat and milk.

This animal ^{has} some importances to human beings. It provides us with meat, milk, horns, ^{sp} bones and it ^{sp} ~~tele~~ ^{tail} was liked by grand fathers. Most of the Basotho people who know our culture very well, often use its skin as a blanket and the skin is used for making ~~elbo~~ ^{elbo} clothes and shoes.

It is the powerful animal ⁱⁿ that, most of the Basotho people used it in the fields to cultivate and to plough, ~~to saw~~ ^{to sow} and to harvest. It can pull a trail lifted with large bulks after harvesting. It is the most ^{appropriate} ~~apropriate~~ animal used in funerals to accompany a dead person.

APPENDIX K



Describe an amazing animal that you know well. Include the following points and you may add yours if you wish.

- Its name and physical look
- Its colour/s
- What you like about its colour/s
- What other people say about its colour/s
- How its colour/s help it
- Any suggestion about its colour/s

~~Pet is one of the greatest treasures I have got~~
cheetah is one of the greatest treasures I love most

AN AMAZING ANIMAL

cheetah

cheetah is one of the greatest treasures I love most in the whole world it is a large cat of subfamily felinae that occurs in North, Southern and East Africa. It inhabits a variety of mostly arid habitats like dry forest, scrub forest and savannahs. You hand-writing is hard follow?

*

yellow and white

It is yellowish tan or rufous to greyish white coat is uniformly covered with ~~many spots~~ solid black spots. its body is slender with a small rounded head, black tear-like streaks on the face, deep chest, long thin legs and long spotted tail. ~~it has~~

I

not sure of the color

The cheetah breeds throughout the year and is an induced ovulator. Gestation lasts for three to five months, resulting in litters of typically four. It is active mainly during the day with hunting its major activity. It is a cursor and preys mainly upon antelope. It stalks its prey, charges towards it and kills it by tripping it during the chase and biting its throat to suffocate it to death.

Female cheetahs are solitary or live with their offspring in home ranges. Adult males are sociable despite their territoriality, forming groups called coalitions. Cheetahs succeed in hunts only running up to a maximum speed when hunting due to their exceptional ability to accelerate in their short distance.

The most thing that I like about its color is that when hunting the prey doesn't realise it fast so that enables it to slowly close to its prey until it catches them. But other people say that it is so fast its color is helpful to it because it gets its prey easily.

White cheetah

- Color that is not easily recognised by its prey. So it is culturally used for hunting.

7/30

APPENDIX L

Describe an amazing animal that you know well. Include the following points and you may add yours if you wish.

- Its name and physical look
- Its colour/s
- What you like about its colour/s
- What other people say about its colour/s
- How its colour/s help it
- Any suggestion about its colour/s

AN AMAZING ANIMAL ✓

On land there are lot of animals created which perform different activities according to their physical appearance or what they have. *good introduction*

- cat

**greenish
blue-black

*Putting many
colours together*

One of the most amazing animal is a Cat, it has round head with small ears on it also it has ~~a~~ four legs with sharp pointed nails. It has small greenish blue-black eyes, additionally it is covered with hairy skin all over its body and it has small nipples if it is a female one.

*A number of
colours w
sesotuo has
a specific
name while
in English
it is
different.*

*- shiny
- black
- white
- yellow & white
- yellowish*

It has got ~~var~~ striking colours some are shiny ~~black~~ and smooth black, or clear black and white colour or even white colour only and sometimes white and yellowish coloured or it can be yellowish colour, although all in all it has adorable colours which give it a very good look.

2

giving more than one colour for the marker to choose 3 (As though not sure).

During dark, it catches rats easily due to its black colour because the rats will not realise it easily, furthermore due to its yellowish or white coloured help it to be able to be seen, and it won't be able to get lost.

People used to say that black cats are misused until they get timid when they have to face them on the way while meeting, which is not the case by saying the witchcrafts use them for their own purposes which is not the case, and some say a cat when it become old it goes to the forest and stay there depending on other organisms like chickens.

Cat colours help it to give it a good look, this help it to be kept in house to catch rats if they are available, ~~because~~ ^{so} if rats see it they will run therefore the cat will be able to see where they are from so as it will go there and catch them.

Its colours make it tidy always, because they are clear and make it to love itself by taking care. Also, its colours are wonderful indeed.

Required length not made

APPENDIX M

silver like / blue like → dolphin

Describe an amazing animal that you know well. Include the following points and you may add yours if you wish.

- Its name and physical look
- Its colour/s
- What you like about its colour/s
- What other people say about its colour/s
- How its colour/s help it
- Any suggestion about its colour/s

(H)

THE ANIMAL I KNOW WELL

There are many ^{adorable} animals in the world but there's only one animal out of hundreds, thousands and millions of animals that I know best. ~~and that is~~

Dolphin is one of the best animals I love and know, its nose is pointy and its fins are soft and comfortable and it has tiny eyes but even though its eyes are tiny it can still see clear through the sea or water.

③

✓ - silver like / blue like colour (no colour not known) and uses like

It has a silver like or blue like colour which makes it look lovely and beautiful. The colour on its body helps it to look like water and that makes it easy to escape danger for it has unlimited speed. (H)

- silver/blue like colours → used to describe animals that are adorable

Concordial agreement

3

The colour on its body are said to be ~~helpful~~ because wonderful because it makes good numbers of money and most of it has a wonderful voice which make it communicate with other dolphins. It is smart and intelligent it even help in rescuing drowning swimmers.

The people use it mostly in ~~com~~ shows because it is said to be a fast learner and it knows how to take care of its young ones fully like a righteous parent. I think if I had power over everything I would give dolphins a safe home for them to live freely and all kinds of food they eat.

^{practice}
^{helping} The Divers ^{SP} ~~help~~ to swim with a dolphin especially ^{SP} ~~amateurs~~ with ~~less~~ experience of swimming because a dolphin is a good swimmer and it dives deeper than any sea creature would.

I think that all this animals should be well taken care of because we will never know when they become very useful to us than they would ever be.

- Too little said on the animal colour as per the given points

- failure to meet the required length

APPENDIX N

Describe an amazing animal that you know well. Include the following points and you may add yours if you wish.

- Its name and physical look
- Its colour/s
- What you like about its colour/s
- What other people say about its colour/s
- How its colour/s help it
- Any suggestion about its colour/s

Instruction

An Amazing Animal I know well

Illustration

Animals are the wonderful creatures that God placed on earth to cheer us or give a help if necessary even though some are very dangerous to our lives. However, there is an amazing animals I know very well and which I believe It has no harm towards anybody.

This amazing animal is a cat. A cat is a domestic animal usually kept at home as a pet. It has four legs with paws, a tail and a sharp looking face. It has ^{long} sharp thin sharp teeth and brown eyes which normally sees during day and night. Cats are short and ^{has a body} covered with fur.

cat

Cats differ in colours. Some are black, some are yellowish orange while some are grey. The yellowish orange cats are my favourite. As for the grey ones I like them but not as much as I like my favourites. The Black cats are fearful, not because of they bite or chase people but because of the myths

-black

-yellowish-orange

-grey

black only

we were told by our elders as ^{as} we grew up ~~being~~ young kids.

I really like these different colours of cats. ^{It is} Only ~~black~~ black cats which has that only colour throughout its body. ~~Grey~~ cats has stripes on ~~their~~ their bodies, dark and light grey stripes and that is lovely. Yellowish orange cats ^{dark & light} has also have yellow and orange stripes, ^{grey} ~~suely~~ that makes them pretty and look like christmass dresses. ^{- yellow} ^{- orange}

- spelling

Informal language

Language approximation

error of omission

error of omission

Other people, like I said our elders, ~~hates~~ black cats so much that they can't keep at their homes. The elders believe that black cats are used for evil purposes such as ^{sp} ~~witchcraft~~ to ^{sp} ~~switch~~ into people's houses at night. As I used to believe that as a young kid but I am now against their ^{sp} ~~believe~~ for I understand and admire the ^{sp} ~~beuty~~ beauty of cats.

I don't think there is any ~~help~~ their colours give to them, rather that the beuty and admirable looks. ~~perhaps~~ Perhaps black cats ⁱⁿ find a great advantage ~~to~~ their colour, which is it helps them hide from its enemies in the dark. Just because ~~i've~~ never seen a white cat, ~~i've~~ only heard about it, I do believe that whenever they live they live peacefully because of their lovely colour, ^{unlike} black cats.

Cats are so helpful to our daily lives. This is because they chase away rats from our homes and also dangerous snakes that might bite us. And for this matter, I think everybody could just love them and let them live regardless to their colour of anything odd about them.

OPT

A number of colours given.

$$\frac{8}{30}$$

APPENDIX ○

Lion - black and white

Describe an amazing animal that you know well. Include the following points and you may add yours if you wish.

- Its name and physical look
- Its colour/s
- What you like about its colour/s
- What other people say about its colour/s
- How its colour/s help it
- Any suggestion about its colour/s

An animal you know well.

In the whole world I have seen so many animals but only one of them I have seen quite amazing and also interesting. In fact, it is fabulous. I can say.

It is a brownish coloured skin animal with a fairly head, most of the people call it the king of a jungle. The lion is the most exciting^{SP} animals in the whole world I know. I like the way it looks and the way it hunts.

Moreover, its It's brownish colour helps it to hunt easily because it can easily hide in the wild grass when targeting its prey^{SP} so that it could catch it easily for dinner ^{or} lunch, because it is a carnivore^{SP}.

- wrong use of conjunctions
- improper punctuation
- wrong use of tense

3

- concordial agreement

Therefore, because of the food it ate it could look so much prettier. Some people say it is perfect the way it looks. In most cases its colours can also help it to be feared by all the animals in the whole jungle.

- concordial agreement
- grammar

its colours also help it wake up early for catching its prey because the early bird catches the worm. It does not even fail anything more than once for other animals because it is called the king of the jungle, to prove that two wrongs do not make a right.

- * error of omission
- * spelling
- tense
- grammar

In my opinion, wish in its colour the black colour could be included so that it could catch its prey even in the great night without being to seen even by an owl. What an amazing animal I have ever seen! wish everybody could see it besought it the way I do and see all advantages it has and the adventures it does.

- wrong use of if
- confusion between it's and its
- Failure to meet the required length

14
30

APPENDIX P

14 September 2020
The Ministry of Education and Training
Lesotho

Request for Permission to Conduct Research

Dear Sir /Madam

My name is Phenyane Geremiah Tlali, a doctoral student at the Durban University of Technology. The research I wish to conduct for my Doctoral Thesis involves the Cultural Influence on Animal Colours in English Descriptive Essay Writing at Lesotho General Certificate of Secondary Education.

I am hereby seeking your consent to allow me conduct the research study in the high schools in Lesotho.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and /or assent forms to be used in the research process, as well as a copy of the approval letter which I received from the Institutional Research Ethics Committee (IREC).

If you require any further information, please do not hesitate to contact me on 58013121 or 79tlali@gmail.com . Thank you for your time and consideration in this regard.

Yours sincerely,
Phenyane Geremiah Tlali
Durban University of Technology

APPENDIX Q

14 September 2020

The Principal

.....

Request for Permission to Conduct Research in the school

Dear Sir /Madam

My name is Phenyane Geremiah Tlali, a doctoral student at the Durban University of Technology. The research I wish to conduct for my Doctoral Thesis involves the Cultural Influence on Animal Colours in English Descriptive Essay Writing at Lesotho General Certificate of Secondary Education.

I am hereby seeking your consent to allow me conduct the research study on the above topic in your school. If allowed, I also ask to use your classroom for the test and interviews one Saturday afternoon after the study for one hour as per the agreement that will be made.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and /or assent forms to be used in the research process, as well as a copy of the approval letter which I received from the Institutional Research Ethics Committee (IREC).

If you require any further information, please do not hesitate to contact me on 58013121 or 79tlali@gmail.com . Thank you for your time and consideration in this regard.

Yours sincerely,
Phenyane Geremiah Tlali
Durban University of Technology

APPENDIX R

14 September 2020

Request for Permission to Conduct Research using your child

Dear Parent/Guardian

My name is Phenyane Geremiah Tlali, a doctoral student at the Durban University of Technology. The research I wish to conduct for my Doctoral Thesis involves the Cultural Influence on Animal Colours in English Descriptive Essay Writing at Lesotho General Certificate of Secondary Education.

I am hereby seeking your consent to allow me conduct the research study on the topic above using your child. If allowed, I would also ask that I use your child for one hour after that study one Saturday for the test and (30-45) for the focus group discussion on the dates that will be decided by both teachers and learners.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and /or assent forms to be used in the research process, as well as a copy of the approval letter which I received from the Institutional Research Ethics Committee (IREC).

If you require any further information, please do not hesitate to contact me on 58013121 or 79tlali@gmail.com . Thank you for your time and consideration in this regard.

Yours sincerely,

Phenyane Geremiah Tlali

Durban University of Technology

APPENDIX S

SESOTHO TRANSLATION

14 Loetse 2020

Tumello ea ho etsa Boithuto ka ho botsa ngoana oa hau

Motsoali/Mohlomeli

Lebitso la ka ke Phenyane Geremiah Tlali, moithuti oa lengolo la bongaka lefapheng la thuto Durban University of Technology.ke lakatsa ho etsa boithuto ba ka holima tsusumetso ea setso tsebelisong ea mebala ea liphoofole ka senyesemane ka hare ho moqoko thlalo sehlopheng sa leshome le metso e meli.

Ke kopa tumello ea ho sebelisa ngoana oa hau bakeng sa boithuto bona. Ke boetse ke kopa tumello ea hore a tle a ngole moqoko le ho botsoa lipotso holima sehloho se boletsoeng ka holimo ka moqebelo o tlang ho khethoa ka nako ea hora ka morao ho boithuto ba hae ba Moqebelo.

Ke qhoaelletse mona kutu ea moralo oa boithuto ba ka e qhoaelletseng ka hare lisebelisoa tsetlanghosebelisoahobokelletsalitabamalebana le boithuto bona. Ho boetse ho qhoalletsoe kopi ea foromo ea boitlamo ba ho nka karolo boithutong bona mmoho le lengolo la ka la tumello ea ho etsa boithuto bona le fanoeng ke comiti e laolang litaba tsa boithuto ka hare ho Universiti (IREC).

Ba keng sa litlhakisetso u kantetsetsaho 58013121 kapa oa romela molaetsa ho 79tlali@gmail.com ke leboha nako le tsotello ea hau.

Ao hau mohlanka,

Phenyane Geremiah Tlali

Durban University of Technology

APPENDIX T

The National University of Lesotho

Telephone: +266 22340601
Fax: +266 22340000
<http://www.nul.ls>



P.O. Roma 180
Lesotho
Africa

mb.kolobe@gmail.com / ma.kolobe@nul.ls

mobile number: +266 58691956/ Ext. 3932

Faculty of Humanities

June 2021

Dear Sir/Madam

Re: Certification of Language Editing

This is to certify that Phenyane Geremiah Tlali's thesis entitled **The cultural influence on animal colours in English descriptive essay writing at Lesotho General Certificate of Secondary Education** has been language edited by Professor 'Maboleba Kolobe, a professional editor in the Department of English, Faculty of Humanities, National University of Lesotho.

Thank you.

Professor 'Maboleba Kolobe
(Associate Professor of English Language and Linguistics)

APPENDIX 4



Institutional Research Ethics Committee
Research and Postgraduate Support Directorate
2nd Floor, Berwyn Court
Gate 1, Steve Biko Campus
Durban University of Technology

P O Box 1334, Durban, South Africa, 4001

Tel: 031 373 2375

Email: lavishad@dut.ac.za

http://www.dut.ac.za/research/institutional_research_ethics

www.dut.ac.za

26 February 2021

Mr P Tlali
P O Box 31
Maputsoe 350
Lesotho

Dear Mr Tlali

The Cultural influence on animal colours in English descriptive essay writing at Lesotho General Certificate of Secondary Education
Ethical Clearance number IREC 087/20

The Institutional Research Ethics Committee acknowledges receipt of your gatekeeper permission letters.

Please note that FULL APPROVAL is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC Standard Operating Procedures (SOP's).

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Yours Sincerely

Prof J K Adam
Chairperson: IREC

APPENDIX V



Kingdom of Lesotho
Ministry of Education and Training

LESOTHO GENERAL CERTIFICATE OF SECONDARY EDUCATION

MARK SCHEME FOR THE OCTOBER/NOVEMBER 2014 QUESTION PAPER FOR THE GUIDANCE OF TEACHERS

0175 ENGLISH LANGUAGE
0175/01, maximum raw mark 60 weighted to 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- ECOL will not enter into discussions or correspondence in connection with these mark schemes.

ECOL is publishing the mark schemes for the October/November 2014 LGCSE, syllabuses.



Examinations Council of Lesotho

SECTION 1 CREATIVE WRITING

Band 1 (30-27 marks)

- **Highly accurate**, apart from very occasional slips.
- **Sentence structure varied for particular effects.**
- **Verb forms largely correct** and **appropriate tenses consistently** used.
- **Vocabulary wide and precise.**
- **Punctuation accurate** and helpful.
- **Spelling accurate** except for very occasional slips.
- **Paragraphs have unity**, are linked and show evidence of planning.
- Consistently **relevant. Interest aroused and sustained.**
- **Tone and register entirely appropriate.**
- **Argumentative** essays are well developed, logical, even complex in argument.
- **Descriptive** essays have well developed images helping to create complex atmospheres.
- **Narratives** are complex, sophisticated, possibly tense and may contain devices such as flashbacks.
- **Informative** essays are well developed, have clear topics with supporting details, highly factual.

Band 2 (26-23 marks)

- **Accurate: occasional errors** are either slips or caused by ambition.
- **Sentence structures show some variation to create some natural fluency.**
- **Occasional slips** in **verb forms or tense formation** but **sequence consistent** and **clear** throughout.
- **Vocabulary wide and precise enough** to convey intended shades of meaning.
- **Punctuation accurate** and generally helpful.
- **Spelling nearly always accurate.**
- **Paragraphs have unity**, are usually **linked** and show some evidence of **planning**.
- **Relevant. Interest aroused and mostly sustained.**
- **Tone and register appropriate.**
- **Argumentative** essays have clearly defined, cohesive, logical stages in their argument.
- **Descriptive** essays have interesting images and range of detail, helping to create effective atmospheres.
- **Narratives** have effective details creating character or setting and may contain some sense of climax.
- **Informative** essays are developed with topic sentences and supporting details which are factual.

Band 3 (22-19 marks)

- **Mostly accurate**; errors from ambition do not mar clarity of communication.
- **Some variety of sentence structures** but tendency to repeat sentence types may produce monotonous effect.
- Errors may occur in irregular verb forms but **control of tense sequence sufficient to sustain clear progression of events or ideas**.
- **Simple vocabulary mainly correct**, errors may occur with more ambitious words.
- **Punctuation generally accurate** and **sentence separation correctly marked** but errors may occur e.g. with direct speech.
- **Spelling of simple vocabulary accurate**; some errors in more ambitious words.
- **Paragraphs may show some unity**, although links may be absent or inappropriate.
- **Relevant. Some interest aroused**, although there may be some lack of originality and / or planning.
- **Tone usually appropriate**, although there may be slips of register.
- **Argumentative** essays make a series of relevant points, with some being developed; linking of ideas may be insecure.
- **Descriptive** essays have satisfactory images, ideas and details which help to create atmosphere.
- **Narratives** are straightforward with proper sequencing of sentences.
- **Informative** essays are relevant, factual and straightforward.

Band 4 (18-15 marks)

- **Sufficiently accurate to communicate meaning**, with **patches** of clear, accurate language.
- **Some variety of sentence length and structure**, not always for particular purpose.
- **Errors in verb forms and tense consistency** may cause uncertainty in sequence of events or ease of communication.
- **Vocabulary usually adequate to convey intended meaning**; idiom may be uncertain.
- **Punctuation used but not always helpful**; occasional sentence separation errors.
- **Spelling of simple vocabulary accurate**; errors in more difficult words.
- **Paragraphs used but may lack unity or coherence**.
- **Attempt to address topic** but there may be digressions or failures of logic. May lack liveliness and interest.
- **Tone may be uneven**.
- **Argumentative** essays have mainly relevant points, but may be only partially developed, with some repetition.
- **Descriptive** essays have mainly relevant but may rely too much on narrative.
- **Narratives** are largely a series of events with only occasional details of character and setting.
- **Informative** essays have some facts and are partially developed.

Band 5 (14-11 marks)

- **Overall meaning never in doubt**, but sufficiently frequent and serious to **hamper precision** and distract reader from content.
- **Some simple sentence structures accurate but script likely to sustain accuracy for long.**
- **Errors in verb forms and tenses** will sometimes confuse sequence of events.
- **Vocabulary limited**, either too simple or imperfectly understood; some idiomatic errors likely.
- **Simple punctuation usually accurate**, but there may be frequent sentence separation errors.
- **Spelling of simple vocabulary accurate**, frequent errors in more difficult words.
- **Paragraphs used haphazardly.**
- **Some relevance, some interest.**
- **Tone may be inconsistent.**
- **Argumentative** essays make a few points but development is simple and not always logical; some obvious repetition of ideas.
- **Descriptive** essays are relevant but lack scope or variety.
- **Narratives** are simple, everyday or immature.
- **Informative** essays have simple facts and lack maturity.

Band 6 (10-7 marks)

- **Many serious errors of various kinds of 'single-word' type** (i.e. they could be corrected without re-writing the sentence) **communication established**, although weight of error may cause **some 'blurring'**.
- **Sentences probably simple and repetitive** in structure.
- **Frequent errors in verb forms** and haphazard changes of tense confuse meaning.
- **Vocabulary conveys meaning but likely to be simple and imprecise**; significant idiomatic errors.
- **Punctuation and paragraphing may be haphazard or non-existent.**
- **Spelling may be inconsistent.**
- **A little relevance. A little interest.**
- **Some recognition of appropriate tone.**
- **Argumentative** essays make only a few discernible points and the argument progresses only here and there.
- **Descriptive** essays present an unclear overall picture.
- **Narratives** are very simple and may narrate events indiscriminately.
- **Informative** essays have unclear facts which are barely developed.

Band 7 (6-3 marks)

- **Sense usually decipherable** but **some error will be 'multiple'** (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.
- **Unlikely to be more than a few accurate sentences**, however simple, in the whole composition.
- **Little relevance or interest.**
- **Tone may be inappropriate.**
- In **argumentative** essays only very few points are discernible and the argument barely progresses.
- In **descriptive** essays the overall picture is very unclear.
- **Narratives** are extremely simple and may narrate events indiscriminately.
- **Informative** essays have few unclear facts with little or no development.

Band 8 (2-0 marks)

- **Scripts almost entirely or entirely impossible to recognise as pieces of English writing**; whole sections make no sense at all.
- Where occasional patches of relative clarity are evident, two or one mark(s) should be given
- The mark of 0 is reserved for scripts that make no sense at all from beginning to end.
- **Argumentative** essays are rarely relevant and may well be disordered, as **are descriptive, informative** essays and **narratives**.